

**EVALUATION OF TEACHER SUPERVISION PRACTICES AND  
IMPLEMENTATION OF EARLY YEARS EDUCATION  
PROGRAMMEME IN KHWISERO SUB COUNTY, KENYA**

**Isabellah Lumiti Ameli**

**A Research Thesis Submitted in Partial Fulfillment for the Requirements of the  
Award of The Degree of Master of Education in Early Childhood Development  
Education of Masinde Muliro University of Science and Technology**

**MARCH, 2024**

## DECLARATION

This thesis is my original work and has not been presented for an award of conferment of degree or any other award in any other university or institution.

Signature.....

Date.....

**Isabellah Lumiti Ameli**

**REG NO: EDH/G/01-53206/2018**

## CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology a thesis entitled **Evaluation of teacher supervision practices and Implementation of early years education programme in Khwisero Sub-county, Kenya.**

Signature.....

Date.....

**Dr. James Bill Ouda**

Department of Educational Psychology

Masinde Muliro University of Science and Technology

Signature.....

Date .....

**Dr. Godffrey Ayaga**

Department of Educational Psychology

Masinde Muliro University of Science and Technology

## **DEDICATION**

This thesis is dedicated to my dear family. They have supported me emotionally, intellectually, and materially throughout my study.

## **ACKNOWLEDGEMENT**

I wish to thank the Almighty God for having led me this far in my studies and thesis work. Secondly, I'm grateful to Masinde Muliro University for having granted me the opportunity to further my studies and to my supervisor Dr. James Bill Ouda and Dr. Geodfrey Ayaga for their continuous guidance and advice during every phase of my proposal. God bless you abundantly. Great appreciation goes to the lecturers and staff at Masinde Muliro University for their continual support. I also appreciate the schools in Kwisero Sub county, the teachers, head teachers and ECDE teachers for the role they played particularly providing data. Lastly, my appreciation goes to my classmates for the useful role they played in the completion of this research . God bless you abundantly.

## **COPYRIGHT**

This Thesis is copyright material protected under the Berne Convention, the copyright Act 1999, and other international and national enactments on that behalf, on intellectual property. It may not be reproduced by any means in full or in part except for short extracts in fair dealing so for research or private study, critical scholarly review or discourse with acknowledgment, with the written permission of the dean, School of Graduate Studies on behalf of both the author and Masinde Muliro University of Science and Technology.

## ABSTRACT

Early Years Education (EYE) is the crucial stage in the child's physical, social, emotional, and intellectual development. With the promulgation of the Kenya Constitution in 2010, the responsibility of EYE was delegated to County governments. The Kenyan government, collaborating partners, and communities in general have devoted resources (human, financial, and time) to increase the quality of pre-school education services. However, preschool programmes are implemented with difficulties and anomalies, despite best efforts. According to the Ministry of Education and the Republic of Kenya, inadequate supervision is one of the issues affecting early years education. This study, therefore, sought to establish the relationship between teacher supervision practices and implementation of early years education programmes in the Khwisero Sub-county, Kenya. The specific objectives of the study were; to establish the effectiveness of teacher supervision practices in the implementation of the Early Years Education Programme; to find out the role of school administrators in the implementation of early years education programme, to suggest strategies for effective teacher supervision in the implementation of Early Years Education programme. The study used contextual interaction and Supervision theories. The study employed a cross-sectional survey research design. The population of this study consisted of 61 schools from the sub-county, 61 EYE teachers in-charge, 61 head teachers, 67 assistant teachers, 61 parent representatives, 1 Programme Officer, and 4 ward representatives from Khwisero Sub-County. From the result of Piloting, Cronbach reliability revealed that all constructs had a coefficient above 0.7 indicating that the instrument was reliable. Stratified random sampling was used in the selection of 10 schools from which purposive sampling was used to select 10 head teachers, 10 teachers in charge, 1 programme officer, and 4 ward representatives while random sampling was used to select 50 assistant teachers. Instruments that were used to collect data were questionnaires document analysis and interview guides. The data was analyzed using descriptive statistics with the aid of Statistical Package for Social Science (SPSS) version 20 and the findings were presented in the form of frequency tables. The findings revealed less effective teacher supervisions practices (M=1.9-3.0) although with a significant association between the effectiveness of teacher supervision practices and programme implementation as shown by the Pearson Chi-Square test of association,  $\chi^2_{16, 0.05}=45.073$ , ( $p<.05$ ). School administrators were found to play a great role ranging from helping teachers understand school policies and supervision (M=3.3, STD=1.54) to hiring or acquiring of more staff (M=4.36, STD=.37), which significantly correlated with teacher supervision and programme implementation ( $r=.542$ ,  $p<.05$ ). Main strategies for programme implementation included professionalism (M=4.24, STD=.39), classroom visitation (M=4.08, .48) and in-service training (M=4.03, STD=.52), hence strategies for implementation significantly correlated with programme implementation ( $r=.612$ ,  $p<.05$ ). It was therefore concluded that good programme implementation was associated with teacher supervision practices, school administrators role positively enhanced programme implementation and the identified strategies have a positive influence on programme implmenetation. The study however recommends improvement in teacher supervision in ECDE centers, empowerment of school administartors to enhance teacher supervision and finally enhancement of more strategies to make program implmenetation more effective. The findins are therefore significant to the policy makers, the school administrators, other researchers and teachers at large since it provides vital inofmration that can be used to make critical changes in education sector particulary for ECDE programme implementation.

## TABLE OF CONTENTS

<b>TITLE PAGE</b> .....	<b>i</b>
<b>DECLARATION</b> .....	<b>ii</b>
<b>CERTIFICATION</b> .....	<b>ii</b>
<b>DEDICATION</b> .....	<b>iii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>iv</b>
<b>COPYRIGHT</b> .....	<b>v</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>TABLE OF CONTENTS</b> .....	<b>vii</b>
<b>LIST OF TABLES</b> .....	<b>xi</b>
<b>LIST OF FIGURES</b> .....	<b>xii</b>
<b>ABBREVIATIONS AND ACRONYMS</b> .....	<b>xiii</b>
<b>CHAPTER ONE</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
1.1 Background of the Study .....	1
1.2 Statement of the problem.....	8
1.3 Purpose of the Study.....	9
1.4 Objectives of the Study.....	9
1.5 Research Questions.....	9
1.6 Significance of the Study.....	10
1.7 Scope of the Study .....	11
1.8 Assumption of the Study. ....	11
1.9 Limitations of the study. ....	12
1.10 Theoretical framework.....	13
1.10.1 Contextual Interaction Theory (CIT) .....	13

1.10.2	Supervision Theory .....	16
1.11	Conceptual Framework.....	19
1.12	Operational definitions of terms .....	21
<b>CHAPTER TWO.....</b>		<b>23</b>
<b>LITERATURE REVIEW .....</b>		<b>23</b>
2.1	Introduction.....	23
2.2	Early Years Education Programme. ....	23
2.3	Teacher Supervision Practices.....	25
2.4	Empirical literature review .....	27
2.4.1	Effective Teacher Supervision in Early Years Education .....	27
2.4.2	School Administrators Role in supporting teacher supervision practices .....	35
2.4.3	Strategies for effective teacher supervision.....	38
2.5.	Summary of Literature Review. ....	45
<b>CHAPTER THREE.....</b>		<b>47</b>
<b>RESEARCH METHODOLOGY.....</b>		<b>47</b>
3.1	Introduction .....	47
3.2	Research Design.....	47
3.3	Location of the Study .....	47
3.4	Target population .....	49
3.5	Sampling Procedures and Sample Size .....	50
3.6	Research Instruments.....	52
3.6.1	Questionnaires .....	52
3.6.2	Document Analysis Guide.....	53
3.6.3	Interview Schedule .....	53



3.7 Pilot Study .....	54
3.7.1 Validity of the Research Instruments .....	54
3.7.2 Reliability of the Research Instruments.....	54
3.8 Data collection procedures .....	56
3.9 Data analysis.....	57
3.9.1 Qualitative Data Analysis .....	57
3.9.2 Quantitative Data Analysis .....	57
3.10 Ethical Considerations .....	58
3.10.1 Permission.....	59
3.10.2 Informed Consent .....	59
3.10.3 Confidentiality .....	59
3.11.4 Anonymity .....	60
3.11.5 Harm to Participants .....	60
<b>CHAPTER FOUR .....</b>	<b>61</b>
<b>DATA PRESENTATION, INTERPRETATION AND DISCUSSION.....</b>	<b>61</b>
4.1 Introduction.....	61
4.2 Response Rate.....	61
4.3 Demographic Characteristics of Respondents .....	62
4.4 Study Findings.....	65
4.4.1 Teacher supervision practices and programme implementation .....	65
4.4.1.1 Specific Areas to look at During Supervision and Monitoring .....	66
4.4.1.2 Supervisory practices.....	67
4.4.1.3 Teacher Preparedness for Programme Implementation.....	70
4.4.1.4 Teacher Perception of Monitoring and supervision activities .....	73
4.4.2 Role of School Administrators in Supporting Teacher Supervision Practices .	76

4.4.3 Challenges facing Implementations of EYE programme in Khwisero Sub-county .....	81
4.4.4 Strategies for effective teacher supervision .....	82
<b>CHAPTER FIVE .....</b>	<b>91</b>
<b>SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS.....</b>	<b>91</b>
5.1 Introduction.....	91
5.2 Summary of Findings .....	91
5.2.1 Teacher supervision practices and implementation of early years education programme.....	91
5.2.2 Role of School Administrators .....	92
5.2.3 Strategies for effective teacher supervision .....	92
5.3 Conclusion .....	93
5.4 Recommendations.....	94
5.5 Suggestions for Further Research.....	95
<b>REFERENCES .....</b>	<b>96</b>
<b>APPENDICES.....</b>	<b>106</b>
APPENDIX I: QUESTIONNAIRE FOR HEAD TEACHERS, TEACHERS IN CHARGE AND ASSISTANT TEACHERS.....	106
APPENDIX II: INTERVIEW SCHEDULE FOR WARD REPRESENTATIVE .....	111
APPENDIX III: INTERVIEW SCHEDULE FOR PROGRAMME OFFICER .....	112
APPENDIX IV: INTERVIEW SCHEDULE FOR PROGRAMME OFFICER .....	113
APPENDIX V: RESEARCH PERMIT .....	114
APPENDIX VI: RESEARCH PROPOSAL APPROVAL LETTER.....	115
APPENDIX VII: STUDY LOCATION MAP .....	117

## LIST OF TABLES

Table 3. 1: Target Population .....	49
Table 3. 2: Sample size.....	52
Table 3. 3: Reliability Test .....	56
Table 4. 1: Questionnaire return rate .....	61
Table 4. 2: Distribution of respondents by gender .....	63
Table 4. 3: How often they visited early years education Centers for Assessment.....	65
Table 4. 4: Specific Areas of Supervision .....	66
Table 4. 5: Effectiveness of Supervisory Practices .....	68
Table 4. 6: Programme Implementation and material availability and Use Preparedness ....	70
Table 4. 7: Other Aspects of Programme Implementation .....	72
Table 4. 8 Perception of the monitoring and supervision activities .....	73
Table 4. 9: Association between Teacher Supervision and Programme Implementation .....	75
Table 4. 10: Role of school Administrators in teacher supervision on implementation of EYE .....	76
Table 4. 11: Correlation between the role of administrators and Programme Implementation .....	80
Table 4. 12: Challenges facing EYE programme. ....	81
Table 4. 13: Strategies for Implementation .....	83
Table 4. 14: Additional Strategies to teacher supervision practices.....	85
Table 4. 15: Correlation between Strategies and Programme Implementation.....	87
Table 4. 16: Programme Implementation .....	89

## LIST OF FIGURES

Figure 1. 1 Conceptual Framework .....	19
--	----

## **ABBREVIATIONS AND ACRONYMS**

<b>AKF</b>	The Aga Khan Foundation
<b>BVLF</b>	Bernard van Leer Foundation
<b>CICECE</b>	City Centre for Early Childhood Education
<b>DICECE</b>	District Centers for Early Childhood Education
<b>ECCE</b>	Early Childhood Care and Education
<b>ECD</b>	Early childhood developing
<b>EYE</b>	Early Years Education
<b>FPE</b>	Free Primary Education
<b>GOK</b>	Government of Kenya
<b>KICD</b>	Kenya Institute of Programme Development
<b>MOE</b>	Ministry of Education
<b>MOEST</b>	Ministry of Education Science and Technology
<b>NACECE</b>	National Centre for Early Childhood Education
<b>PEP</b>	Programme Education Project
<b>UNICEF</b>	United Nation International and Cultural Fund
<b>UNESCO</b>	United Nations Education, Scientific, and Cultural Organization
<b>USA</b>	United States of America

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Early Years Education (EYE) is the education that develops the physical health, nutritional well-being, and intellectual capacity of the pre-school child. Additionally, it improves the child's social, emotional, and aesthetic growth outside of the home (Nakpodia, 2011). It is an essential first step in achieving education's goals and acts as the child's educational foundation. Kim (2020) claims that the phrase "early Years education" refers to a wide range of programmes all aimed at promoting young children's physical, intellectual, and social development before they enroll in primary school.

Many of the early education pioneers, including Heinrich Pestalozzi, Johann Frobel, and John Dewey among others, found early year education program important (Nuugwedha, 2014). The child's physical, social, emotional, and intellectual growth must pass through this critical stage, and requires proper naturing, which can be achieved through appropriate programme implementation that is well supervised.

Global Guidelines for Early Childhood Education in the 21st Century (Kim, Raza & Seidman, 2019) show that early childhood development and education have recently received priority as a basis for later learning and growth through the recent program implementations. However, for the success of these programs, there must be adequate supervision practices. Therefore numerous nations continually work to fund schools to guarantee that they have

teaching staff in addition to offering a favorable studying environment (Glickman, 2017), despite which, competent teacher supervision must be available (Elacqua, 2016).

Teacher supervision is focused on improving the teaching-learning environment for the mutual benefit of teachers and students. It also helps to identify the teachers' areas of strength and weakness, as well as the follow-up activities required to enhance the identified areas of weakness (Nakpodia, 2016). It is critical to provide teacher supervision the attention it deserves because of its unique position in the educational system. The government of the United States of America (USA) created guidelines for teacher monitoring and supervision with the goal of improving teaching and learning (Gordon, 2016). In order to guarantee a high enrollment rate in schools, the USA has also implemented subsidies (Asyango, 2017). The administrators of the school are required to give termly reports on their methods for teacher supervision. Tyagi (2016) observes that in India, teacher supervision has aided in the improvement of the teaching and learning process as well as the professional development of teachers. The provision of teacher supervision for early-year education is highly valued by the Indian government and its educational institutions.

The World Conference on Education for All (EFA), which took place in Jomtien, Thailand, in March 1990, emphasized the importance of the early years as the cornerstone of a person's life and further recommended good teacher supervision practices (Nguyen & Winsler, 2021). According to Okendu (2017), teacher supervision in Nigeria is viewed as a process that improves the curriculum, the teaching methods used in the classroom, and the professional progress of the instructors through democratic exchanges between the teacher and the supervisor.

According to Le Mat, Altinyelke, Bos, and Volman (2020), Ethiopia acknowledges the value of preschool education in its comprehensive education programme by focusing on the child's whole development as a prelude to formal schooling, which is also dependent on teacher supervision. Byabagambi (2017) focuses in particular on the relationship between Ugandan student learning outcomes and teacher supervision as it relates to teachers' professional practices. For this reason, the Ugandan government has contributed to this effort. In addition to Kenya, other countries that have acknowledged the benefits of teacher supervision include Zimbabwe, Ethiopia, Alberta, and Botswana (Ehren, Eddy Bangpan & Reid, 2017).

According to Kinyua (2019) teacher supervision practices entails monitoring of lesson plans and other work-related plans created by the teachers. This responsibility is however vested on school administrators as a role, in which they should make sure that the student's notebooks are marked, corrected, and checked. Additionally, as part of their teacher supervision procedures, head teachers must visit classrooms to observe the teaching-learning strategies used by the instructors. However, they need strategies to accomplish this, which includes regular academic staff meetings to discuss academic standards and provision of the required teaching and learning tools to the instructors. It can however be noted that the extent of teachers supervision, role of head teachers as school administrators as well as the strategies that must be employed have not been fully examined in the previous literature review.

Several studies have been carried out scarcely on the subject of early years education teachers supervision practices (Terziev & Vasileva, 2022). Alimi, Olatunji, Akifolarin, and Ayandonja (2012) found that the goal of head teachers' supervisory techniques is to determine, uphold, and enhance the caliber of labor. Marshall, (2013) on the other hand advocated creation of opportunities for teachers to learn and collaborate more effectively in order for them to be



more effective in the classroom while Bouchamma and Michaud (2014) identified the learning community as the best way to achieve collective teacher supervision. Finally, a model was put forth by Altun and Sarkaya (2020) to identifies three phases of the supervisor's functioning.

It is worth noting that among the studies carried out, little touches on the effect of teacher supervision practices on the implementation of the Early Years Education programme. Moreover, previous studies have not emphasized the level of education. There is also little evidence of the nature of relationship and the actual effect which led to the current study to determine the effect of teacher supervision practices on the implementation of the Early Years Education programme in the Khwisero Sub-county.

Administrators role focuses on overcoming the drawbacks of individual supervision, enhancing the potency of current educational strategies, implementing durable innovations, encouraging reflection, and fostering a collegial environment (Zepeda, 2016). In this situation, the administrators acts as a mentor for the instructors. Fullan (2023) identified four crucial steps that the adminsitrators must take in order to successfully carry out supervsion. Second, the administrators must inspire teachers to participate more in decision-making so that they feel empowered, which in turn inspires them to see themselves as change agents and leaders. Effective school leaders embrace change and innovation in this sense. Third, the PLC leader must give their members the knowledge, instruction, and direction they need to make wise choices. Fourth, they must demonstrate their trustworthiness by acting in a way that supports the mission and values of the school. These methods can greatly enhance teacher supervision if implmeneted, however, it is not clear whether the school adminsitrators play this role accordingly (Basile et al., 2012).

Previous studies have tried to outline the role of school administrators and relate it to performance or in some cases successfulness of a programme. For instance, Leithwood et al. (2020) study established that school administrators as leaders should encourage collaboration, give resources, and advance a continuous improvement culture in their school administrations. Hellriegel and Slocum (2021), on the other hand found a relationship between school administrators role and programme implementation while Kamindo, (2008); Mavindu, (2013); Mzee, (2011) found that administrators methods for addressing the workload issue and striking a balance with teacher monitoring are not documented. Ndungu (2017) also established that one of the roles of school administrators is ensuring adequate staffing, which conformed with Adikinyi (2007) and Nyandiko (2008) findings that there is a teacher shortage.

It is clear from the aforementioned studies that school administrators play a great role in teacher supervision, which can enhance programme implementation. However, these studies were carried out on different scope which does not adequately address the problems related to early childhood learning. Besides, there is inadequate empirical evidence of the relationship between the role of school administrators and programme implementation as most of these studies tend to merely outline the roles of school administrators. Furthermore, some of the studies have found conflicting results, some showing that school administrators role is acquiring more staff whereas there is still shortage. It is also clear that these studies have not addressed all the aspects underpinning the role of school administrators hence the need to establish the role of school administrators on ECDE programme implementation.

A number of strategies that are believed to enhance effectiveness in teacher supervision have been suggested in the previous studies (2011). These comprises the planning of instructional activities, adherence to programme specifications and staff competency, supply of

instructional resources and tools, and creation of policies and guidelines guiding the conduct of both students and teachers (Sule, Eyiene & Egbai, 2015).

Previous studies therefore sought to come up with different strategies, for instance, Sule et al. (2015) suggested that micro-teaching, workshops, conferences, demonstrations, classroom observations, and checking teachers' attendance, punctuality, students' notes, schemes of work, and lesson notes can help to develop and maintain competence. Charles, Chris, and Kosgei (2012) additionally suggested that the strategies such as making sure teachers strictly adhere to the programme, have positive relationships with their students, use teaching aids and backups appropriately, summarize the main points of the lesson at the end, use voice variation, and revise prior knowledge, were important for programme implementation.

From the few highlighted studies, it is clear that most studies have omitted key elements of strategies which include classroom visitation, inservice training, team work and professionalism which are very important strategies for programme implementation. Studies by Heyneman (2009), Wall and Hurie (2017), Range, Young, and Hvidston in (2013) also failed to provide evidence of relationship between these strategies and programme implementation. It was therefore important to establish strategies for effective teacher supervision in the implementation of early years education programme.

In Kenya, EYE is managed by a partnership policy of the MoEST, whose major objective is to improve the delivery of EYE services across the nation. The main department in charge of the nation's EYE programmes is MoEST, which collaborates with other ministries on its development and execution. Three parts of the ministry are active on the national level. The Directorate of Basic Education's early years education unit is in charge of developing policy

guidelines, registering preschools, coordinating data gathering, obtaining funds and donations, and providing trainers. The second is the Early Years Education Unit of the Division of the Directorate of Quality Assurance and Standards, in charge of examining teacher candidates, issuing certifications to pre-school teachers, and inspecting daycare centers and training facilities. The development of programmes and materials, professional development and support, coordination of research, monitoring, and evaluation, and training are all responsibilities of KICD. The pre-primary training facilities for child care were placed within the county government of Kenya with the adoption of the new constitution in 2010 (GOK, 2012).

The Kenyan Ministry of Education (MoE) created early years education (EYE) service standard standards in 2006 to assist EYE stakeholders in the delivery of EYE programmes. The Children's Act and the national EYE policy framework were operationalized through the development of Early Years Education Service Standards Guidelines for Kenya.

(Riechi, 2021). The main objective was to offer detailed service standard criteria that assure that EYE service providers offer young children high-quality, equitable, and accessible EYE services. The guidelines provide forth the necessary requirements for the creation, registration, and administration of EYE centers, colleges, and services. Additionally, EYE centers receive monitoring tools for Quality Assurance and Standards in programmes. However, there are discrepancies between policy and practice, such as the absence of a centralized agency tasked for EYE center registration. According to Momanyi and Rop (2020), a lack of clearly stated service standard criteria results in decreased service quality, insufficient coordination of service delivery, and unequal distribution of the service.

In Khwisero subcounty, there is only one programme officer managing teacher supervision in the whole sub county, which has 61 schools, which is burdensome. According to the County Government of Kakamega Yearly Report (2022), there was inability of the staff in Khwisero sub county to adequately supervise teachers. Out of a total of 61 schools, 43 head teachers were complaining of inadequate teacher supervision thus derailing the early year education programme implementation. Therefore, the current study focused to evaluate teacher supervision practices in the implementation of early years education programmes in the Khwisero Sub-county, Kenya.

## **1.2 Statement of the problem**

In Kenya, preschool programmes are implemented with difficulties and anomalies, despite best efforts by the government to make it successful. One of the main problems in the sector, according to the World Bank report on the evaluation of Early Years Education centers, which is consistent with the 2008 report by the Kenya Institute of Education NACECE on the effects of FPE on Early Years Education programmes. According to the Ministry of Education and the Republic of Kenya, inadequate supervision is one of the issues affecting early years education. Among the reasons given were: It's possible that the Sub-County Programme Officer and the school's head teacher, who are in charge of supervising pre-schools in Khwisero Sub-County, aren't performing their duties as intended. Some of the potential explanations for this include their being overburdened by the sheer volume of schools to monitor or even their lack of familiarity with the preschool curriculum, instruction, and method. Lack of frequent refresher courses to provide the heads of teachers with suitable skills and knowledge of monitoring of the curricular implementation in the school could also be a challenge in Khwisero Sub-County. Moreover, there is only one programme officer managing

teacher supervision in the whole sub county, which has 61 schools, which is burdensome. Statistics also shows that at least 43 out of the 61 school administrators were complaining of inadequate teacher supervision. It is therefore not very clear how teacher supervision practices are being conducted and how they have influenced the implementation of the EYE programme in Khwisero Sub-County. The study, therefore, sought to fill this gap by evaluating teacher supervision practices in the implementation of early years education in the Khwisero Sub-county, Kenya.

### **1.3 Purpose of the Study**

The purpose of this study was to establish the relationship between teacher supervision practices and implementation of early years education programmes in the Khwisero Sub-county, Kenya.

### **1.4 Objectives of the Study.**

The study was guided by the following specific objectives:

- i. To determine the effect of teacher supervision practices in the implementation of the Early Years Education programme in the Khwisero Sub-county
- ii. To establish the effects of school administrators in supporting teacher supervision practices in the implementation of the Early Years Education programme in Khwisero Sub-county
- iii. To establish strategies for effective teacher supervision in the implementation of the Early Years Education programme in the Khwisero Sub-county

### **1.5 Research Questions**

The study was guided by the following research questions:

1. What is the effect of teacher supervision practices in the implementation of the Early Years Education Programme in Khwisero Sub County?
2. What are the effects of school administrators role in supporting teacher supervision practices in the implementation of the Early Years Education Programme in Khwisero Sub County?
3. What strategies are effective for teacher supervision in the implementation of the Early Years Education Programme in Khwisero Sub County?

## **1.6 Significance of the Study**

The study was significant to various groups and individuals. First, the study's insights carry far-reaching implications for education authorities and policymakers. Armed with evidence-based changes, education policy makers can tailor education policies to address and improve the unique needs of early years education not only in Khwisero Sub-County but the entire region and country. The study is important to the programme implementation for early year education in Khwisero sub county since it provides knowledge on the progress and strategies that can be used. The research will be important to other scholars who want to conduct research in relevant fields. The study contributes to the body of knowledge for academics who are generally interested in teacher supervision procedures in the early years of schooling in Khwisero Sub-county. The study will serve as a reference point for the literature for the scholars to undertake other research. Ultimately, the study forms a foundation for further studies on a similar subject in other areas so as to streamline the early year education.

## **1.7 Scope of the Study**

The study was limited to early years education in Khwisero Sub County since this is the level of learning that forms the foundation for learners to subsequent levels and encounters many problems with the implementation of programme. The study was conducted to evaluate teacher supervision practices in the implementation of early years education programmes in Khwisero Sub-county, Kenya. The investigation specifically sought to find out if teacher supervision may impact significantly the implementation of early years education programmes. Therefore, the independent variables under the study were strategies employed by teachers in their supervision, teacher supervisory practices applied, and the role of school administrators in supporting teacher supervision in the implementation of early-year education. The dependent variable is the implementation of the early-year education programme in Khwisero sub-county, Kenya. The study population was drawn from the 61 early-year education centers in the sub-county. The study was conducted between July and August 2021.

## **1.8 Assumption of the Study.**

The study assumed that the respondents were knowledgeable about teacher supervision practices, reliable, truthful, honest, and gave accurate information to the questionnaires.

The following were the assumptions of the study:

- i. All the respondents gave honest and sincere answers.
- ii. It was assumed that the key respondents were readily available and gave valuable information on the study topic to achieve the study objectives.



- iii. Participants in this study would be cooperative and voluntary to give accurate and unbiased information.

### **1.9 Limitations of the study.**

The study's sample size was limited due to practical constraints and resource availability hence the study focuses on a specific educational context, Khwisero Sub County, Kenya.

The data collection instruments used were questionnaires and interviews. Interviews, which mostly rely on participants' subjective responses, could possibly generate biased or social desirability bias responses. This was controlled by assuring the participants that their responses will be held in confidence and will only be used for the study.

Due to the constrained time available for data collection and processing, the conclusions of the study may not be as detailed as they may be. The fact that this survey was carried out during regular school hours indicates that the respondents had a busy schedule; yet, the researcher requested more time from the school administrator in order to perform a thorough investigation. Additionally, the researcher ran upon respondents who were unwilling to cooperate and give the study's researchers the information they needed. The responders were guaranteed the confidentiality, privacy, and anonymity of their identities in order to get around this restriction.

Despite these limitations, the study's findings still provided valuable insights into teacher supervision practices and programme implementation in the context of Early Years Education in Khwisero Sub County. By acknowledging these limitations, researchers better interpreted

the study's outcomes and considered the potential implications within the specific context under investigation.

### **1.10 Theoretical framework**

Kerlinger (2013), is a claim that a theory provides an explanation for a certain subset of events by outlining specific relationships. The Contextual Interaction Theory (CIT), championed by Toole (2014), and the Robinson (1968) Supervision Theory will serve as the foundation for this study. Contextual Interaction Theory and Supervision Theory together provide a comprehensive perspective on teacher supervision practices. Contextual Interaction Theory highlights the importance of considering the specific context in which supervision occurs, while Supervision Theory focuses on the roles and functions of supervisors. By integrating these theories, the study can gain a more holistic understanding of the complex dynamics involved in teacher supervision and programme implementation.

#### **1.10.1 Contextual Interaction Theory (CIT)**

According to Toole (2014), one of the key principles of CIT is that the variables influencing the implementation process are interactive. Their influence, whether positive or bad, is contingent upon the particular surrounding factors. The idea makes a distinction between a set of basic facts about the parties involved that interact to influence the process of implementation. The idea focuses on motivation, which is the weight actors give to a policy and how much it helps them achieve their goals and objectives. This has an impact on implementation in that actors with low motivation may choose to disregard the policy. In the case of this study, the EYE monitoring would only be properly and completely executed if the government worked to inspire the implementers through multiple arms.

To provide proper programme supervision, the supervisors require the necessary tools and resources. The EYE teachers require the capacity, as well as materials for instruction and spaces to comfortably conduct the sessions. Information - Those participating must have enough knowledge to successfully supervise. Technical expertise on the subject at hand, as well as levels and patterns of actor communication, are all examples of information in this context. For instance, are individuals in charge of implementation aware of the target groups and with whom they should be collaborating? the ability to adopt policies - Toole (2014) argues that it is critical to understand who has the authority to implement a policy and the scope of that authority.

Toole asserts that authority may come from formal sources like legal or regulatory frameworks or from informal sources like relying on another person to accomplish goals. Leadership in EYE and all other involved departments was the main source of power in our study. As a result, ineffective national and local leadership might cause stagnation in EYE oversight. Resources should be provided and supported, along with supervision, monitoring, and assessment. Interaction - To further reduce implementation hurdles, actors' interactions must be taken into account. According to the contextual interaction hypothesis, the interaction between the learner, their environment, and their task shapes the learning process. These theories can be used in the study's context to comprehend how the interactions between teachers, school administrators, and the work of implementing the programme impact teachers' supervisory methods. For instance, the idea contends that when school administration supports teachers and when the task of implementing the programme is well-defined and in line with their instructional objectives, they are more likely to engage in successful supervisory methods. On the other hand, when they experience a lack of support

or when the task of implementing the programme is unclear or out of alignment with their objectives, instructors may struggle with supervision techniques. Therefore, the contextual interaction theory can be used to explore the factors that influence teacher supervision practices in the early-year education programme and to develop strategies to improve practices. By incorporating Contextual Interaction Theory into the study, we can examine how the specific context of Khwisero Sub County shapes teacher supervision practices and their effectiveness in implementing Early Years Education programmes. This theory helps to identify the contextual factors that impact supervision practices, such as cultural norms, community expectations, and available resources. Understanding these factors is crucial for developing strategies for effective teacher supervision that are culturally sensitive, contextually relevant, and responsive to the unique needs of the sub-county. By incorporating Contextual Interaction Theory into the study, the study examined how the specific context of Khwisero Sub County shapes teacher supervision practices and their effectiveness in implementing Early Years Education programmes. This theory helps to identify the contextual factors that impact supervision practices, such as cultural norms, community expectations, and available resources. Understanding these factors is crucial for developing strategies for effective teacher supervision that are culturally sensitive, contextually relevant, and responsive to the unique needs of the sub-county. The contextual interaction theor explains the implementation of the EYE programme. However it does no explain the supervision element of EYE programme implementation. Therefore, the supervision theory had been adopted to fill this gap.

### **1.10.2 Supervision Theory**

Robinson put forth the supervision theory in 1968. He contends that monitoring of educational experts is essential to carry out numerous tasks, including making teaching easier. Others include making sure there are enough teachers, effective orientation programmes, and appropriate supplies and equipment.

According to the hypothesis, educational outcomes are largely intangible, and teachers are better equipped to evaluate the efficacy of their efforts. These teachers may request supervision from education officers not because they require assistance but rather because they want confirmation that their task is being done well. They would be recognized for this, and their confidence would increase. The spirits of the teachers must be preserved. It can be accomplished, among other things, by offering rewards, including people in decisions that will effect their work ethics, and providing instructional materials. This theory's requirement for supervision of classroom instruction in order to guarantee that all teachers' tasks are synchronized is another crucial feature. Robinson thinks that this can be achieved through effective time management and student clustering based on grades.

According to the notion, teachers vary in their level of professional expertise and their desire for guidance regarding their classroom activities. He does, however, draw attention to the distinction between asked and unrequested guidance. While advice given in response to a teacher's request indicates a sincere wish to assist in issue solving, uninvited advice tends to cast doubt on the professional competency of the teacher. This idea suggests that the supervision of programme execution must carry out five key tasks. They are the following: advising function, development function, coordination, morale-boosting, and facilitation.

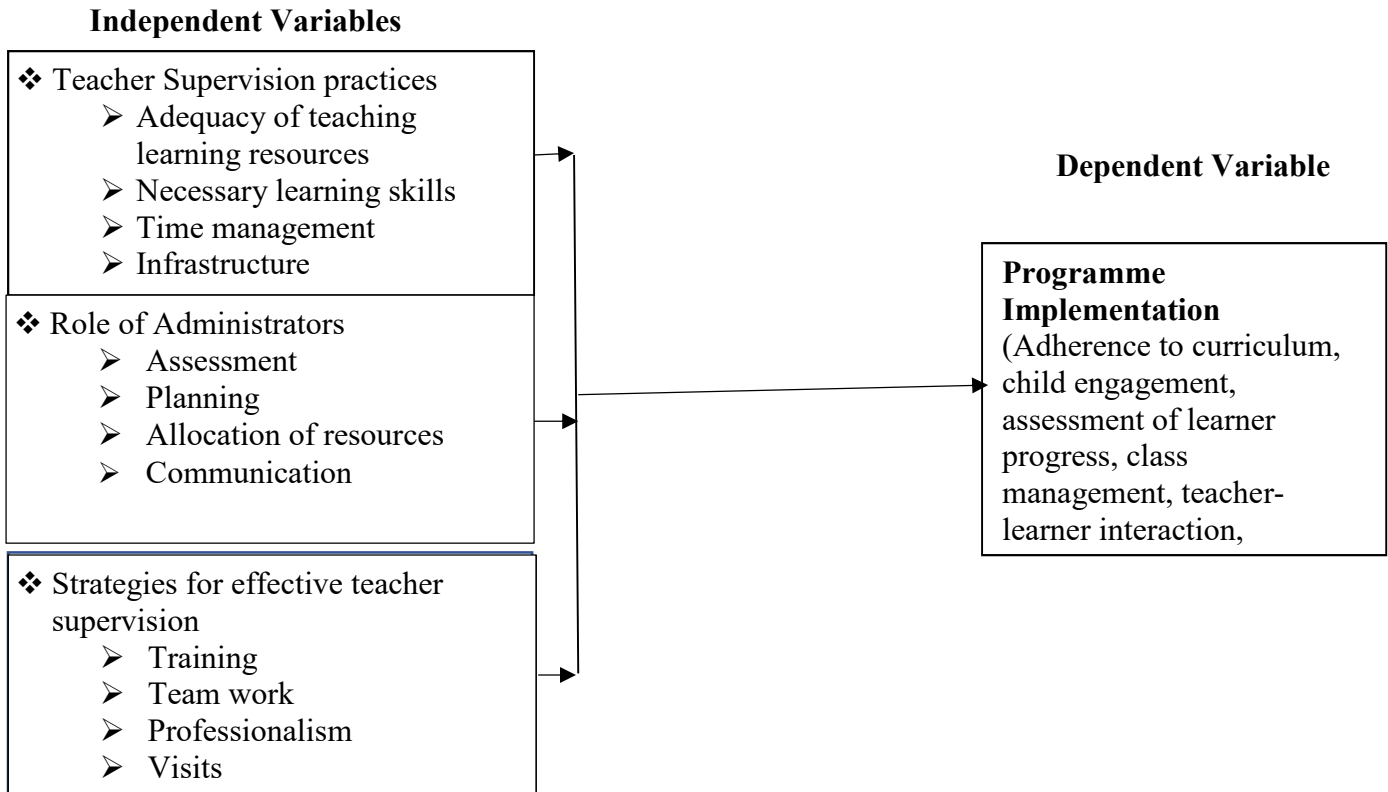
Robinson believes that the five existing functions support the need for professional oversight during programme implementation. The theory of supervision offers a framework for comprehending the many types of supervision and its effects on the growth and effectiveness of teachers. In the context of the study, peer supervision or clinical supervision can be identified as practices utilized in early-year education programmes, and their efficacy in fostering teacher growth and performance can be assessed using supervision theory. The idea can be applied to discover solutions for enhancing supervision practices in the early years' education programme as well as to investigate how school administrators might assist efficient supervision practices. We can evaluate how supervisors assist teacher supervision practices and the execution of Early Years Education programmes in Khwisero Sub County by introducing Supervision Theory into the study. This theory offers a framework for evaluating the efficiency of supervision by taking into account how effectively supervisors perform their administrative, supporting, and instructional duties. It assists in identifying areas where interactions between supervisors and teachers could be improved, such as by giving specific feedback, facilitating professional development opportunities, and creating a welcoming workplace.

Because they offer a complementary framework for comprehending the complex interaction between teachers, school administrators, and the task of programme implementation, the contextual interaction and supervision theories are both pertinent to the study on the evaluation of teacher supervision practices and implementation of early years education programmes. These ideas can direct the creation of strategies for enhancing supervision practices and assist in identifying the elements that support or obstruct good supervision practices. Both ideas can be applied to the educational setting of Kenya's Khwisero Sub

County. Contextual Interaction Theory recognizes the importance of understanding the local context to inform effective supervision practices, taking into account the cultural and social factors that influence education. Supervision Theory provides a framework for examining the roles and responsibilities of supervisors, which is relevant to improving teacher supervision practices and programme implementation in the sub-county. Anchoring the study on these theories allows for practical implications and recommendations. Findings from the study, informed by these theories, can guide the development of strategies for effective teacher supervision in Khwisero Sub County. The theories provide a basis for proposing interventions and initiatives that address the unique context and enhance the effectiveness of teacher supervision practices, ultimately improving the implementation of Early Years Education programmes. By grounding the study in Contextual Interaction Theory and Supervision Theory, the research can shed light on the contextual factors influencing teacher supervision practices and the roles of supervisors in supporting programme implementation. This theoretical framework ensures a comprehensive exploration of the research topic and facilitates the development of practical recommendations to enhance teacher supervision practices in the context of Early Years Education in Khwisero Sub County, Kenya. Overall, the combination of these two theories can provide a comprehensive and nuanced understanding of teacher supervision practices in the early-year education programme and can inform the development of effective interventions to support teacher development and performance.

## 1.11 Conceptual Framework

Orodho (2005) defined a conceptual framework as a type of representation in which a researcher diagrammatically illustrates the relationship between study variables as seen in Figure 1.1.



**Figure 1. 1 Conceptual Framework**

The researcher creates a conceptual framework based on the justification for Robinson's (1968) supervision theory, which illustrates the independent variables and how they would support the investigation. The paradigm is founded on the idea that better service delivery for preschool education will result from general management of the Early Years Education Programme. The use of appropriate pertinent materials, the fulfillment of the curriculum, and improved learning will all result from teacher supervision in higher-quality education. The



competent abilities of the supervisors and supervisory actions support this. When monitoring activities are carried out, they improve teaching strategies, inspire teachers and students, and ultimately result in the accomplishment of early childhood education objectives. Every combination will result in the intended result.

The implementation of the programme (the dependent variable) is depicted in Figure 1.1 as being influenced by a number of independent variables. The head teacher's techniques for the teachers are among the independent variables that have an impact on how the programme is implemented. The strategy must be one that the teachers would approve of.

Another independent variable that is connected to the EYE programme's execution is the difficulty of instructor oversight. Depending on how they feel, individuals may accept or reject the advice given to them by their superiors. The workload of the head teachers could make oversight ineffective. This is obvious when there is an insufficient number of instructors, which suggests that the head teachers should assume the tasks of teachers in the classroom, depriving them the chance to do teacher supervision.

Effective teacher supervision is also influenced by the expertise and experience of the supervisory instructors. To acquire the essential experience in supervision, the teachers should have been in the teaching profession for a considerable amount of time. They should also possess strong professional qualifications on par with those of their fellow teachers. This would let them carry out supervision effectively, which would ultimately improve student outcomes.

## 1.12 Operational definitions of terms

<b>Effectiveness</b>	having the capacity to produce the desired result or outcomeThroughout their pre-school years, children's growth and development are guided by their formal and informal schooling.
<b>Evaluation</b>	Determine the importance, value, or condition of typically by meticulous evaluation and the effectiveness of the instructional supervision procedures used in achieving the desired educational results.
<b>EYE Teacher</b>	An individual appointed by the County Government of Kakamega to ensure the EYE programme is implemented to ensure the holistic development of learners.
<b>Pre-school</b>	Term used to describe to the educational setting that provides care for young children in advance of primary schooling; synonyms include kindergarten, nursery, daycare, and pre-unit.
<b>Programme Implementation</b>	Teachers can improve their practices and support and inspire both academic and non-academic growth in their students by identifying, implementing, measuring, and continuously improving professional learning.  refers to executing or applying a plan, a method, or any model, specification, guideline, or directive to complete a task.
<b>Supervision</b>	This is a method that comprises keeping track and monitoring of teachers by the Sub-County Programme Officer and head

teachers of the schools to guarantee program implementation is done properly at EYE in the Khwisero Sub-county..

**Supervision practices**

The activities conducted by the Sub County Programme Officer and head teachers to check programme implementation by the teachers with the intention of ensuring effective programme implementation.

**Teacher Supervision**

A set of activities conducted to make learning and teaching better for the learner

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section includes a review of pertinent literature on the supervision of the provision of early childhood education programmes during implementation. It focuses on what academics, researchers, educators, and the Ministry of Education have discovered about early childhood education. The literature evaluation is focused on EYE management in the classroom and teacher monitoring.

#### **2.2 Early Years Education Programme.**

Research by Kamerman, Neuman, and Waldfogel (2017) reveals the importance of early childhood education programmes in fostering children's outstanding developmental outcomes. They emphasized how crucial it is for high-quality early childhood education programmes to place a strong emphasis on children's total development, including their cognitive, social, emotional, and physical growth.

According to Penwell (2007), early years education is the sum of a child's physical, intellectual/cognitive, emotional, and social learning over the course of her first 6 to 8 years of life. Early years education (EYE) is the field that deals with the upbringing, development, and education of young children between the ages of 0 and 5 years (UNESCO/OECD, 2005).

This broad idea is broken down into two key categories in Kenya that emphasize the objectives of early childhood education specialist training. As previously noted, the broad definition of early years schooling comes first. ECE's target age group includes children from birth to eight years old. The second is early childhood education and development, which primarily caters

to young kids between the ages of zero and five. This idea goes beyond providing young children with entertainment and knowledge. It involves providing a kid with comprehensive social, health, and psychological requirements (MOE, 2016). District Centers for Early Childhood Education offer this level of teaching.

Many African countries are driven to enlarge and enhance early childhood care and education, especially to reach vulnerable and marginalized children, by the imperative to fulfill their obligations under international agreements on children, as mandated by the Sustainable Development Goals (SDGs), the African Charter, and the United Nations Convention on the Rights of Children (UNCRC). Raising academic proficiency while lowering dropout rates and grade repetition across a variety of socioeconomic backgrounds is the central theme of this approach. (Maxwell, Hughes, and Smith, 2017; Jaramillo & Mingat, 2008).

Leslie (2014) came to the conclusion that early childhood education was essential for every child since it served more than just the interests of the next generation. They also help taxpayers and boost economic vitality. The following early childhood educators have also provided their diverse viewpoints on the significance of early years education based on some of the aforementioned considerations.

Kenya has established itself as a leader in the African region for EYE due to its noteworthy experience in the field of early childhood development and the country's relatively high rates of young children's participation in early years education services for the past 20 years (OECD, 2004). The framework for early years education has been established through an inter-sectorial collaborative approach of stakeholders drawn from the Ministry of Education along with regional and county education officials, Kenya Institute of Programme Developers

(KICD), National Centre for Early Childhood Education (NACECE), City Centre for Early Childhood Education (CICECE), District Centers for Early Childhood Education (DICECEs), UNICEF, Bernard van Leer Foundation (BVLf), The Aga Khan Foundation (AKF), NGOs, faith-based organizations, private training colleges, universities, and the private sector. EYE, has been defined in various ways by different scholars.

A child's developmental trajectory may change as a result of EYE programs by the time they enter school. A well-prepared youngster is less likely to end up in special education, repeat subjects or grades, or fail out of school altogether.

According to Karanja and Githinji (2011), the early years education concept encompasses the period from the time the child is still in the mother's womb shortly after conception through pre-school and the transition into the first three years of primary school.

### **2.3. Teacher Supervision Practices**

There are many different tactics and approaches used in teacher supervision practices in early childhood education. Ogletree and Mueller (2019) discovered that effective supervision entails a combination of observation, feedback, and assistance in their study on teacher supervision techniques in early childhood education. They stressed how crucial it is for supervisors to give clear, practical feedback in order to enhance teaching techniques.

In order to keep it brief, teacher supervision is a management method between instructors and a supervising principal that helps schools be better able to support students' academic advancement. Monitoring student achievement, conducting in-class observations, and providing the teacher with constructive criticism, support, and advice on professional

development activities are all examples of what this supervision may entail. For teachers to be more productive in the classroom, teacher supervision must eventually provide them with opportunities to learn and work together more skillfully.

Methodology is described in literature as "a systematic path designed to accomplish certain goals" and "A systematic way of studying phenomena and concepts" (Turkish Language Association, 2016). According to Bereiter and Scardamalia (2018), a method is "a way intentionally employed to realize identified teacher and educational goals." According to the aim, the period, the student's level, contemporary approaches, and practices in educational sciences, these methods may change. One of the teaching talents can be viewed as choosing an effective teaching strategy and putting it into practice during the lessons.

According to Ocak (2008), some teachers feel the need to use strategies when using materials, going over reading passages, running activities, and completing exercises. He claims that the term "method" has a different connotation than other people, such as a series of activities that aid students in achieving their goals as quickly and efficiently as possible. Within this context, a method is the sum of all the actions taken, and it is the path or the circumstance to which these actions relate. In addition to the objective, student, teacher, and subject, selecting and using a suitable method for the available materials are also important factors in achieving teacher goals.

Fer and Crk (2011) remark that the teaching technique should be taken into account within the programme's educational component because it is a crucial part of the process. It would technically be misleading to state that one approach is the best for achieving all educational objectives or to suggest that one approach is superior to another. It is preferable to consider

compatibility between the aim, the characteristics of the learner, and other criteria rather than assuming that a method is effective. To choose the best method and technique, teachers must therefore possess a vast and deep body of expertise. A teacher will be better able to support his or her pupils in obtaining effective, lasting, and meaningful learning if they use various yet relevant and compatible teaching strategies in one lesson.

According to Lang and Evans (2006), teacher strategies include teacher techniques more so than vice versa. One approach may include one or more methods as a component. In this regard, several actions taken by teachers and incorporated into a technique, such as demonstration, question-and-answer sessions, and presentations, are also categorized as teacher skills. Lang and Evans (2006) divide teacher tactics into five categories: direct, indirect, experimental, cooperative, and individual learning strategies. The choice of a teaching approach should be justified in light of the outcomes' goals, knowledge, abilities, high degree of cognitive competency, values, and affective characteristics. A solid lesson plan should incorporate at least two different teaching techniques. For every learner, there is no magic technique or plan that works.

## **2.4 Empirical literature review**

### **2.4.1 Effective Teacher Supervision in Early Years Education**

The directive method, collaborative approach, and non-directive approach are the most frequently used practices by instructors in their supervisory roles, according to experts (Glickman, 2017). Promoting high-quality early years education programmes requires effective teacher supervision. Kaya and Kabakci yilik (2019) discovered that effective supervision favorably improves teacher performance, student engagement, and overall



programme quality in early childhood education settings. Stronge, Ward, and Glickman (2011) found that good supervision techniques boost student achievement, particularly in early childhood education, in their study on the effects of teacher supervision on student outcomes. They stressed the importance of support and feedback in boosting teaching strategies and student learning.

Supervisors that use a directing approach believe that the process of teaching is made up of standardized technical skills and known competences that instructors need to acquire in order to be successful in their teaching practices (Glickman, 2010). According to this approach, a supervisor's duties include assessing, exemplifying, and leading competencies. The directive approach's supervisors are aware of the information they require and how it will be gathered. These managers advise the educators on the best instructional strategies and the relevant action plans to be implemented. Directive supervisors develop improvement standards using baseline data from several sources, including classroom observation.

A supervisor who employs the directive model has an impact on the trainer by providing advice and recommendations that the supervisor believes the trainer needs (Landers & Armstrong, 2017). The directive supervisory model's main goal is to provide the teacher with practical guidance right away for dealing with challenges related to the teaching process. When there is a new teacher who needs more directive direction or when a teacher is having difficulty in the teaching process and needs careful advice/monitoring, a directive model of supervision is frequently used.

For new teachers who require additional guidance and support, this works effectively. The supervisor takes direct accountability for the issues and their resolutions when they supervise

in a directive manner. The supervisor has a very demanding and directive role. The supervisor typically initiates contact initially and sets the agenda for all ensuing meetings. The supervisor use strategies like standardizing, reinforcing, and directing in this way. Since the supervisor provides guidance to the teacher, the teacher will be able to implement the finest teaching and learning strategies to raise student accomplishment. According to Glickman, Gordon, and Gordon (2013), the directed method to teacher supervision calls for the supervisor to first determine the issues by obtaining information, especially through observation, and then discuss the findings with the instructor. According to a research by Hishmanoglu (2010) among English language teachers in northern Cyprus, Turkey, about how they felt about educational supervision, their supervisors were trying to catch problems while they were happening in the classroom. The survey also discovered that the supervisors were passing judgment on the teachers' performance.

The primary responsibility of a school is to deliver education, which includes a variety of activities and programmes. The presence of appropriate infrastructure in the school is crucial for the smooth operation of various programmes and activities. Infrastructure for schools comprises the buildings, grounds, furniture, and other furnishings as well as the tools needed to deliver education (Imazeki, 2004). The school building should be well thought out, spacious, practical, and have appealing architectural aspects in a perfect school infrastructure programme. According to Wayne & Youngs (2003), the building's rooms should be roomy, well-ventilated, and equipped with fans and other amenities.

A library, various types of laboratories, workshops, art and craft rooms, staff rooms, principal's offices, school offices, multimedia rooms, conference rooms, theaters, assembly areas, and gymnasiums are just a few of the facilities that should be included when building a

school (McCarthy & Guiney, 2004). The core of any school's physical setup is the classroom. A school infrastructure programme should include enough classrooms, each of which should be attractive. The rooms are tastefully adorned and the walls are painted in a few light hues. The walls should be painted and hung with new charts. A chalkboard should be mounted at the proper height on the front wall. Back walls should include built-in cabinets for storing books, tools, craft supplies, experimentation equipment, maps, and other instructional aids (Hawa, 2011).

In a classroom with mobile chairs and workstations, where various learning resources are easily accessible in storage cabinets. The chair can be adjusted simultaneously for a number of activities. The classroom should have sufficient lighting to allow students seated in various corners to see the instructor and the board. In the event of a power outage, the locations of the rooms would be open and bright. (Dhanalakshmi, 2008). While the phrase "classroom management" is frequently used synonymously with "discipline," it is also distinguished from "classroom instruction" (Egeberg et al. 2016). However, research from the 1980s asserted that administration and instruction by teachers are not independent but rather intricately intertwined. While behavior clearly plays a role in classroom management, the phrase can also be used to describe the planning, organizing, and supervision of students, the teaching and learning process, and the classroom environment in order to create and maintain a positive learning environment (Berger, Girardet, Vaudroz & Crahay, 2018).

Success as a teacher depends on having a strong grasp of student behavior. Teachers can affect student behavior by using classroom management to establish a supportive learning environment. The primary goal is to decrease student misconduct while raising acceptable behavior. Effective teachers accomplish this by managing contingencies, or the events that

take place prior to and following a behavior. By doing this, they eliminate obstacles to giving pupils the abilities for successful communication, interpersonal interactions, and academic accomplishment. Ineffective classroom management leads to pandemonium, which disrupts student learning and frequently irreparably harms teacher morale (Ahmadi & Cole, 2023).

Unsurprisingly, research shows that teachers and principals rank effective classroom management as one of the top five essential teaching abilities. One of the foremost worries of educators for over 15 years has been disruptive student behavior, which also happens to be a major factor in teacher attrition (Smart & Igo, 2010). According to Ingersoll's (2001) research, more than thirty percent of instructors gave poor classroom management as their primary reason for leaving their positions. Good classroom management and effective instruction are mutually dependent; one cannot exist without the other.

Teachers must use the best teaching techniques to reduce misbehavior. Teachers must be skilled in research-based behavior control techniques to maximize learning.

Studies show that children who routinely do poorly on assignments have a bad attitude about learning, act out more frequently, and are labeled as problem students rather than academically capable students (Sprick, Borgmeier, & Nolet, 2002). Students may occasionally misbehave in order to get away from education that is too difficult for them. Similar to this, brilliant children who are not challenged or receive poor instruction behave disruptively. Poor training merely makes bad behavior worse in any scenario. Work that is neither too easy nor too difficult must be assigned by teachers. It is essential to design lessons that are suitably matched to the ability levels of the students and the complexity of the assignment. When there are inconsistencies, students get agitated, disinterested, distracted, and ultimately disruptive.

Supervisors convey teaching as a problem-solving issue in a collaborative manner. In this method, two or more people set a challenge and attempt to use the teaching techniques that are thought to be pertinent (Glickman, 2010). In this method, the supervisor facilitates problem-solving while maintaining instructors' attention on their common issues. The supervisors and teachers have reached a mutually binding agreement on the criteria, techniques, and structures for subsequent teacher improvement. The teacher and the supervisor agree on the course of action. The final action plan for teacher improvement takes into account the supervisor's and the teacher's perspectives. If any of the parties are unhappy with the action plan, they have the right to reject it and resume talks until they reach an agreement. However, parties to a collaborative method must be willing to modify their original ideas and not always take firm positions (Glickman, 2010).

According to Glickman (2010), collaborative models support treating the supervisor on par with the teacher when it comes to presentation, interaction, and contracting on modifications that have been mutually discussed. In this method, the supervisor's job is to facilitate problem-solving while continuing to engage in the conversation. Teachers get the chance to express their thoughts and suggest plausible options for future action thanks to the collaborative approach used by teacher supervision. Ibrahim (2013) found that 83.3% of student teachers in the United Arab Emirates supported the use of a collaborative approach in their research.

Interactive teacher monitoring is a collaborative strategy. The process is collaboratively planned by the parties. As a result, both the supervisor and the teacher feel a sense of

responsibility over the entire process. Although it is non-evaluative, it aims to improve the rapport between the supervisee and the supervisor. Kimosop (2007) asserts that feedback obtained through interactive analysis benefits both the supervisor and the instructor in terms of knowledge provided, since including the supervised teacher's comments helps strengthen that teacher's confidence, which in turn improves the learning process. Since it is a supportive activity, the supervisor offers different techniques using a variety of skills as required, which improves the pedagogical abilities of the monitored teachers. As a result, the teacher would be more confident in her ability to use effective teaching techniques to improve the academic achievements of her students.

Education advancement now ranks first on the priority scale when it comes to learning progress. Student learning results are still not at their best, according to a number of research findings (Argina et al., 2017; Fenanlampir et al., 2019; Stacey, 2011; Wulandari & Jailani, 2015). From certain perspectives, the learning outcomes of students do not show complete results. Certain personality traits are only emphasized when it comes to knowledge; they are not emphasized when it comes to attitudes, abilities, or other traits. The perception of learning as being of inferior quality is one of the main things influencing the learning outcomes of students.

The results of the Canales and Maldonado (2018) study showed that teacher quality affects student achievement. Children's learning outcomes are influenced by instructors' professional backgrounds and educational backgrounds. The results of the 2019 study by Motegi and Oikawa lend more credence to the idea that the quality of instruction has an impact on student

progress. There is interaction between the learning component and other learning components. The efficiency of learning time is influenced by the caliber of teacher education. Student achievement is greatly impacted when learning time is linked with outstanding teacher learning. Learning is a system where specific components work together and influence one another. The learning outcomes for students are determined by these components, which include learning objectives, learning strategies, learning models, learning techniques, learning materials, and learning evaluations. Based on these factors, the teacher's learning and the technique of student learning are largely determined by the teacher's caliber and level of learning.

However, based on a variety of learning components, the results of a study carried out in 2013 by Kang and Im indicate that learning achievement and learning satisfaction as perceived by students in an online learning environment are significantly influenced by factors related to teacher communication, support, guidance, and facilitation of learning factors, as well as the presence of an instructor. Additionally, Wiyono et al. (2017) found that in their study, just 8 of the 25 options for teacher monitoring that were reviewed had any appreciable impact on the instructors. Action research in the classroom, teacher demonstrations, training exercises, teacher group meetings, seminars, training, and clinical supervision are some of the techniques used in this approach. The efficiency of the instructional supervision process, including the strategy and supervision techniques employed, unquestionably has an impact on this. The supervisor's behavioral approach when performing supervision is known as the supervision approach. The three types of supervision approaches—directive, non-directive, and collaborative—can be broadly categorized as follows (Glickman, 2007).

The foundation of this strategy is the idea that educators are competent to recognize and address their own problems (Glickman, 2010). The non-directive approach's proponents contend that teacher improvement is more likely to be significant when a specific teacher acknowledges the need for a change and accepts responsibility for it. In this case, the supervisor is solely taken into account as a conduit for the plan's development. The supervisor's actions shouldn't be seen as passive, even when the teacher has unrestricted authority (Glickman, 2010). Using this approach, the supervisor helps the instructor reach self-actualization and self-discovery.

The goal of this strategy is to encourage educators to be in charge of developing and assessing their own opinions. The non-directive approach, in contrast to the directive approach, is based on the notion that educators may identify problems and offer solutions by participating in self-evaluation and self-reflection.

#### **2.4.2 School Administrators Role in supporting teacher supervision practices**

Among schools, school administrators support teacher supervision in a variety of ways. The first role has to do with the daily workload that head teachers deal with (Ndungu, 2016). Headteachers are regarded as managers, administrators and supervisors of educational institutions. It is essential that school administrators support teacher supervision procedures. A study by Leithwood et al. (2020) highlighted the role that transformational leadership plays in developing an environment that is conducive to efficient supervision. Transformative leaders encourage collaboration, give resources, and advance a continuous improvement culture in their school administrations.



According to research by Hellriegel and Slocum (2021), encouraging school leadership increases teacher job satisfaction and fosters professional development. The implementation of early years education programmes is facilitated and the school climate is improved by administrators who actively support teacher supervisory techniques.

They serve as the frontline mirror and teachers of teachers in the action plan for the school (Dipaola & Hoy, 2013). According to studies, the head teachers face difficulties in carrying out their daily management and administrative tasks, among which is the supervision of instruction. Several scholars have identified the roles that result from having too many administrative responsibilities (Kamindo, 2008; Mavindu, 2013; Mzee, 2011). The head teachers' methods for addressing the workload issue and striking a balance with teacher monitoring are not revealed in these research.

The number of staff members working in the schools has also been identified (Ndungu, 2017). The most precious resource in a school is its human resources. According to Glanz (2007), while evaluating staff capacity, it's critical to take into account both expertise and the quantity of employees required to provide services to the client. The issue of insufficient staffing levels in public secondary schools has compelled the head teachers to attend class sessions rather than observe classes.

In Kenya, hiring teachers is done in response to demand and coincides with the availability of funding. This suggests that some positions might not be filled because of a shortage of funding. The quality of education is ultimately impacted since the head teachers may not be able to supervise teachers due to a lack of sufficient numbers of teachers. Adikinyi (2007) and Nyandiko (2008) both found that there is a teacher shortage in Kenyan schools. Since

there is little literature on this topic, the purpose of this study is to learn more about the efforts made by the head teachers to address the staff shortage in their schools.

It has been discovered that collaborative strategies between teachers and school administrators are successful in promoting teacher supervision procedures. According to a study by Glickman et al. (2014), it is crucial to define goals jointly with teachers and administrators so that they are in line with the objectives of early childhood education programmes. Zeichner and Liston (2019) underlined the advantages of cooperative problem-solving and shared decision-making between administrators and instructors in their research on collaborative supervision procedures. Collaboration in supervision builds rapport, boosts trust, and encourages a culture of ongoing development.

A problem with teacher supervision has been identified as the head teachers' incapacity or unwillingness to hand off the responsibility for overseeing teachers to subject panels, department heads, and senior instructors (Ndungu, 2015). Even when staffing levels are adequate, classroom observation is neglected (Abdille, 2012). The reality of assigning head teachers the duty of teacher supervision is negated by this circumstance. However, the currently available study does not address head teachers' reluctance to delegate teacher supervision to department heads, senior teachers, or deputy heads.

Factors that potentially present a barrier have been linked to the instructors' attitudes regarding teacher monitoring (Ndungu, 2015). Adikinyi (2007) and Gachoya (2008) found that teachers have a negative attitude about teacher monitoring and are consequently unlikely to be serious about any recommendations that arise from it. Figueroa (2004) supports this assertion by adding that teachers today have mixed feelings regarding monitoring. Due to evaluation

approaches, instructors with varying levels of experience hold different perspectives about practice monitoring than do teachers with greater experience (Watene, 2007; Yunus, 2008).

However, Muriithi (2012) holds a different viewpoint. The majority of teachers, according to the report, have favorable attitudes toward teacher supervision. They have no problem showing the head teacher their work records for review, which encourages the head teacher to provide assistance when it is required. Due to two disagreements in the literature, it was important to undertake this study in order to determine who the study would agree with.

The effectiveness of teacher supervision is also determined in large part by the head teachers' professional qualifications (De Grauwe, 2007). Their professional qualifications must, at minimum, be comparable to, if not superior to, those of the other teachers. It would be challenging to oversee teachers in this situation without the required credentials. De Grauwe (2007) found that although some supervisors lacked formal training, they were highly experienced in a research spanning four African nations. This was related to the fact that they started their teaching careers when there were less demands on education. De Grauwe (2007) connected the supervisors' lack of professional credentials to the poor teacher supervision practices in these countries, despite the supervisors' substantial teaching experience.

#### **2.4.3 Strategies for effective teacher supervision**

It is the duty of the instructors to supervise the teachers in their respective schools and ensure that they carry out their responsibilities effectively (Fitzgerald, 2011). There are many different supervisory strategies that teachers can use to improve teaching-learning and benefit students. Teacher leadership should be focused on several areas, including the planning of instructional activities, adherence to program specifications and staff competency, supply of

instructional resources and tools, and creation of policies and guidelines guiding the conduct of both students and teachers, in order to ensure teacher competence by promoting teachers' professional and academic growth.

Sule, Eyiene, and Egbai (2015) assert that head teachers have an obligation to maintain and enhance the competency of those under their supervision. According to Sule et al. (2015), effective teaching practices include microteaching, workshops, conferences, demonstrations, classroom observations, and monitoring of instructors' attendance, punctuality, student notes, lesson plans, and schemes of work. It is significant to mention that school principals must have adequate supervisory authority in order to perform these obligations. In order to enhance teaching methods generally, they should also encourage their teachers to employ their skills when appropriate.

However, Charles, Chris, and Kosgei (2012) List the supervisory techniques they should use, such as making sure teachers strictly adhere to the programme, have positive relationships with their students, use teaching aids and backups appropriately, summarize the main points of the lesson at the end, use voice variation, revise prior knowledge, have well-structured lessons, and are routinely observed. Listed below are a few tactics that teacher supervisors use in their position.

One essential aspect of teacher supervision is going into the classroom and/or keeping an eye on things. When the teachers arrange their lessons for delivery to the pupils in the classroom, the supervisor watches. A supervision plan that details how the instructor maintains classroom order, takes into account the differences in each student, delivers the lesson, displays topic knowledge, involves the students, and uses a variety of teaching strategies must be created by

the supervisor (Sule et al., 2015). In an effort to improve instructor quality, the supervisor can videotape the session without disturbing the class and then sit down with the supervisee to discuss the lesson's advantages and disadvantages.

The focus of classroom observation is on the teachers' personal empowerment. This is due to the important role they play in motivating teachers to put more emphasis on teaching and learning rather than simply assigning work and going through the motions in the classroom. This is explained by the fact that they are aware that their performance in class is being watched after school administrators saw the classroom. Usman (2015) found, in a study conducted in Nigeria, that school head teachers' visits to students' classrooms have a significant impact on their academic achievement. In a similar vein, Harbison & Hanushek (2008) discovered that there was a substantial correlation between early years academic performance and principal classroom visits in the United States of America. Both studies, however, fall short in explaining how this relationship develops; this was a gap in the literature that the present study aimed to fill.

As per Ogunsaju's (2006) findings, the school administrator ought to focus their observations during classroom visits on the teacher's planning and preparation, presentation during the lesson, engagement with the pupils, and personality. The supervisor should also emphasize the teacher's communication skills (Ogunsaju, 2006). Speaking patterns, word choice, voice, the presenter's subject matter competence, and the capacity to affect student participation during the session are some of the specific aspects of communication. Classroom visits and observations shed light on the pedagogies that teachers have selected (Zaare, 2013).

The goal of Zaare's (2013) research in Iran was to ascertain the value of visiting and observing classrooms when evaluating teaching practices. Throughout this procedure, an observation checklist was employed. The results of the study demonstrated that teachers gained a great deal of knowledge about teaching methodology by watching their skilled and knowledgeable colleagues teach. It is possible that teachers will become more reflective teachers and increase their self-awareness if they witness their highly qualified and experienced peers teaching. The results suggest that classroom observation, particularly the teaching process, influences students' academic outcomes, despite the fact that teacher supervisors did not carry out this task. Giving supervised teachers feedback will ultimately enable them to enhance their pedagogical practices for the benefit of the students.

Duflo, Dupas, and Kremer (2011) and Nyamwamu (2010) claim that the situation in Kenya is similar to the challenges faced by head teachers during classroom observation procedures following their supervision in their respective schools. Studies show that head teachers rarely provide on-the-job supervision to other teachers (Nyamwamu, 2010). They are unable to attend classes since they don't have enough time and have too many duties in running the institution. Jared (2011) concurs with Nyamwamu (2010) that some casual classroom visits are made by head teachers. Head teachers are unable to make significant travels or visit schools, which hinders their ability to comprehend what is happening in the classroom (Wellington, 2001). Additionally, they lack awareness of the methods being used, the attitudes and actions of the students, and other factors that affect the way their schools teach and the way their students learn. This essentially indicates that there would be subpar instruction and learning, which can eventually have an impact on the child's academic development.

Participation in pre-, during-, and post-observation conferences with the school managers facilitates the development of a working relationship and the mentorship of the teachers (Heyneman, 2009). Raising the bar for teacher instruction is facilitated by this, which is also a crucial component in facilitating students' ability to benefit from the enhanced skills of their teachers. Chapman (2001), in a study carried out in Nigeria, suggests that head teachers organize post-supervision conferences to discuss subjects pertaining to supervision. Teachers can discuss difficult subjects with the supervisor during these meetings. This encourages teachers to be proud of their work and ensures that oversights discovered during supervision are corrected.

Wall and Hurie (2017) investigated post-observation conferences with bilingual pre-service teachers in Texas, United States. Since it was thought that the post-observation conferences were crucial for reflection, the study's goal was to look into the interactions that occurred there. According to the study, in supportive and dialogic settings, facilitators and the bilingual pre-service teachers were able to practice and revoice complicated and dynamic classroom interactions during the post-observation conferences. Thus, these settings aided pre-service teachers in establishing their credentials as qualified instructors. While secondary school supervisors were the subject of the present study, this one concentrated on pre-service teachers. Since the Wall and Hurie (2017) study was conducted remotely, it was essential to examine classroom interactions during observation conferences as well.

The importance of observation conferences depends entirely on how teachers view them. If the professors find the conferences useful in the long run, that is. In one American school, a study on teachers' opinions on observation conferences was undertaken by Range, Young, and Hvidston in (2013). The purpose of the study was to gauge how teachers felt about the crucial

components of both pre- and post-observation conferences. It's interesting to note that the respondents preferred the post-observation conference to the pre-observation conference, according to the study. As significant principal responsibilities, the elements listed also included areas for progress, contemplation, helpful criticism, and trustworthy relationships. While the instructors enjoyed conversations about how children would be evaluated, they also valued the administrators' constructive criticism during the post-observation conferences.

For all employed teachers in the federal states of the United States of America, professional document drafting and teacher certification are prerequisites (Wilson & Floden, 2003). The federal agencies in the concerned states always get in touch with the schools to make sure they have ready all the required papers anticipated of them throughout the school sessions before certifying teachers to teach. In Kenya, this is accomplished by the head teachers looking through the lesson plans, schemes of work, and records of work completed. They also ensure that instructors and pupils attend class by maintaining the corresponding registers.

The road map to teaching effectively is the creation of teachers' professional documentation including lesson plans and notes. Professional documents aid teachers in maintaining their concentration while instructing. Without lesson plans and other professional documentation, a teacher would be at a disadvantage while working with students (Robertson, 2010). As a result, instructors must take enough care while putting together their professional documentation, while their departmental, section, or unit heads—their direct superiors—need to review them to instill greater accountability in the way they carry out their duties.

Sule, Eyiene, and Egbai (2015) use an ex-post facto study design to examine the efficiency of teachers in public secondary schools in Nigeria based on the head teachers' evaluations of



their lesson plans. According to the study, there is a strong correlation between teachers' effectiveness and their checking of lesson plans. Furthermore, Peretomode (2004) asserts that the principals' review of the teachers' lesson plans to ensure that the material is properly covered is essential to the efficient fulfillment of their tasks. As contrast to unscheduled, sporadic, and abrupt monitoring, instructors perform better in the classroom when principals frequently and constantly check their lesson plans. This result suggests that teachers' ability to instruct effectively would be negatively impacted if they were not properly supervised. As teachers can fail to use their documents in a professional manner to improve the student's performance, the consequence would be felt in the student's academic achievement.

According to Chapman (2001), teacher evaluations and supervision had a positive impact on students' academic performance. The study comes to the conclusion that when instruction is frequently observed in schools, teachers better plan and structure their classes. The supervisor is responsible for ensuring that the scope, depth, intellectual level, and suitability of the learning resources are all met according to the syllabus. According to Gachoya (2008), in the Nyeri District, 70% of teacher supervisors provide guidance to instructors on appropriate preparation and the upkeep of professional records. However, Abdinoor (2013) found that in Isiolo County, head teachers were unable to ensure that professional paperwork was created correctly. This has to do with the county's declining expectations for academic performance.

Whether positive or negative, the supervisor's comments on the performance of the teachers are important (Usman, 2015). This indicates that the supervisor's encouraging remarks made throughout the supervision process have a measurable impact on the teacher's ability to perform better during the teaching-learning process. It has been proven that negative comments made by supervisors throughout the supervision process reduce teachers'

productivity. Because of the harsh comments, instructors may become apathetic and adopt an unfavorable attitude toward their supervisor, which may eventually influence their performance in teacher supervision, especially while they are with the supervisor.

Teacher supervisors should design and implement efficient staff development programs (Acheson & Gall, 2001). This entails organizing workshops and courses for educators. Topics that the supervisor and the specific teacher felt needed improvement should be included in the courses. Professional development would therefore be aided, and student instruction would be enhanced (Fischer, 2011). Several Italian schools delay regular class time for the duration of in-service teacher development programs (Fischer, 2011). In Italy and Sri Lanka, opportunities for training seminars are often provided, and lifelong learning is valued highly (Fischer, 2011).

## **2.5. Summary of Literature Review.**

According to the literature review, early childhood education and care have been better over time. Kenya has to develop better education policy with the interests of the country in mind after gaining independence. Early education in Kenya was initially not supported by any rules or regulations. More government involvement is being made today in cooperation with other stakeholders, particularly in the delivery of EYEAs as a result, EYE programs are streamlined. These programs mainly depend on community involvement, the availability of sufficient program and support materials, instructions for registering, and proper supervision and monitoring. Policies pertaining to early childhood education (EYE) are intended to improve the way that this crucial aspect of all lifelong learning is delivered. Teacher supervision is a global practice, not just in Kenya. There are mechanisms in place in

both developed and developing nations to oversee educational facilities, guarantee quality control, and uphold educational standards. Therefore, through supervision by the Ministry of Education and the County Governments, the Kenyan government is mandated to maintain and improve the quality of education.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section covers the research design, target population sample size and calculation, data collection tools, instrument pilot testing, validity and reliability of the research instrument, data collection procedures and ethical considerations.

#### **3.2 Research Design**

According to Kothari (2013), research design is the conceptual framework that guides the conduct of research and provides a guide for gathering, measuring, and analyzing data. A cross-sectional survey research design was selected for this study. It was necessary since it enabled asseing several variables from one respondents in one single instrument. This study's main goal was to assess how teacher supervision procedures affected the rollout of early childhood education programmes in Kenya's Khwisero Sub-County. When data will be gathered from multiple institutions at once, cross-sectional research are appropriate (Creswell & Creswell, 2018). The design also entails describing, documenting, analyzing, and reporting existing or former situations.

#### **3.3 Location of the Study**

The research was carried out in the Khwisero Sub-county of Kakamega County. The Khwisero Sub-county is a good candidate for this study to be conducted in order to address and comprehend the causes of its poor performance, particularly among the early learners. Early childhood education and career training were decentralized under the 2010 constitution.

According to Ministry of Education Science and Technology, (2015), the early childhood sector has been neglected by stakeholders. Khwisero Sub County recorded poor results in KCPE compared to other sub-counties, according to a comparison of the examination performance on the sub-counties within Kakamega County. In 2011, for example, the sub-county earned a mean score of 255.42, placing it second last in the county. Early in their education, students' performance has been declining. According to the Kakamega County Ministry of Education Science and Technology, it was ranked last in the county in 2013, third last in 2014, and last in 2015. The sub-county hasn't been able to compare well or compete with other sub-counties that earned reasonably high mean scores over the years.

Due to the poor transition and performance of students in early years schooling, this location was selected. In Kakamega County, Khwisero Sub-county is an example of a typical rural area. Studying here enables us to comprehend the common difficulties faced by rural early childhood education programmes around the country and in Kenya. Additionally, it enables us to compile numerous viewpoints from various early childhood education stakeholders. This range of viewpoints deepens our comprehension of the matter. The outcomes of our study will immediately help the neighborhood. The study's goal is to pinpoint best practices and areas for development, which will result in improved early learning and teacher assistance.

Similar studies have been carried out in this region but not involving early learners. A study undertaken by Mukhwana (2016) on influence of Headteachers' Instructional Supervision Practices On Pupils' Performance At Kenya Certificate Of Primary Education In Khwisero Sub-county also did not address the early learners. Therefore the justification and gap for the current study in khwisero Sub-county. The choice, Khwisero Sub-county, Kakamega County, Kenya, for this study is a sensible decision. It helps us understand the challenges and

opportunities in rural early years education, and our findings can positively impact the local community and contribute to better education for early learners.

### 3.4 Target population

According to Casteel and Bridier (2021), the term "population" refers to the full set of people, pairs, events, or organizations of interest that the researcher wants to examine and to whom or to whom the study results may be generalized or transferred. The research focuses on this specific group. The target population consisted of 61 schools in Khwisero Sub-county, Kakamega County. The target population comprised 61 head teachers, 61 teachers in charge of the early years of the education section, 4 ward representatives, 1 programme officer, 67 assistant teachers, and 61 parent representatives. They were targeted because they are directly affected or affect the school in one way or another. In this population, teachers formed the main unit of analysis. In total, the study targeted 255 respondents for the study. Table 3.1 presents data on the target population of the study.

**Table 3. 1: Target Population**

<b>Details</b>	<b>Target Population</b>
Headteacher	61
Teacher in charge	61
Ward representative	4
Assistant teacher	67
Parents representatives	61
Programme officer	1
<b>Total</b>	<b>255</b>

**Source: Research data (2021)**

### **3.5 Sampling Procedures and Sample Size**

For the various types of respondents, different sampling approach strategies were used. These included purposive sampling, stratified and random sampling. Headteachers, teachers in charge, ward representatives, programme officers, and parent representatives were chosen through the use of purposeful sampling. Purposive sampling was used to select programme officer, head teachers, teachers incharge, ward representatives and parent representative per school. They were purposively sampled since they have sufficient information in their capacity to give more insight and more accurate responses, Saunders, et al (2012).

Assistant teachers were sampled using stratified random sampling. According to Gravetter, et al (2011), stratified random sampling is the the most straightforward probability sampling strategy and considered to be the most unbiased representation of population. It ensures equal probability in sampling either member of population including gender considerations. For that reason stratified random sampling was used to select five assistant teachers in each school. The stratification was based on employer (County Government or Parents Association) and gender (male or female). When a population's features are varied and researchers want to guarantee that each attribute is equally represented in the sample they ultimately choose, they turn to stratified random sampling. This prevents research biases and assures the study's validity and generalizability. Stratified random sampling is used by first dividing the population into exhaustive and mutually exclusive subgroups. This suggests that there is only one distinct subgroup into which all members of the population may be classified. Gravetter et al. (2011).

Kothari (2004) asserts that a representative sample size is 10% or more of the target population. A sample size of 85 respondents, or 18% of the target population, was calculated using the formula below by Krejcie and Morgan (1971) sample size calculation formula. Therefore sample size calculation was carried out to get a smaller sample size since obtaining the entire population is not economically viable and would otherwise consume more time. This sample size is regarded as representative because it represents the population as a whole.

$$S = \frac{X^2 NP(1-P)}{d^2(N-1) + X^2 P(1-P)}$$

Where

**S** is the desired sample size

**X<sup>2</sup>** is the table value of chi-square for one degree of freedom at desired confidence level which is 1.96x 1.96= 3.8416

**N** is the population size

**P** is the population proportion assumed to be 0.5 since this will provide maximum sample size and is the degree of accuracy expressed as a proportion 0.05

$$S = \frac{3.8416 \times 120 \times 0.5(1-0.5)}{0.052(120-1) + 3.8416 \times 0.5(1-0.5)}$$

**S = 85 Respondents.**

---

Table 3.2 shows the distribution of the sample size.



**Table 3. 2: Sample size**

<b>Details</b>	<b>Sample Size(%)</b>	<b>Sampling technique</b>
Headteacher	10	Purposive
Teacher in charge	10	Purposive
Ward representative	4	Purposive
Assistant Teachers	50	Stratified Random sampling
Programme officer	1	Purposive
Parents representatives	10	Purposive
<b>Total</b>	<b>85</b>	

**Source: Research data (2021)**

The sample was considered for the schools that had high population hence the choice of 10 head teachers.

### **3.6 Research Instruments**

According to Buntins, Kerres, and Heinemann (2021), a research instrument is used for data collection. The instruments used to collect data in this study included questionnaires, interview schedules, and a document analysis guide.

#### **3.6.1 Questionnaires**

Questionnaires were used as the primary data gathering tool for the study. The method were chosen with assistant teachers, teachers in charge, and head teachers in mind. The advantages the questionnaire has over other data collection tools include easy administration, time saving, effective and economic. As a result, it was employed as a tool for data gathering since it made it possible to gather information across a large and dispersed geographical area more quickly and effectively (Orodho, 2008). The design of the questionnaires was based on the study's

goals. The first portion, portion A, aimed to gather respondents' demographic data. Data on the efficiency of supervisory procedures were gathered for Section B, data on the role of school administration were gathered for Section C, and data on tactics were gathered for Section D.

### **3.6.2 Document Analysis Guide**

Document analysis was done from institutional records especially school records on early-year education development from 2018 to 2020. These include professional records (schemes of work, lesson plan, progress record and record of work). The researcher also obtained data from publications, journals, library research, and literature from both published and unpublished sources. Document analysis as a source of information provided the researcher with a crucial basis for background information and literature review. This was enhanced through the collation of data.

### **3.6.3 Interview Schedule**

The parents, programme officer, and ward representative were all interviewed by the researcher. One method of learning about a group's attitudes and beliefs is through interviews. All of the study's objectives were covered by the interview questions. According to Kothari (2011), interviews produce more accurate, dependable, and theoretically sound results than surveys. He continues by saying that an interview results in better cooperation and more insightful responses than a questionnaire. Open-ended questions were included in the interview schedules to enable probing of the responses and the elicitation of meaningful information. The interview included a variety of topics, including the respondents' demographics, the efficacy of teacher supervision procedures, the function of school

administration, and methods for enhancing teacher supervision.

### **3.7 Pilot Study**

The researcher conducted a pilot study in two schools in Ikolomani Sub-County, Kakamega County due to their similarity in terms of their socio-economic and cultural activities with schools in Khwisero Sub County which was the study area. The schools in the pilot study were not part of the sample in the study. Piloting enabled the researcher to pretest the instruments of data collection and make improvements where necessary.

#### **3.7.1 Validity of the Research Instruments**

To guarantee that the instruments accurately measured the study material, content validity was used in the research. Thus, the research instruments were examined by academics and specialists in the department of Educational Psychology at MMUST who have experience with ECD and curriculum implementation. They thoroughly examined all of the questions on the questionnaire and interview schedule and suggested revisions prior to fieldwork. Kothari (2013) asserts that content validity guarantees that the instrument gathers accurate data as a result of expert assessment. Additionally, it was discovered that the content validity index for the interview schedule was 0.79 and the questionnaire was 0.82. According to Kothari (2013), the instrument is legitimate if the content validity index is 0.7 or higher.

#### **3.7.2 Reliability of the Research Instruments**

The capacity of a test to consistently yield the same results when repeated measurements are made of the same subject under the same circumstances is known as reliability. According to Hair et al. (2019) and Moses & Yamat (2021), reliability is defined as "the extent to which

test scores are free from measurement error". With an increase in random error, reliability fell. At its core, reliability is the expectation that, in theory at least, a different researcher or the same researcher on a different occasion should be able to replicate the original piece of research and produce comparable evidence or results, with the same or similar study population. Reliability is essentially the concern for consistency in the production of the findings.

Cronbach alpha was the most widely used way of measuring internal consistency in the behavioral sciences. The Cronbach alpha is appropriate for quantifying variance attributable to the subject and variance attributable to the interaction between subjects and items, according to Mohajan (2017). The acceptable alpha range, according to Mose & Yamat (2021), is 0.60 and above. They claim that a Cronbach alpha value greater than 0.60 indicates a high level of internal reliability. Therefore, to check the internal consistency of the measurements in this study, Cronbach's alpha was used.

The test-retest method, in which the research instrument was given twice to the same respondents at two distinct times, was utilized to accomplish the instrument dependability (McNabb, 2009). The questionnaire was given to the same set of respondents from two schools in the Ikolomani Sub-County, Kakamega County, twice in order to test the instrument's reliability. The instrument's reliability and the internal consistency of survey respondents' responses were assessed using the Cronbach Alpha coefficient ( $\alpha$ ) value (Taber, 2017). The degree to which each variable on the scale is positively correlated with the other variables is shown by the Cronbach's alpha coefficient (Ravi & Ravi, 2015). A reliability coefficient of at least 0.5 is necessary, although Taber (2017) notes that a value of 0.7 or above is advised and will be used as the cutoff limit for acceptable reliability (Calvo-Lobo et al.,

2020; Taber, 2017). This indicates that the responses have a high level of internal consistency. The results of the reliability test are displayed in Table 3.3..

**Table 3. 3: Reliability Test**

<b>Variable</b>	<b>Cronbachs Alpha coefficient</b>
Supervision practices	0.893
Role of school administrators	0.871
Strategies	0.884
<b>Overall</b>	<b>0.801</b>

*Source: Field Data, 2022*

According to Table 3.3's findings, every variable had an alpha value greater than 0.7. The alpha value of plans was 0.884, that of supervision methods was 0.893, and the alpha value of administrators' role was 0.871. Given that the Cronbach Alpha coefficient value of the data was at least 0.7, as advised by Cronbach (1967), the data was therefore considered credible. For this reason, the data was appropriate for additional investigation.

### **3.8 Data collection procedures**

Masinde Muliro University of Science and Technology provided the researcher with an introduction and authorisation letter, and the National Commission of Science, Technology, and Innovation (NACOSTI) granted permission to conduct the planned study. The Khwisero South Sub-County Director of Education (SDOE) was given the introductory letter from the university in order to obtain authorization to collect data from sampled early years education centers and pre-primary school instructors. The targeted schools were personally visited in

order to build rapport with the teachers and inform them of the planned research. On the proper days, plans were made for participants to receive questionnaires in person. The responders received a guarantee of privacy.

### **3.9 Data analysis**

The process of data analysis involved verifying the accuracy, utility, and completeness of the collected raw data. Both qualitative and quantitative analyses were performed on the collected data. A statistical software designed for social scientists was utilized to evaluate quantitative data through the application of both descriptive and inferential statistical procedures.

#### **3.9.1 Qualitative Data Analysis**

The interviews' qualitative data were analyzed by creating verbatim reports, talking about or transcribing them, and developing themes in accordance with Jwan's (2010) advice on qualitative data analysis. In order to calculate percentages, qualitative data from the questionnaire's open-ended questions were totaled to determine the most frequent responses. On the basis of the questionnaire, documentary analysis, and interview material, conclusions that were in keeping with the study's objectives were made. Tables, themes, or verbatim summaries were used to present the findings.

#### **3.9.2 Quantitative Data Analysis**

The closed-ended questions produced quantitative data that was categorized by assigning a number to each response. Following the entry of each response into the Statistical Package for Social Sciences (SPSS), the data was analyzed using descriptive statistics. Mean, frequencies,

and percentages were all included in the calculated descriptive statistics. Pie charts and bars were utilized in frequency tables and graphs to show the derived data..

### **3.9.3 Objective Data Analysis**

The effect of supervisory practices was analyzed descriptively using frequency counts, means, and standard deviation. Quantitative findings were presented using tables and bar charts. Qualitative findings from interviews were reported in verbatim form and discussed.

In objective two, the quantitative data on challenges faced during teacher supervision in the implementation of early years education programmes were analyzed using descriptive statistics and presented in tables. Qualitative data was reported in verbatim form and discussed by drawing insights from the verbatim reports.

Objective three sought strategies for effective teacher supervision in the implementation of early years education programmes. Quantitative data was analyzed using descriptive statistics which were frequency counts and percentages. Qualitative data was reported in verbatim form and discussed.

Each objective was analyzed descriptively using frequency counts, percentages, means, and standard deviations.

### **3.10 Ethical Considerations**

The following ethical and legal issues were taken into consideration in the current study:

### **3.10.1 Permission**

A study can only be conducted and is considered authentic when it has permission to do so (Christians, 2005). First, the researcher obtained approval from the National Council for Science and Technology to perform the study..

### **3.10.2 Informed Consent**

According to Patton (2002), the process of informed consent involves providing participants with truthful information about a research study's methods, risks, and rewards before they give their assent to participate. To make sure of this, the researcher explained the study's goals to each respondent and warned them of any potential downsides to participation in the study. Additionally, the study's participants had complete freedom to decide whether or not to participate at any time (McMillan & Schumacher, 2006). Participants were informed by the researcher that they might leave the study at any time. Finally, a consent form was signed by each participant.

### **3.10.3 Confidentiality**

According to Patton (2002), secrecy means that no one can link research data to a participant's name or access the participant's data or names that are in the researcher's control. Making sure the participants remained anonymous allowed for consideration of their right to secrecy. When presenting and evaluating the results, names of respondents were not used.



### **3.11.4 Anonymity**

Everyone who participates in a study has the right to anonymity. Christians (2005) contends that the respondent's name and comments must remain confidential. When reporting on the interviews, questionnaires, and observations made for the current study, the researcher took care to ensure that the participants' confidentiality was preserved. According to Tedlock (2005), anonymity is ensured when an answer can't be linked to a specific participant.

### **3.11.5 Harm to Participants**

Participants in any study project must be shielded from potential injury of any kind as well as from physical, social, emotional, and spiritual harm (Patton, 2002). By not posing personal or delicate questions, the researcher will make sure that none of the participants in this study suffer any harm.

## CHAPTER FOUR

### DATA PRESENTATION, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

The purpose of this study was to investigate and evaluate teacher supervision practices and implementation of early years education programmes in the Khwisero Sub-county, Kenya. Specifically, the study aimed to: establish the teacher supervision practices used in the implementation of early years education programme in Khwisero sub-county, Kenya, identify challenges faced during teacher supervision implementation of early years education programme in Khwisero sub-county, Kenya and identify the strategies for effective teacher supervision in implementation of early years education programme in Khwisero sub-county, Kenya.

#### 4.2 Response Rate

In this study, a total of 70 questionnaires were issued to head teachers, teachers in charge, and assistant teachers. The results are presented in Table 4.1.

**Table 4. 1: Questionnaire return rate**

No	Sampled group	Total issued	Total returned	Percent Returned
1.	Head Teachers	10	10	100
2	Teachers in charge	10	9	90
3	Assistant Teachers	50	47	94
<b>Totals</b>		<b>70</b>	<b>66</b>	<b>98.5</b>

*Source: Field Data, 2022*

From the Table 4.1, out of the 70 sampled population for the study, 66 which translates to (94.2%) completed the questionnaires issued to them. All the 10 questionnaires issued to the head teachers were filled and returned, teachers in charge were issued with also 10 questionnaires. Out of the 10, nine were returned which equates to a response rate of (90%). For the study, a sample size of 50 assistant teacher were chosen, and 47 of them completed and returned the questionnaires, yielding a 94% response rate. In social science research, Kothari (2004) suggests that a return rate greater than 50% is appropriate. Thornhill (2007) states that a 30% to 40% response rate is considered adequate. Young (2013) states that in order to determine whether a study has the appropriate number of participants to be deemed valid, efficient, and representative of the target population, a response rate analysis must be conducted.

While Hager, Wilson, Pollack, and Rooney (2003) similarly suggest that a 50% response rate is suitable, Sekaran (2003) and Mugenda (2003) contend that response rates of 30% and higher than 50%, respectively, are sufficient. As per the findings of Garg and Kothari (2014), a response rate of no less than 70% is necessary for a dependable analysis, which makes the one employed in this investigation suitable.

### **4.3 Demographic Characteristics of Respondents**

Headteachers, teachers in charge, and assistant teachers were the study respondents. The demographic characteristics analyzed include; gender, age bracket (which had high ranges due to cohorts of ages among the respondents), length of service at current station, and education level. The respondents were asked in the first section to indicate their gender, age

bracket, length of service at current station, and education level. The results are shown in Table 4.2.

**Table 4. 2: Distribution of respondents by gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	30	45.5
Female	36	54.5
<b>Age Bracket</b>	<b>Frequency</b>	<b>Percent</b>
26-35	15	22.7
36-45	26	39.4
46-55	16	24.2
over 55	9	13.6
<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
Head Teachers	10	15.2
Teachers in charge	9	13.6
Assistant Teachers	47	71.2
<b>Duration</b>	<b>Frequency</b>	<b>Percent</b>
less than 1 year	8	12.1
1-3	10	15.2
3-5	33	50.0
over 5	15	22.7
<b>Level of Education</b>	<b>Frequency</b>	<b>Percent</b>
Certificate	30	45.5
Diploma	32	48.5
Degree	4	6.1
Total	66	100.0

**Source: Field Data, 2022**

The results in Table 4.2 show on gender, 30 male equivalent to 45.5 percent and 36 female respondents equivalent to 54.5 percent participated in the study. This implied a higher number of female teachers in early years education classes as opposed to male teachers. This can be

attributed to the fact that early years education teaching is perceived as woman role. This perception is against the constitution of Kenya on gender parity (Constitution of Kenya, 2010).

From the results in Table 4.2, 15 respondents equivalent to 22.7 percent were aged 26 to 35 years, 26 respondents equivalent to 39.4 percent were aged 36 to 45 years, 16 respondents equivalent to 24.2 percent were aged 46 to 55 years while the remaining 9 respondents equivalent to 13.6 percent were aged over 55 years. The majority of the respondents were above 35 years.

From the results in Table 4.2, the majority of the respondents were assistant teachers who were 71.2 percent followed by head teachers 15.2 percent and teachers in charge 13.6 percent. The reason behind this is that data was collected from 47 assistant teachers as opposed to only 10 head teachers and teachers in charge respectively.

Results in Table 4.2 show that 8 (12.1%) of the respondents had been in the school for less than one year of teaching experience, 10 equivalent to 15.2 percent had experience of 1 to 3 years, 33 equivalent to 50 Percent had been in the school for 3 to 5 years while the remaining 15 equivalents to 22.7 percent had been in school for over 5 years. The majority of the respondents had experience of over three years and hence they were in a position to respond to the issues raised in this research.

Results in Table 4.2 show 30 which was equivalent to 45.5 percent had a certificate, 32 which was equivalent to 48.5 percent had a diploma and the remaining 4 equivalent to 6.1 percent had a degree. There were no respondents with master's or Ph.D. degree. More than half of the teachers have the highest level of education. This equips with the teachers sufficient skills to supervise students.

#### 4.4 Study Findings

Specifically, the study aimed to: establish the teacher supervision practices used in the implementation of early years education programme in Khwisero Sub-county, Kenya, identify challenges faced during teacher supervision in the implementation of early years education programme in Khwisero Sub-county, Kenya, and identify the strategies for effective teacher supervision in implementation of early years education programme in Khwisero Sub-county, Kenya. The descriptive statistics were arranged according to the variables of the study.

##### 4.4.1 Teacher supervision practices and programme implementation

The head teachers were asked to indicate how often they visit early years education centers. The findings were as summarized in Table 4.3

**Table 4. 3: How often they visited early years education Centers for Assessment**

<b>Visits at EYE</b>	<b>Frequency</b>	<b>Percent</b>
Once in a week	6	60
As need arises	4	40
<b>Total</b>	<b>10</b>	<b>100.0</b>

*Source: Field Data, 2022*

From the results in Table 4.3, 60 percent of the respondents noted they carry out visits once a week while the remaining 40 percent said they visited the early years education center as the need arises. The majority of the respondents visited the center once in a week for assessment. This implies that significant number of head teachers are more concerned with the implementation of the Early Years Education programme.

The interview schedule carried out on one of the representatives portrayed the following scenario;

*“My view about a visit to early years education centers for assessment is ideal. Only that at times there is a long time and I like the fact that this helps us master what is expected of us for positive results.”*

#### 4.4.1.1 Specific Areas to look at During Supervision and Monitoring

The head teachers were asked to indicate the specific areas to look at during supervision and monitoring. The results are as shown in Table 4.4 below:

**Table 4. 4: Specific Areas of Supervision**

<b>Specific Areas</b>	<b>Frequency</b>	<b>Percent</b>
Register	11	16.7
Schemes of work	9	13.6
Lesson plans	11	16.7
Record of work covered	10	15.2
Timetable	5	7.6
Capture teaching learning resources	5	7.6
Professional records-	7	10.6
Infrastructure-	8	12.1
<b>Total</b>	<b>66</b>	<b>100.0</b>

*Source: Field Data, 2022*

From the findings in Table 4.4, out of 66 respondents, 11 (16.7%) indicated that they use register or lesson plans as one of the specific areas to look at during supervision. Therefore this indicates that register was not oftenly looked at. Ten of them, 10(15.2%) indicated that they used a record of work covered while 9(13.6%) said they used schemes of work as areas of specific areas to look at during supervision and monitoring. There is a significant number of head teachers conscious for teachers to maintain accurate records of attendance(register),

schemes of work, and the record of work covered. This attention to detail by the head teachers leads to better organization, accountability, and evidence of progress for both the teachers and supervisors. The findings also show that 8 (12.1%) looked at infrastructure, 7 (10.6%) looked at professional records, and 5(7.6%) looked at timetables as specific areas to look at during supervision and monitoring. This therefore implies that head teachers are concerned about infrastructure facilities, availability of resources, aspects that impact the teaching and learning experience. According to the findings the specific areas under the study, none had a response of over (50%). This therefore implies that atleast the teachers considered looking at all te specific areas captured in the study.

#### **4.4.1.2 Supervisory practices**

The respondents were asked to give responses on the effect of supervisory practices in implementation of EYE programme. The response was put on a Likert scale where; Strongly Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA).



**Table 4. 5: Effectiveness of Supervisory Practices**

<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>M</b>	<b>SD</b>
Identify training needs of learners	9(13.6)	10(15.2)	25(37.9)	22(33.3)	2.9	0.67
Ensures learners acquire cognitive skills	11(16.7)	13(19.7)	10(15.2)	32(48.5)	3.0	0.46
Ensures learners acquire psychomotor skills	21(31.8)	33(50.0)	10(15.2)	2(3.0)	1.9	0.41
Ensures learners acquire social skills	17(25.8)	22(33.3)	16(24.2)	11(16.7)	2.3	0.57
Ensures learners acquire language development skills	5(7.6)	9(13.6)	26(39.4)	26(39.4)	3.1	0.34
Adequacy of teaching and learning resources	3(4.5)	11(16.7)	21(31.8)	31(47)	3.2	0.25
Condition of the infrastructure in the classroom and school is good	31(47)	16(24.2)	10(15.2)	9(13.6)	2.0	0.78
Effective time management	28(42.4)	21(31.8)	9(13.6)	8(12.1)	2.0	0.67
Overall mean and Standard deviation					2.5	0.18

*Source: Field Data, 2022*

**Key: Strongly Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA)**

The findings in Table 4.5 shows that the most effective supervisory practices are identifying of training needs of teachers (M=2.9, SD=.67) agreed by a significant number of teachers 25(37.9%). (M=2.9, SD=.67), indicates that, on average, the teachers "Agree" with the effectiveness of supervisors in identifying the training needs of learners. A lower standard deviation of 0.67 suggests that the responses were relatively consistent, implying that many

respondents shared a similar view on effectiveness of this practice. Ensuring that learners acquire cognitive skills had a mean and standard deviation of ( $M=3.0$ ,  $SD=.46$ ) with a majority of the respondent 32(48.5%) strongly agreeing. This practice received a higher level of agreement from the respondents. Low standard deviation of 0.46 suggests that there was a higher level of agreement among the respondents regarding the positive effect of supervisors in ensuring learners' cognitive skill development.

A significant number of teachers 26(39.4%) strongly agreed to ensuring learners acquire language development skills ( $M=3.1$ ,  $SD=.34$ ) as an effective supervisory practice. This indicates a higher level of agreement among respondents and the low standard deviation of 0.34 suggests a high level of consent regarding the effectiveness of supervisors in promoting language development skills.

Adequacy of Teaching and Learning Resources had highest mean rating of 3.2, thus strong agreement among the teachers. This was from 31(47%) teachers who strongly agreed. This implies adequacy of teaching and learning resources is indicated and as effective supervisory practice. It was also noted that less effective supervisory skills was ensuring that learners acquire social skills ( $M=2.3$ ,  $SD=.57$ ) indicated by 22(33.3%). Thus this concludes that teachers on average, "Agree" but to a lesser extent compared to the most effective practices. The moderate standard deviation of 0.57 suggests that there was more variability in the responses, with some teachers feeling more strongly about its effectiveness than others. Other non effective supervisory practice were effective time management and condition of the infrastructure in the classroom and school is good, with a majority of the teachers 28(42.4%), and 31(47%) respectively strongly disagreeing to their effectiveness.

Ensuring the acquisition of psychomotor skills was perceived as noneffective supervisory practices were. This was according to 33(50%) who disagreed (M=1.9, SD=0.41. The low mean 1.9, and a very low standard deviation of 0.41 suggest a strong disagreement among the respondents that this supervisory practice was effective in ensuring learners' psychomotor skill development.

#### 4.4.1.3 Teacher Preparedness for Programme Implementation

Respondents were asked to indicate their preparedness in terms of programme Implementation and materials availability and use. On the scale, less prepared meant the teacher was almost not prepared, moderately prepared meant they were in a position to use what they have while adequately prepared meant they had full materials available for use.

The findings were summarized in Table 4.6.

**Table 4. 6: Programme Implementation and material availability and Use Preparedness**

Statements	SD	D	A	SA	M	SD
I have my schemes of work at the beginning of the term	8(12.1)	11(16.7)	25(37.9)	22(33.3)	2.9	0.43
I have a lesson plan before I teach the lesson	5(7.6)	27(40.9)	27(40.9)	7(10.6)	2.5	0.16
I use the lesson plan during the lesson	13(19.7)	11(16.7)	30(45.5)	12(18.2)	2.6	0.37
My record of work is up to date	15(22.7)	9(13.6)	18(27.3)	24(36.4)	2.8	0.56
All my lessons are timetabled	10(15.2)	11(16.7)	11(16.7)	34(51.5)	3.0	0.24
I have a timetable	2(3.0)	4(6.1)	36(54.5)	24(36.4)	3.2	0.19

I mark the register daily	7(10.6)	8(12.1)	34(51.5)	17(25.8)	2.9	0.24
I use teaching aids during the lesson	16(24.2)	28(42.4)	16(24.2)	6(9.1)	2.2	0.67
Charts are displayed in the classroom	3(4.5)	7(10.6)	21(31.8)	35(53.0)	3.3	0.18

The findings show that charts are displayed in the classrooms as indicated by a high rating (M=3.3, SD=.18) The high mean rating of 3.3 majority of teachers 35(53%) strongly agree that charts are displayed in their classrooms. Therefore this implies that teachers are making use of visual aids materials to improve the learning environment and support early learners understanding. Majority, 36(54.5%) of teachers have timetables (M=3.2, SD=.19). The high mean rating of 3.2 indicates majority of teachers 36(54.5%) have timetables for their classes which is an essential organizational tool that helps teachers plan and their time. 34(51.5%) who strongly agreed, their lessons are time tabled (M=3.0, SD=.24). This indicates most teachers have a planned schedule for conducting their classes The findings also shows a high rating on upto date records (M=2.8, SD=.56), 24(36.4%) of teachers acknowledge that their records of work are up-to-date. The standard deviation of .56 indicate some teachers may have more organized and updated records, while others might not. A majority of teachers 34(51.5%) agree (M=2.9, SD=.24) that they mark the register daily. This is an essential practice for maintaining attendance records and tracking students' presence and engagement in class. A considerable number of teachers 25(37.9%) agree (M=2.9, SD=.43) that they have their schemes of work at the beginning of the term. This shows that teachers are well-prepared at the start of the term. 27(40.9%) of teachers agree (M=2.6, SD=.37) that they have lesson plans before they teach the lessons. The standard

deviation of 0.37 suggests some variability in responses, indicating that not all teachers have lesson plans prepared before teaching. There was low rating on issue of teaching aids during the lessons (M=2.2, SD=.67). The higher standard deviation of 0.67 suggests that there is more variation in the use of teaching aids among the teachers. The findings from Table 4.7 suggest that programme implementation and material availability and use preparedness are being observed to a considerable extent. Teachers are generally making efforts to display charts, maintain timetables, mark the register, and keep up-to-date records. still there are areas that need attention, and these include ensuring that all teachers consistently have their schemes of work at the beginning of the term and that lesson plans and teaching aids are more used during lessons.

**Table 4. 7: Other Aspects of Programme Implementation**

<b>Preparedness</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Not prepared at all	17	25.8	25.8
Less prepared	15	22.7	48.5
Moderately prepared	16	24.2	72.7
Prepared	15	22.7	95.5
Adequately prepared	3	4.5	100.0
<b>Total</b>	<b>66</b>	<b>100</b>	

*Source: Field Data, 2022*

From the results in Table 4.8, out of 66 respondents, 17 said in terms of programme and material availability and use, they were not prepared at all, 15 said they are less prepared, 16 were moderately prepared, 15 were prepared and the remaining 3 were adequately prepared. From the findings, most of the teachers were less prepared in terms of programme and material use and availability.

#### 4.4.1.4 Teacher Perception of Monitoring and supervision activities

The teachers were asked to indicate their perception of the monitoring and supervision activities. This were rate on a Likert scale where: SD= Strongly Disagree, D= Disagree, N= Neutral, A= Agree, and SA= Strongly Agree. The findings were presented in Table 4.8

**Table 4. 8 Perception of the monitoring and supervision activities**

	<b>Frequency</b>	<b>Percentage</b>
SD	34	51.50%
D	15	22.70%
N	10	15.20%
A	6	9.10%
SA	1	1.50%
Total	66	100.00%

*Source: Field Data, 2022*

**Key: SD- Strongly Disagree, D- Disagree, N- Neutral, A- Agree, and SA=-Strongly Agree**

From the findings, 34(51.1%) of the teachers strongly disagreed with the monitoring and supervision activities, 15(22.7%) disagreed while 10(15.2%) were neutral about the monitoring and supervision activities.6( 9.1%) agreed , and the remaining 1(1.5%) of the teachers strongly agreed with the monitoring and supervision activities. The majority of the teachers show disagreement with the current monitoring and supervision activities given that the instructional material for learning activities are not adequate for them to carry out the exercise as required. The remaining few agreed despite the challenges.

The interview schedule carried out on one of the ward representatives portrayed the following scenario;

*“My view about monitoring and supervision is that it is okay. However, the challenges that schools and particularly teachers face make the whole exercise difficult. It is my prayer that more funds are channeled to pre-primary schools for instructional materials and equipment so that the exercise becomes better.”*

The programme officer of the held the following observation;

*“Monitoring and supervision is okay. It reminds teachers what is expected of them in the process of teaching and learning. We also need to get more funds towards instructional materials and equipment in schools so that teachers are well equipped to carry out their duties”*

The outcomes of this investigation align with the findings of Wiyono et al. (2017), who discovered that just eight of the twenty-five supervision techniques examined had a significant impact on teachers. These techniques include classroom action research, classroom visits, teaching demonstrations, hands-on training exercises, teacher group meetings, training, seminars, and clinical supervision. This is definitely influenced by how well the instructional supervision process works, particularly the approach and methods used for supervision. The supervisor's behavioral approach when performing supervision is known as the supervision approach. The three types of supervision approaches—directive, non-directive, and collaborative—can be broadly categorized as follows (Glickman, 2007).

Further analysis was also carried out using the Pearson, Chi-Square test of association to establish whether there was an association between the effectiveness of teacher supervision

practices and programme implementation. The findings are presented as shown in Table 4.9 below.

**Table 4. 9: Association between Teacher Supervision and Programme Implementation**

<b>Chi-Square Tests</b>	<b>Value</b>	<b>df</b>	<b>Asymp. Sig. (2-sided)</b>
Pearson Chi-Square	45.073 <sup>a</sup>	16	.000
Likelihood Ratio	47.765	16	.000
Linear-by-Linear Association	.009	1	.926
N of Valid Cases	66		

a. 21 cells (84.0%) have expected count less than 5. The minimum expected count is .12

The findings indicate that there is a significant association between the effectiveness of teacher supervision practices and programme implementation as shown by the Pearson Chi-Square test of association,  $\chi^2_{16, 0.05}=45.073$ , at 0.05. This implies that programme implementation is associated with the effectiveness of teachers' supervision practices.

Furthermore, Kang and Im (2013) have shown that, depending on a range of learning components, variables related to teacher communication, support, guidance, and facilitation of learning, as well as the presence of the instructor, are important determinants of the learning satisfaction and achievement that students perceive in an online learning environment. The findings make it clear that teacher monitoring is ineffectual in the schools under investigation. Poor teacher supervision in schools was found in previous research by Awino (2014), which could have an adverse impact on the execution of early-year education programmes. The findings also agree with those of Burant (2009), who established that teacher supervision is less practiced among schools, especially for early-year education. It can thus be concluded that there is poor teacher supervision among schools in Kakamega County.



#### 4.4.2 Role of School Administrators in Supporting Teacher Supervision Practices

The second objective of the study sought to establish the role of school administrators in supporting teacher supervision practices in the implementation of early years education programmes in Khwisero Sub-county. Therefore a questionnaire was administered to all the respondents and the findings were presented as shown in Table 4.10 using frequency counts, means, and standard deviations.

**Table 4. 10: Role of school Administrators in teacher supervision on implementation of EYE**

Statements	SD	D	NS	A	SA	M	STD
Assessing preparedness of teachers	3(4.5)	6(9.1)	4(6.1)	31(47.0)	22(33.3)	3.95	0.61
Frequently visiting classrooms for instructional purposes	9(13.6)	11(16.7)	2(3)	19(28.8)	25(37.9)	3.61	0.83
Allocating resources and materials for better supervision	5(7.6)	7(10.6)	3(4.5)	21(31.8)	30(45.5)	3.97	0.52
Hiring/acquiring more staff for efficient supervision	4(6.1)	2(3)	1(1.5)	18(27.3)	41(62.1)	4.36	0.37
Allocating tasks for effective supervision	7(10.6)	16(24.2)	2(3)	24(36.4)	17(25.8)	3.4	1.38
Helping teachers to understand the schools' policies on supervision	15(22.7)	7(10.6)	9(13.6)	16(24.2)	19(28.8)	3.3	1.54
Communicating with parents, teachers, and students as required	2(3)	6(9.1)	27(40.9)	13(19.7)	18(27.3)	3.6	1.08
Providing the best learning and supervision environment	5(7.6)	0(0.0)	8(12.1)	14(21.2)	28(42.4)	3.5	1.14
Developing class schedules to include supervision practices	2(3)	10(15.2)	14(21.2)	26(39.4)	14(21.2)	3.6	1.08

*Source: Field Data, 2022*

**Key: SD- Strongly Disagree, D- Disagree, NS- Not Sure, A- Agree, and SA=Strongly Agree**

From the findings in Table 4.10, it is clear that the main role of school administrators was hiring/acquiring more staff for efficient supervision of EYE programmes in Khwisero Sub-county as indicated by a high mean ( $M=4.36$ ,  $SD=.37$ ). A significant majority of respondents 41(62.1%) agreed that one of the main roles of school administrators is to hire/acquire more staff for efficient supervision. Therefore administrators recognize the importance of having an enough number of supervisors to effectively support and guide teachers during the implementation of the EYE programme. 30(45.5%) of the teachers strongly agreed ( $M=3.97$ ,  $SD=.52$ ) that school administrators should actively involve in allocating necessary resources and materials to enhance better supervision and assessing the preparedness of teachers. ( $M=3.95$ ,  $SD=.61$ ). A majority 25(37.9) of the teachers agreed ( $M=3.61$ ,  $SD=.83$ ) that school administrators frequently should visit classrooms for instructional purposes. This indicates a hands-on approach where administrators actively observe and engage with teachers to provide guidance and support in teaching. The findings further show that administrators frequently visited classrooms for instructional purposes allocated tasks for effective supervision ( $M=3.4$ ,  $SD=1.38$ ) and provided best learning and supervision environment ( $M=3.5$ ,  $SD=1.14$ ). Communicating with parents, teachers, and students as required as well as developing class schedules to include supervision practices received a similar high rating ( $M=3.6$ ) and standard deviations ( $SD=1.08$ ) respectively. Finally, the findings show that helping teachers to understand the schools' policies on supervision ( $M=3.3$ ,  $SD=1.54$ ) was among the least roles played by the school administrators. The mean rating of 3.95 indicates that school administrators are also involved in assessing the preparedness of teachers as shown by a majority 31(47.0%) of teachers. This therefore ensures that teachers have the necessary knowledge, skills, and materials required to deliver the EYE programme effectively.

26(39.4%) of the teachers also agree ( $M=3.6$ ,  $SD=1.08$ ) that school administrators should be involved in developing class schedules that include specific supervision practices. This suggests that supervision will be integrated into the regular school routine to ensure consistency and comprehensive support to teachers. Teachers also agree ( $M=3.4$ ,  $SD=1.38$ ) that administrators should play a role in allocating specific tasks to supervisors to ensure effective supervision. This may involve assigning supervisors to specific areas of focus or grade levels to provide targeted support to teachers. The findings highlight the multiple role of school administrators in the supervision of teachers during the implementation of the EYE programme. School administrators are actively involved in hiring and allocating staff, providing resources, assessing preparedness, and creating a conducive learning environment. They also engage in direct instructional support by frequently visiting classrooms and allocating tasks for effective supervision.

Respondents were also requested to enumerate some of the roles that school administrators played during teacher supervision in the implementation of the Early Years Education programme in Khwisero Sub County. Several roles were brought out by the participants in this study

Firstly, the role of answering questions and supervision from teachers came out clearly from most of the respondents. They noted that teachers had many questions concerning supervision that school administrators had to answer.

Another role that emerged from the respondents was assisting in the implementation and evaluation of the EYE programme for better supervision. This means that school administrators had to ensure that they implemented and evaluated the EYE programme for

teacher supervision to be effective. In addition, it also emerged that school administrators had to ensure that programme standards were met during supervision. This entailed setting up the standards that included academic outcomes and holistic development. Other themes included the development of the scope of the profession or teachers to be effective in the supervision practices.

The interview schedule carried out on one of the programme officers portrayed the following scenario;

*“School administrators have a great role to play in the teacher’s supervision. They have to ensure good programme implementation through creating a good environment for the teachers to carry out supervision”*

One of the ward representatives held the following observation;

*School administrators play very little role in teacher supervision. They audit teachers instead of creating a good environment, security, professionalism, and other forms of support. They have a great role to play which they are not doing effectively.*

The findings in this study are in line with past studies. According to Kamindo (2008) who noted that school administrators are not effective in their role of ensuring effective teacher supervision due to too many administrative duties. According to Glanz (2007), competence and the quantity of employees required to provide services to the client are significant factors to take into account when evaluating staff capacity. Thus, it is the responsibility of school administrators to make sure that there is adequate staff to improve teacher supervision.

Further analysis was also done on the relationship between the role of school administrators in supervision and the implementation of early year education programmes. Therefore the

mean scale of the administrator’s role in teacher supervision was correlated with the mean of programme implementation and the findings are presented as shown in Table 4.11 below.

**Table 4. 11: Correlation between the role of administrators and Programme Implementation**

<b>Correlations</b>		<b>Role of Administrators</b>	<b>Programme Implementation</b>
Role of Administrators	Pearson Correlation	1	.542**
	Sig. (2-tailed)		.000
	N	66	66
Programme Implementation	Pearson Correlation	.542**	1
	Sig. (2-tailed)	.000	
	N	66	66

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

From the findings indicated in Table 4.12, there is moderate a positive significant correlation between the Role of Administrators in teacher supervision and programme implementation ( $r=.542$ ,  $p<.05$ ). This implies that the Role of Administrators enhanced programme implementation among ECDE schools in schools in Khwisero Sub County in Kakamega. Therefore it can be concluded that schools administrators' role has a positive effect on implementation of programmes among these schools.

The administrator’s role in teacher supervision has been associated with many factors (Ndungu, 2015). The studies by Adikinyi (2007) and Gachoya (2008) reveal that school administrators fail to be effective in their role due to the many duties and responsibilities that they have. Figueroa (2004), who adds that teachers today are increasingly ambivalent about monitoring, bolsters this claim as well. Teachers with limited experience have different

opinions regarding practice supervision than teachers with more experience because of the evaluative methodologies (Watene, 2007; Yunus, 2008).

Separately, the results of this study contradict those of another study by Muriithi (2012), who found that most instructors have favorable sentiments toward teacher supervision. They have no problem showing the head teacher their work records for review, which encourages the head teacher to provide assistance when it is required. Due to two disagreements in the literature, it was important to undertake this study in order to determine who the study would agree with.

#### 4.4.3 Challenges facing Implementations of EYE programme in Khwisero Sub-county

Teachers were asked to rate the extent to which they agreed with the challenges facing implementation of in EYE programme. The findings are presented as shown in Table 4.12 below

**Table 4. 12: Challenges facing EYE programme.**

<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>M</b>	<b>STD</b>
Lack of material support in terms of books	7(10.6)	16(24.2)	2(3)	24(36.4)	17(25.8)	3.4	1.38
Lack of infrastructural material support	15(22.7)	7(10.6)	9(13.6)	16(24.2)	19(28.8)	3.3	1.54
Lack of lesson planning material support	2(3)	6(9.1)	27(40.9)	13(19.7)	18(27.3)	3.6	1.08
Lack of proper materials selection	5(7.6)	0(0.0)	8(12.1)	14(21.2)	28(42.4)	3.5	1.14
Lack of ICT related material support	2(3)	10(15.2)	14(21.2)	26(39.4)	14(21.2)	3.6	1.08

*Source: Field Data, 2022*

**Key: SD- Strongly Disagree, D- Disagree, N- Neutral, A- Agree, and SA=-Strongly Agree**

The findings in table 4.14 indicates that lack of lack of material support in terms of books was indicated by a high mean ( $M=3.4$ ,  $STD=1.38$ ), as well as majority, 24(36.4%) of the respondents who agreed and 17(25.8%) who strongly agreed. It was also clear that lack of infrastructural material support was strongly agreed by majority, 19(28.8%) to be a great challenge ( $M=3.3$ ,  $STD=1.54$ ). Majority of the respondents, 27(40.9%) however remained neutral on the lack of lesson planning material support although a high mean ( $M=3.6$ ,  $STD=1.08$ ) implied that it was a not effective. From the findings, it is clear that lack of proper material selection showed lack of effectiveness as indicated by a high mean ( $M=3.5$ ,  $STD=1.14$ ) as well as majority, 28(42.4%) of the respondents who strongly agreed. Finally, from the findings, majority of the respondents, 26(39.4%) agreed that lack of ICT related material support for teacher supervision practices, was confirmed by a high mean ( $M=3.6$ ,  $STD=1.08$ ).

#### **4.4.4 Strategies for effective teacher supervision**

The third objective of the study further wanted to established strategies for effective teacher supervision in the implementation of the Early Years Education Programme in the Khwisero Sub-county. The study therefore established from head teachers some of the strategies they use for effective teacher supervision. They were asked to indicate on a scale of 1-5 whether they agreed that the highlighted strategies were effective for teacher supervision in the implementation of early years education programmes. The findings are presented as shown in Table 4.13 that follows.

**Table 4. 13: Strategies for Implementation**

Statement	1	2	3	4	5	M	STD
In service training on EYE programmes in Khwisero Sub county	4(6.1)	7(10.6)	3(4.5)	21(31.8)	31(47)	4.03	0.52
Team work of the teachers at EYE programmes in Khwisero Sub-county	8(12.1)	6(9.1)	4(6.1)	13(19.7)	35(53)	3.92	0.67
Class room visitation for EYE programmes in Khwisero Sub county	6(9.1)	4(6.1)	5(7.6)	15(22.7)	36(54.5)	4.08	0.48
The professionalism of teachers for EYE programmes in Khwisero Sub county	5(7.6)	3(4.5)	2(3)	17(25.8)	39(59.1)	4.24	0.39
Overall mean and Standard deviation						4.07	0.12

*Source: Field Data, 2022*

**Key: SD- Strongly Disagree, D- Disagree, N- Neutral, A- Agree, and SA=Strongly Agree**

From the findings in Table 4.15, it emerged that the professionalism of teachers was the best strategy (M=4.24, SD=.39) followed by classroom visitation (M=4.08, SD=.48), in-service training (M=.403, SD=.52) and finally teamwork (M=3.92, SD=.67). These findings imply that the listed strategies were important for the implementation of the early years of education programme.

Headteachers who were respondents in this study were asked about specific areas they look at in terms of programme and instruction, register, scheme of work, lesson plans, the record of work covered, and lesson notes.

On the issue of records of work covered, the respondents noted that they look at how teachers keep and update their records. They also noted that they check how regularly a record of work



covered is used by the teachers. On lesson plans, respondents retaliated that they observe how teachers have mastered the content in their delivery. They also observe how the learners interact with teachers in class.

Respondents were asked to indicate the adequacy of teaching and learning facilities. Most of the respondents noted that the teaching and learning resources are inadequate in their schools. The school's early years education environment is not properly ventilated. The learners congest classrooms due to inadequate early years education learning centers. They further noted that the space for playing ground is inadequate for learners to actively participate in out-of-class activities.

The interview schedule carried out on one of the programme officers portrayed the following scenario;

*“We do impromptu visits to our schools to ensure everything is working well. We also check class records and establish how regular the teacher was in class. Sometimes we also go to class and sit behind the classes to check on teacher-learner interaction. This helps us establish whether the teacher is on the right track or not.*

One of the ward representatives held the following observation;

*“Yes, we visit schools regularly to find out the progress. We spend almost a whole day at an early years education center just to enlighten ourselves on scheduled activities. Sometimes we accompany teachers to class so that we know how the learning process takes place. Further, we also establish the kind of equipment the schools have and if any backups exist.*

In addition to the aforementioned strategies, further findings were also established on additional strategies to enhance teacher supervision practices. The findings are presented as shown in Table 4.14 that follows.

**Table 4. 14: Additional Strategies to teacher supervision practices**

<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>M</b>	<b>STD</b>
Regular classroom observation and feedback	11(16.7)	28(42.4)	17(25.8)	3(4.5)	7(10.6)	2.5	1.15
Regular meetings with teachers to discuss student progress and programme implementation	16(24.2)	22(33.3)	13(19.7)	12(18.2)	3(4.5)	2.5	1.18
Use of assessment data to inform instruction and guide teacher development	8(12.1)	24(36.4)	9(13.6)	18(27.3)	7(10.6)	2.9	1.25
Regular communication and collaboration with parents and other community members	9(13.6)	0(0.0)	26(39.4)	18(27.3)	3(4.5)	2.7	1.23
Support with classroom management and behavior management strategies.	8(12.1)	34(51.5)	13(19.7)	4(6.1)	7(10.6)	2.5	1.13

*Source: Field Data, 2022*

**Key: SD- Strongly Disagree, D- Disagree, N- Neutral, A- Agree, and SA=-Strongly Agree**

From the analysis presented in Table 4.14, the majority, 28(42.4%) of the respondents disagreed that regular classroom observation and feedback was a used strategy for teacher supervision, which was also affirmed by a low mean (2.5, STD=1.15). This indicates that there might be lack of consistent and structured classroom observation practices to provide teachers with feedback and support. The majority, 24(36.4%) of the respondents, with a low mean (M=2.9, STD=1.25) disagreed that there was the use of assessment data to inform instructions and guide teachers. This implies there is no use of assessment data can help identify areas of improvement and tailor professional development to meet teachers' specific needs. The findings also revealed a low rating (M=2.5, 1.18) or regularity of meetings with teachers to discuss students' progress and programme implementation, which was also indicated by the

majority of 22(33.3%) of the respondents that disagreed. The findings further revealed a considerable number of teachers 22(33.3%) disagreed that regular meetings with teachers were being conducted to discuss student progress and programme implementation. Meetings provide an opportunity for ongoing dialogue and collaboration between administrators and teachers, which can significantly impact instructional practices and programme effectiveness. a low rating (M=2.7, STD=1.23) on the regularity of communications and collaboration with parents and other community members, although the majority, 18(27.3%) of the respondents remained neutral. Finally, the findings show that there was a low rating (M=2.5, STD=1.13) on support with classroom management and behavior management strategies as indicated by a majority, 34(51.5%) of the respondents. Therefore there lack of effective classroom management which is crucial for maintaining a positive learning environment and maximizing instructional time. The finding therefore indicate that there are some areas for improvement in the additional strategies used for teacher supervision in the effective implementation of EYE programme. The low mean ratings suggest that these strategies may not be fully implemented or consistently practiced, which can impact the overall effectiveness of teacher supervision and programme implementation.

Further analysis was also carried out to establish whether there is a relationship between strategies to improve teacher supervision and programme implementation. The findings are presented as shown in Table 4.15 below.

**Table 4. 15: Correlation between Strategies and Programme Implementation**

<b>Correlations</b>		<b>programme implementation</b>	<b>Strategies</b>
programme implementation	Pearson Correlation	1	.612**
	Sig. (2-tailed)		.000
	N	66	66
Strategies	Pearson Correlation	.612**	1
	Sig. (2-tailed)	.000	
	N	66	66

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

From the findings, the Pearson product-moment correlation coefficient ( $r=.612$ ,  $p<.05$ ) was high, positive, and significant. This means that there is a positive and significant correlation between strategies and programme implementation. Therefore it can be concluded that programme implementation is positively associated with the suggested strategies.

The study is consistent with a number of earlier empirical conclusions. According to Ogunsaju (2006), the school administrator should focus his or her observation on planning and preparation, presentation during the lesson, the teacher-learner relationship, as well as the instructors' personalities about planning and preparation. Additionally, the supervisor needs to stress how well the teacher communicates (Ogunsaju, 2006). The specific facets of communication include speaking patterns, word choice, voice, the subject matter expertise of the presenter, and the ability to influence student engagement during the session.

The teaching methods used by the teachers can be inferred through visiting and observing classrooms (Zaare, 2013). The goal of Zaare's (2013) research in Iran was to ascertain the value of visiting and observing classrooms when evaluating teaching practices. Throughout this procedure, an observation checklist was employed. The results of the study demonstrated

that teachers gained a great deal of knowledge about teaching methodology by watching their skilled and knowledgeable colleagues teach. It is possible that teachers will become more reflective teachers and increase their self-awareness if they witness their highly qualified and experienced peers teaching. The findings suggest that classroom monitoring, and more specifically the teaching process, has an impact on students' academic outcomes, despite the fact that this was not done by teacher supervisors. Giving supervised teachers feedback will ultimately enable them to enhance their pedagogical practices for the benefit of the students.

#### **4.6 Programme Implementation**

Programme implementation was measured using the following aspects. These included Adherence to curriculum, individualized instruction, child engagement, assessment of learner progress, class management, teacher-learner interaction, professional development, and family involvement. Therefore teachers were asked to rate these aspects and the extent to which they agreed on their implementation. The findings are presented as shown in Table 4.16 below.

**Table 4. 16: Programme Implementation**

Statements	VL	L	N	H	VH	M	Std
Adherence to curriculum	17(25.8)	28(42.4)	14(21.2)	3(4.5)	4(6.1)	2.2	.6
Individualized instruction	9(13.6)	25(37.9)	11(16.7)	15(22.7)	6(9.1)	2.8	.69
Child management	17(25.8)	16(24.2)	11(16.7)	12(18.2)	10(15.2)	2.7	.54
Assesment of learner progress	24(36.4)	0(0.0)	23(34.8)	9(13.6)	2(3.0)	2.2	1.1
Class management	31(47.0)	22(33.3)	3(4.5)	6(9.1)	4(6.1)	1.95	0.61
Teacher learner Interaction	19(28.8)	25(37.9)	9(13.6)	11(16.7)	2(3)	2.61	0.38
Profesional Development	21(31.8)	30(45.5)	5(7.6)	7(10.6)	3(4.5)	1.97	0.52
Family Involvement	18(27.3)	41(62.1)	4(6.1)	2(3)	1(1.5)	2.36	0.37

*Source: Field Data, 2022.*

**Key: VL-Very Low, L-Low, N-Normal, H-High, VH-Very High**

The majority of teachers 28(42.4%) rated adherence to the curriculum at a low level (M=2.2, SD=.6). This indicates that there may be challenges or variations in implementing the curriculum as expected. The 25(37.9%) of the teachers rated individualized instruction at low level (M=2.8, SD= .69). This indicating that there might be room for improvement in providing personalized learning experiences to students. Child engagement received a relatively very low rating (M=2.7, SD=.54). This was according to 17(25.8%), suggesting that enhancing student engagement in the learning process could be an area of focus. Assessment of Learner Progress received a very low rating (M=2.2, SD=1.1) by 24(34.8%) of the teachers. This implies therefore that there might be challenges in effectively assessing students' progress. 31(47.0%) of the teacher rated class management at very low (M=1.95, SD=0.61),

indicating that teachers are yet to be effective in managing their classrooms. Low standard deviation of 0.61 suggests that there is consensus among teachers in this aspect. The low mean rating of 2.61 suggests that teacher-learner interaction is generally rated low by 25(37.9%), indicating that teachers nearly don't have positive interactions with their students. Majority of teachers 30(45.5%) rated low (M=1.97, Sd=.52) professional development. Therefore this suggests that teachers do not have access to and participate in relevant professional development opportunities. Family involvement was rated low (M=2.36, SD= .37) according to 41(62.1%) teachers , indicating that teachers perceive that families are not actively involved in their children's education. The findings from Table 4.18 revealed that there are areas of programme implementation which require further checks and improvement. Adherence to the curriculum, individualized instruction, child engagement, and assessment of learner progress received relatively low ratings, indicating potential challenges in these aspects. Also class management, teacher-learner interaction, professional development, and family involvement received still received low rating suggesting that these areas need attention from the stake holders.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of the findings contained in the preceding chapter. Based on the findings, several conclusions are drawn and recommendations made. Areas for further research are also suggested.

#### **5.2 Summary of Findings**

The summary of the research findings was done according to the research objectives which were to; establish the teacher supervision practices used in the implementation of early years education programme in Khwisero Sub-county, Kenya, to find out the roles of school administrators in supporting teacher supervision in implementation of early years education programme in Khwisero Sub-county, Kenya and identify the strategies for effective teacher supervision in implementation of early years education programme in Khwisero Sub-county, Kenya.

##### **5.2.1 Teacher supervision practices and implementation of early years education programme**

The majority of the respondents 5 (50%) noted it was effective, 3(30%) said it was very effective while the remaining 2 (20%) said it was moderately effective. On inspecting centers, 40% noted is very effective, 20% said it was effective, 30 % noted it was moderately effective while the remaining 10% said it was less effective. The majority of the respondents noted that it was an effective way to carry out supervision. On the issue of advising teachers, 50% noted it was very effective, 30% said it was effective while the remaining 20 said it was moderately effective. Monitoring the implementation 60% and 40 % noted that was it effective and very



effective respectively. On evaluation, 50% of the respondents noted it was effective, 40% said it was very effective while the remaining 10% noted it was moderately effective. In summary, respondents indicated that supervisory practices were effective in all cases.

### **5.2.2 Role of School Administrators**

From the findings of the study, it emerged that school administrators have a wide range of roles to play to enhance effective teacher supervision in the implementation of the EYE programme in Khwisero Sub-County. Some of the actively practiced roles by administrators include hiring/acquiring more staff for efficient supervision, allocation of resources and materials for better supervision, and assessing the preparedness of teachers. However, other important roles were less practiced, these included frequency of visiting classrooms for instructional purposes, allocation of tasks for effective supervision, and the least helping teachers to understand the schools' policies on supervision.

### **5.2.3 Strategies for effective teacher supervision**

From the findings, several strategies are employed for effective teacher supervision. Under programme and instruction, the respondents noted that they concentrate on ensuring that teachers were following the laid down programme. They also indicated that they monitor how teachers relate with students in class. Further, they establish if learning is learner-centered or teacher-centered. Under register, the respondents noted that they establish the punctuality of teachers in class as well as the learners. They also find out the consistency of learning in a given subject.

Under schemes of work, the respondents noted that they observe the time the schemes were prepared. They also emphasized that they look at how teachers follow the laid down

schemes of work. On lesson plans, the respondents noted that they look at the time the lesson plans were prepared. They also look at how the teacher is prepared in class. Further, they noted that they observe how learners interact with the teacher in class.

On the issue of records of work covered, the respondents noted that they look at how teachers keep and update their records. They also noted that they check how regularly a record of work covered is used by the teachers. On lesson plans, respondents retaliated that they observe how teachers have mastered the content in their delivery. They also observe how the learners interact with teachers in class.

On teaching and learning facilities, the respondents noted that they check how teachers handle teaching aids. They also indicated they check on whether there were any backups Just in case a learning resource fails to work.

Respondents were asked to indicate the adequacy of teaching and learning facilities. Most of the respondents noted that the teaching and learning resources are inadequate in their schools. The school's early years education environment is not properly ventilated. Learners congestions in classrooms is due to inadequacy of early years education learning centers. They further noted that the space for playing ground is inadequate for learners to actively participate in out-of-class activities.

### **5.3 Conclusion**

The effectiveness of teacher supervision was measured using various elements such as the frequency of supervision, which is low, specific areas of supervision, and the general indicators of the effectiveness of teacher supervision. It is worth noting that supervision practices are important for schools to implement the early year education programme.

However, various factors contribute to the effectiveness. Teachers find supervision easy in some areas and slightly difficult in other areas. Whereas there is a general finding that there is promising effectiveness, more still needs to be done to further enhance this effectiveness. It can therefore be concluded that teacher supervision practices are moderately effective in schools in the Khwisero Sub-county in Kakamega.

The second objective of the study sought to establish the role of school administrators in supporting teacher supervision in the implementation of the early-year education programme. School administrators play a big role that is essential in teacher supervision. The aspect of good environment, security, resources, and more staff, among others, have emerged as the leading roles played by the school administrators. However, the administrators have not fully accounted for these roles as indicated through moderate ratings. Should the administrators prioritize these roles, then there will be very effective supervision in the implementation of the early-year education programme.

The study concluded that there are a number of strategies that can be used to enhance teacher supervision. Some of these strategies include in-service training, teamwork, classroom visitation, and professionalism of teachers. In-service training will enhance teacher's capacity to be more proactive in supervision practices while teamwork will make general supervision more effective and efficient. The aspect of professionalism makes the process of teacher supervision in line with the school's supervision policies hence making the implementation of the early-year education programme more efficient.

#### **5.4 Recommendations**

The following were recommendations made from the study

- i. The Government through the Ministry of Education (directorate of basic education) needs to enhance teacher supervision through increased funding for the monitoring and supervision exercise.
- ii. Education stakeholders and sponsors should empower school administrators through trainings and finances in order to improve on monitoring and supervision exercise.
- iii. Strategies such as in-service training, teamwork and professionalism can be enhanced through capacity building of the teachers by the Ministry of education in the county as well as the national government.

### **5.5 Suggestions for Further Research**

The following were suggestions for further research;

- i. The study was carried out in Public pre-primary schools in Khwisero Sub County, Kenya. Further studies are encouraged to cover other sub-counties to check whether the findings are consistent and also capture learners input which was not possible in the current study.
- ii. Further studies are encouraged to cover other regions to compare with the current study. This is because the current study findings might have been influenced by the unique cultural, social, and institutional factors of this setting. It is important to recognize that the results might not be directly applicable to other regions with different contextual characteristics
- iii. The research was restricted to specific educational context. Further studies are encouraged to have other sectors, especially partners with the ministry of education, like the ministry of health and compare the findings.

## REFERENCES

- Ahmadi, S., & Cole, D. (Eds.). (2023). *Islamophobia in higher education: Combating discrimination and creating understanding*. Taylor & Francis.
- Altun, B., & Sarkaya, P. Y. (2020). The actors of teacher supervision. *Journal of Human Sciences, 17*(1), 284-303.
- Argina, A. W., Mitra, D., Ijabah, N., & Setiawan, R. (2017). Indonesian PISA result: What factors and what should be fixed? Proceedings Education and Language International Conference, 1(1), 6979. <http://jurnal.unissula.ac.id/index.php/ELIC/article/view/1212>
- Awino, N. (2014). *Impact of supervision on the implementation of early childhood education programme in selected public pre-schools in Langata District, Nairobi County, Kenya* (Doctoral dissertation, School of Education in partial fulfillment for the award of Masters Education Degree in Early Childhood Education in the Department of Educational Communication and Technology, University of Nairobi).
- Bartunek, D., Brügge, B., Fenoughty, S., Fowler, D., Hensler, M., Higgins, P., Laschinki H, Löhrmann, I., Neißl, M., Neuman J, Nicol R, Seyfried C & Szczepanski A (2002). *Outdoor education - authentic learning in the context of landscapes*. Scotland: European Service Training Course Book.
- Basile, F., Chiacchio, P., & Gerbasio, D. (2012). On the implementation of industrial automation systems based on PLC. *IEEE Transactions on Automation Science and Engineering, 10*(4), 990-1003.
- Bereiter, C., & Scardamalia, M. (2018). Intentional learning as a goal of instruction. In *Knowing, learning, and instruction* (pp. 361-392). Routledge.
- Berger, J. L., Girardet, C., Vaudroz, C., & Crahay, M. (2018). Teaching experience, teachers' beliefs, and self-reported classroom management practices: A coherent network. *SAGE open, 8*(1), 2158244017754119.
- Bouchamma, Y., & Michaud, C. (2014). Professional development of supervisors through professional learning communities. *International Journal of Leadership in Education, 17*(1), 62-82.

- Brinkerhoff, D.W. 2001. Taking Account of Accountability: A Conceptual Overview and Strategic Options. US Agency for International Development, Centre for Democracy and Governance, Implementing Policy Change Project Phase 2, Washington DC, March 2001.
- Bronfenbrenner U (2004). A Report on Longitudinal Evaluations of Preschool Programmes: Is Early Intervention Effective? Presented in Washington D.C, Office of Child Development, DHEW on 4 March 1994. Chicago Public School 1985. Meeting the National Mandate: Chicagos Governmental Funded Kindergarten Programmes. Chicago: Chicago Schools
- Buntins, K., Kerres, M., & Heinemann, A. (2021). A scoping review of research instruments for measuring student engagement: In need for convergence. *International Journal of Educational Research Open*, 2, 100099.
- Burant, S. E. (2009). *The relationship of teacher supervision and professional learning communities as catalysts for authentic professional growth: A study of one school division*. Masters in Educational Administration, University of Saskatchewan, College of graduate studies and Research.
- Canales, A., & Maldonado, L. (2018). Teacher quality and student achievement in Chile: Linking teachers contribution and observable characteristics. *International Journal of Education Development*, 60, 3350. <https://doi.org/10.1016/j.ijedudev.2017.09.009>
- Chebii, B. D. (2014). *A Study of Factors Influencing the Introduction and Implementation of Pre-Primary School Life Skills Programme in Ainamoi Division, Kericho County, Kenya* (Doctoral dissertation, School of Education, Kenyatta University).
- Clark, H., Coll-Seck, A. M., Banerjee, A., Peterson, S., Dalglish, S. L., Ameratunga, S., ... & Costello, A. (2020). A future for the world's children? A WHO–UNICEF–Lancet Commission. *The Lancet*, 395(10224), 605-658.
- Daresh, J.C, Playko, M.A (1992). *The Professional Development of School Administrator: Pre-Service Induction and In-service Application*. Allyn and Bacon. Boston: M.A.

- Davies, B and Efhson, L. (2005): Developing a Marketing Culture in a School in R.J.S Davies.  
W. J (1915): Learning Resources: An argument for Schools, London: CET
- Doyle, W. (1986). Classroom organization and management. In M. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 392-431). New York: McMillian
- Eaker, R. E., DuFour, R., & DuFour, R. (2004). *Premiers pas : transformation culturelle de l'école en communauté d'apprentissage professionnelle* [First steps: Cultural transformation of the school in a professional learning community]. Bloomington, IN: National Educational Service.
- Egeberg, H. M., McConney, A., & Price, A. (2016). Classroom management and national professional standards for teachers: A review of the literature on theory and practice. *Australian Journal of Teacher Education*, 41(7), 118.
- Ehren, M. C., Eddy-Spicer, D., Bangpan, M., & Reid, A. (2017). School inspections in low- and middle-income countries: Explaining impact and mechanisms of impact. *Compare: A Journal of Comparative and International Education*, 47(4), 468-482.
- Elliott S & Davis J 2008. Introduction: Why natural outdoor playspaces? In S Elliott (ed). *The outdoor playspace naturally for children birth to five years*. Castle Hill, Australia: Pademelon Press.
- Erden, E. (2010). Problems that preschool teachers face in the programme implementation. Master of Social Sciences Thesis, Middle East Technical University
- Fenanlampir, A., Batlolona, J. R., & Imelda, I. (2019). *The struggle of Indonesian students in the context of TIMSS and PISA has not ended*. *International Journal of Civil Engineering and Technology (IJCIET)*, 10(2), 393-406. <http://www.iaeme.com/ijciyet/issues.asp?>
- Frempong, E. (2011). Factors contributing to poor performance of students in the basic education certificate examination in selected public junior high schools in Effutu Municipality, University of Winneba.
- Fullan, M. (2023). *The principal 2.0: Three keys to maximizing impact*. John Wiley & Sons.

- Gharam, Y. (2010). *Development Potential In the First Five Years for Children on Developing Countries*. London: John Wiley & Sons Limited.
- Glickman, D., Gordon, S. P., & Gordon, J. M. R. (2007). *Supervision and teacher leadership, a developmental approach (7th ed.)*. Boston: Pearson Allyn & Bacon.
- Gravetter, F.J & Forzano, L.B. (2011) “Research Methods for the Behavioural Sciences” Cengage Learning p.146
- Hawa, O. (2011). School based factors influencing performance in Kenya Certificate of Primary Education in public primary schools, in Tarbaj Division, Wajir East, Kenya (Online).
- Heckman, J. (2013). Skill Formation & the Economics of Investing in Disadvantages. *Journal of Human Resources*, 312 (5782):1900-1902.
- Hord, S. M., & Sommers, W. A. (2008). *Leading professional learning communities: Voices from research and practice*. Thousand Oaks, CA: Corwin Press.
- Ifakachukwu, O. (2011). Early childhood education: An overview. *International NGO Journal*, 6(1), 030-034.
- Imazeki, J. (2004). Teacher salaries and teacher attribution. *Economics of Education Review*, 24, 431-449.
- Imron, A., Wiyono, B. B., Hadi, S., Gunawan, I., Abbas, A., Saputra, B. R., & Perdana, D. B. (2020, November). Teacher professional development to increase teacher commitment in the era of the ASEAN Economic Community. In *2nd Early Childhood and Primary Childhood Education (ECPE 2020)* (pp. 339-343). Atlantis Press.
- Kang, M., & Im, T. (2013). *Factors of learner-instructor interaction which predict perceived learning outcomes in online learning environment*. *Journal of Computer Assisted Learning*, 29(3), 292-301. <https://doi.org/10.1111/jcal.12005>
- Karanja, D. T., & Githinji, W. (2011). *Philosophical, Sociological and Historical Foundation of ECD*. Nairobi: Longhorn Kenya Limited.



- Karanja, D. T., & Githinji, W. (2011). *Philosophical, Sociological and Historical Foundation of ECD* Nairobi: Longhorn Kenya Limited.
- Kariuki, R. W., Njoka, J. N., & Ndegwa, L. W. (2019). *Challenges facing Juvenile Delinquents Rehabilitation Centres in Kenya: A Case Study of Othaya Rehabilitation Centre, Nyeri, Kenya. African Journal of Education, Science and Technology, 5(2), 164-172.*
- Kendra, H. (2013). Early Childhood Education for All. *Journal of Education, 3, (1)65-78.*
- Kim, J. (2020). *Learning and teaching online during Covid-19: Experiences of student teachers in an early childhood education practicum. International Journal of Early Childhood, 52(2), 145-158.*
- Kim, S., Raza, M., & Seidman, E. (2019). Improving 21st-century teaching skills: The key to effective 21st-century learners. *Research in Comparative and International Education, 14(1), 99-117.*
- Kinyua, G. W. (2022). *Factors Affecting Enrollment and Dropout Rate in Adult Education Programmes in Kenya: a Case Study of Kajiado North Sub-county, Kajiado County, Kenya* (Doctoral dissertation, University of Nairobi).
- Landers, R. N., & Armstrong, M. B. (2017). Enhancing instructional outcomes with gamification: An empirical test of the Technology-Enhanced Training Effectiveness Model. *Computers in human behavior, 71, 499-507.*
- Le Mat, M. L., Altinyelken, H. K., Bos, H. M., & Volman, M. L. (2020). Mechanisms of adopting and reformulating comprehensive sexuality education policy in Ethiopia. *Journal of Education Policy, 35(5), 692-712.*
- Mackey, A., & Bryfonski, L. (2018). Mixed methodology. In *The Palgrave handbook of applied linguistics research methodology (pp. 103-121)*. Palgrave Macmillan, London.
- Marshall, K. (2013). *Rethinking teacher supervision and evaluation: How to work smart, build collaboration, and close the achievement gap*. John Wiley & Sons.

- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Programme Development (ASCD).
- Matula, P. D., Kyalo, D. N., Mulwa, A. S. & Gachuhi, L. W. (2018). *Academic research proposal writing. Principles, concept & structures*. Nairobi, ARTS Press: Kenya
- Maunganidze, Langtone & Tsamaase, Marea. (2014). *Early Childhood Education in Botswana: A Case of Fragmented Fits*. *International Education Studies*.7. 10.5539/ies.v7n5p1.
- Mbugua, T. (2009). *Teacher training for early childhood development and education in Kenya*. *Journal of Early Childhood Teacher Education*, 30(3), 220-229.
- Meloy, B., Gardner, M., & Darling-Hammond, L. (2019). *Untangling the Evidence on Preschool Effectiveness*. *Learning Policy Institute, Palo Alto*.
- Ministry of Education & UNICEF. (2008). *Forum on flexible education. Reaching nomadic populations*. Garissa, Kenya: Authors
- MOE, Ministry of Education. (2006a). *Diploma in Early Childhood Development and Education Syllabus*. Nairobi: Kenya Institute of Education.
- Momanyi, J. M., & Rop, P. K. (2020). *Teacher preparedness for the implementation of competency based curriculum in Kenya: A survey of early grade primary school teachers' in Bomet East Sub-County*. *The Cradle of Knowledge: African Journal of Educational and Social Science Research*, 7(1), 10-15.
- Motegi, H., & Oikawa, M. (2019). *The effect of teacher quality on student achievement: Evidence from Japan*. *Japan and the World Economy*, 52, 100961. <https://doi.org/10.1016/j.japwor.2019.100961>
- Mugenda, O.M. & Mugenda, A.G. (2009). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi, Kenya: ATS press.

- Muriithi, M.M. (2014). Influence of head teachers Teacher supervision Strategies on Programme Implementation in Public Primary schools in Imenti South District, Kenya. Compiled and produced by Kenya Information Preservation Society
- Musiime, A. (2010). *Influence of biology lesson preparation and delivery on student performance in selected secondary schools in Ibanda District* (unpublished M.Ed. thesis), Makerere University, Kampala.
- Mwamwenda, T. (2014). Early Childhood Education in Africa. *Mediterranean Journal Of Social Sciences*, 5(20), 1403. Retrieved from <https://www.mcser.org/journal/index.php/mjss/article/view/3875/3792>.
- Nakpodia, E. D. (2011). Early childhood education: Its policy formulation and implementation in Nigerian educational system. *African Journal of Political Science and International Relations*, 5(3): 159-163.
- Nganga, L. W. (2009). Early childhood education programmes in Kenya: challenges and solutions. *Early Years*, 29(3), 227-236.
- Ngasike, J. T. (2010). *Turkana childrens sociocultural practices of pastoralist lifestyles and science programme and instruction in Kenyan early childhood education* (Doctoral dissertation). Arizona State University, Tucson
- Ngode, L. A. (2014). *Impact of supervision on the implementation of early childhood education programme in selected public pre-schools in Langata District, Nairobi County, Kenya* (Doctoral dissertation, University of Nairobi,).
- Nguyen, M. V., & Winsler, A. (2021). Early bilingualism predicts enhanced later foreign language learning in secondary school. *Developmental Psychology*, 57(11), 1926.
- Njoroge A. J. (2011). A study of factors influencing children Enrolment in pre-school education in Thogoto and Karai Zones in Kikuyu Division, Kikuyu District, Kiambu County Kenya. *Unpublished M.Ed. research project*, University of Nairobi

- Noble, S., Scheinost, D., & Constable, R. T. (2021). A guide to the measurement and interpretation of fMRI test-retest reliability. *Current Opinion in Behavioral Sciences*, 40, 27-32.
- Obuchere, Z.M. (2011). Factors Influencing Implementation of Early Childhood Development and Education Programme in Emuhaya District, Kenya. Maseno University MEd Thesis: Unpublished Report.
- Oso, W.Y. & Onen, D. (2008). *A general Guide to writing Research proposal and Report*, (2<sup>nd</sup> ed.) Kampala. Uganda: Makerere University printer
- Papadakis, S., Vaiopoulou, J., Sifaki, E., Stamovlasis, D., & Kalogiannakis, M. (2021). Attitudes towards the use of educational robotics: Exploring pre-service and in-service early childhood teacher profiles. *Education Sciences*, 11(5), 204.
- Pence, Allan (2004). *ECD Policy Development and Implementation in Africa*. UNESCO, Early Childhood and Family Policy Series No. 9
- Pigozzi, M. J. (2009). Quality education: A UNESCO perspective. In *International perspectives on the goals of universal basic and secondary education* (pp. 249-259). Routledge.
- Poon, A. C. (2008). The development of pre-primary services in Hong Kong: Quality review as a lever of continuous school improvement. *International Journal of Child Care and Education Policy*, 2(1), 15-26.
- Print, M. (1993). *5 Programme development and design* (2nd ed.). St. Leonards, NSW: Allen & Unwin
- Puro, E. (2010). *All in a day's play: The importance of play in early childhood education*, by Shore north pre-school. Fan Page, Tuesday, January 26, 2013 at 12:39 am, Baby Classroom
- Riechi, A. R. (2021). The Education System of Kenya: Philosophy, Vision, and Mission. *The Education Systems of Africa*, 211-224.

- Saunders, M., Lewis, P. & Thornhill, A. (2012) "Research Methods for Business Students"  
6th edition, Pearson Education Limited p.288
- Sekaran, U. (2013). *Research Methods for Business: A Skills Building Approach*. New Delhi:  
John Wiley & Sons.
- Sergiovanni, T. J., & Starratt, R. J. (2006). *Supervision: A redefinition* (8th ed.). New York:  
McGraw-Hill Higher Education.
- Smart, J. B., & Igo, L. B. (2010). A grounded theory of behavior management strategy  
selection, implementation, and perceived effectiveness reported by first-year  
elementary teachers. *Elementary School Journal*, 110(4), 567-584.
- Sprick, R. S., Borgmeier, C., & Nolet, V. (2002). Prevention and management of behavior  
problems in secondary schools. In M. A. Shinn, H. M. Walker, & G. Stoner (Eds.),  
*Interventions for academic and behavior problems II: Preventive and remedial  
approaches* (pp. 373-401). Bethesda, MD: National Association of School  
Psychologists
- States, J., Detrich, R. & Keyworth, R. (2017). *Overview of Classroom Management*. Oakland,  
CA: The Wing Institute. [https://www.winginstitute.org/effective-instruction-  
classroom](https://www.winginstitute.org/effective-instruction-classroom).
- Tadele Taye, G., Yohannes Amare, S., Gebremeskel G, T., Abrha Medhanyie, A., Ayele, W.,  
Habtamu, T., & van Reisen, M. (2022). FAIR Equivalency with regulatory  
framework for digital health in Ethiopia. *Data Intelligence*, 4(4), 813-826.
- Terziev, V., & Vasileva, S. (2022). The role of education in socialization of an individual.  
*Available at SSRN 4101387*.
- Tomora, D. D. (2022). Relevance of "O" Class Curriculum in Ethiopia and Its Implication for  
Early Childhood Care and Education Teacher Training. *Online Submission*, 5(4), 19-  
27.
- Wiyono, B. B., Kusmintardjo, & Sucipto. (2017). The effective supervision techniques that  
influence teachers performance. *Man in India*, 97(24), 2533.  
[https://serialsjournals.com/abstract/33975\\_3.pdf](https://serialsjournals.com/abstract/33975_3.pdf)
- World Bank. (1996). *World development report 1996: From plan to market*. The World Bank.

- Wulandari, N. F., & Jailani. (2015). Indonesian students mathematics problem solving skills in PISA and TIMSS. In Proceedings of international conference on research, implementation, and education of mathematics and sciences (pp. 191198). <https://eprints.uny.ac.id/23182/>
- Zepeda, S. J. (2016). *Instructional supervision: Applying tools and concepts*. Taylor & Francis.
- Zhang, Y., Jiao, R., Liao, Q., Li, D., & Zhang, J. (2023). Uncertainty-guided mutual consistency learning for semi-supervised medical image segmentation. *Artificial Intelligence in Medicine, 138*, 102476

## APPENDICES

### APPENDIX I: QUESTIONNAIRE FOR HEAD TEACHERS, TEACHERS IN CHARGE AND ASSISTANT TEACHERS

#### Instructions:

This questionnaire has been prepared for the sole purpose of getting feedback from you in relation to a survey that is conducted to investigate the impact of supervision and monitoring of the implementation of early childhood development programmes in public primary schools in Khwisero sub-county, Kenya, You are requested to place a tick or an X in the provided box after the question. This may take less than 25 minutes to complete. Please provide responses that show personal and independent opinions on the issues being asked. This is purely academic research, and thus your confidentiality is guaranteed.

#### PART I: PERSONAL INFORMATION

1. Please indicate the gender

Male ( )      Female ( )

2. Please indicate your age bracket

18-25yrs ( )    26-35yrs ( )    36-45yrs ( )    46-55yrs ( )    over 55yrs( )

3. For how long have you been working with the county government?

Less than 1 Year( )    1 - 3 years( )    3 - 5 years ( )    Over 5 Years( )

4. What is your level of education?

Certificate [ ] Diploma [ ] Bachelors degree [ ] Masters degree [ ] PhD degree [ ]

**PART B: ITEMS ON THE PROCESS OF SUPERVISION AND MONITORING OF EARLY CHILDHOOD CENTRES IN KHWISERO SUB COUNTY.**

1. How often early years education centres are visited for assessments?

Once a week ( ) Once a month ( ) Once a year ( ) as need arises( ) Never( )

7. What is specifically assessed in these areas?

i. Programme and instruction

a) Register

b) Schemes of work

c) Lesson plans

d) Record of work covered

e) Lesson notes \_\_\_\_\_  
\_\_\_\_\_

ii. Teaching & learning facilities and resources

a) Availability of teaching and learning resources

\_\_\_\_\_  
\_\_\_\_\_

iii. The early years education centre environment

a) \_\_\_\_\_  
\_\_\_\_\_

iv. Any other (specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. a) How would you rate the effectiveness of the following supervisory practices activities:

Programme and Monitoring



(1) Very effective (2) Effective (3) Satisfactorily effective (4) Fairly effective

Activity	Responses				
	1	2	3	4	5
Supervision on Programme Implementation					
Inspecting centres					
Advising teachers					
Monitoring the implementation					
Evaluation					

b) Rate the following to the extent to which you agree on the effectiveness of supervisory practices

Statements	SD	D	A	SA
Identify the training needs of teachers				
Ensures learners acquire cognitive skills				
Ensures learners acquire psychomotor skills				
Ensures learners acquire social cognitive skills				
Ensures learners acquire language development skills				
Identify teaching and learning resources				
Condition of the infrastructure in the classroom				
Condition of the infrastructure in the school				
Overall mean and Standard deviation				

10. In terms of programme Implementation and materials availability and use, how well are the early years education teachers prepared?

1) Not prepared at all 2) Less prepared 3) Moderately prepared 4) Well prepared 5) Adequately prepared

11. What is your perception of the monitoring and supervision activities?

1) Very poor 2) Poor 3) good 4) better 5) best

12 What problems do you encounter during your work? \_\_\_\_\_

\_\_\_\_\_

13. Do you receive feedback after monitoring and supervision? Explain \_\_\_\_\_

\_\_\_\_\_

15. In your own opinion, do you think supervision helps teachers in implementing the early years education programme?

### **ROLE OF SCHOOL ADMINISTRATORS**

16. In your own opinion, rate the following roles of school administrators to the best of your knowledge on the extent to which these roles are practiced. Use a scale of 1-5, Where 1= Strongly disagree (SD), 2- Disagree (D), 3= Neutral (N), 4= Agree (A) and 5= Strongly Agree (SA)

Statements	1	2	3	4	5
Assessing the preparedness of teachers					
Frequently visiting classrooms for instructional purposes					
Allocating resources and materials for better supervision					
Hiring/acquiring more staff for efficient supervision					
Allocating tasks for effective supervision					
Helping teachers to understand the school's policies on supervision					

Communicating with parents, teachers, and students as required					
Providing the best learning and supervision environment					
Developing class schedule to include supervision practices					

### STRATEGIES

17. In your own opinion, indicate your level of agreement with the statements below  
 The following scale will be applicable: Please tick (☐) as appropriate Use a scale of 1-5,  
 Where: 1= Very poor, 2- Poor, 3= Good, 4= Better, and 5= Best

No.	Statement	1	2	3	4	5
1	In-service training has influenced the level of supervision and implementation of EYE programmes in Khwisero Sub-county					
2	Teamwork of the teachers has influenced the level of supervision and implementation of EYE programmes in Khwisero Sub-county					
3	Classroom visitation has ensured supervision and implementation of EYE programmes in Khwisero Sub-county					
4	The professionalism of teachers has influenced the level of supervision and implementation of EYE programmes in Khwisero Sub-county					

**THANK YOU**

## **APPENDIX II: INTERVIEW SCHEDULE FOR WARD REPRESENTATIVE**

1. What are your views about the training of early years education teachers in Kenya?
2. Which methods of teaching are the most suitable for teaching early years education pupils?
3. Who funds your early years education centre and is funding appropriate?
4. Does funding your early years education centre have any effects on teaching and learning in your early years education centre?
5. Are there enough teaching /learning facilities at early years education centres?
6. Are there enough teaching/learning materials?
7. What are your general views about facilities and materials at early years education centre?
8. Is monitoring and evaluation done by qualified personnel?
9. Do you monitor and evaluate teaching at the early years education centers?
10. What areas do you supervise in the process of your visit to the early years education?
11. Does monitoring and evaluation done by you have any impacts on the teachers delivery?
12. What challenges do you think hamper the Implementation of early years education centres?
13. What is your view about early years education in Kenya?

### **APPENDIX III: INTERVIEW SCHEDULE FOR PROGRAMME OFFICER**

14. What are your views about the training of the early years education teachers in Kenya?
15. Which methods of teaching are the most suitable for teaching early years education pupils?
16. Who funds your early years education centre and is funding appropriate?
17. Does funding of your early years education centre have any effects on teaching and learning in your early years education centre?
18. Are there enough teaching /learning facilities at early years education centres?
19. Are there enough teaching/learning materials?
20. What are your general views about facilities and materials at early years education centre?
21. Is monitoring and evaluation done by qualified personnel?
22. Do you monitor and evaluate teaching at the early years education centers?
23. What areas do you supervise in the process of your visit to the early years education
24. Does monitoring and evaluation done by you have any impacts on the teachers delivery?
25. What challenges do you think hamper the Implementation of early years education centres?
26. What is your view about early years education in Kenya?

#### **APPENDIX IV: INTERVIEW SCHEDULE FOR PROGRAMME OFFICER**

1. What are your views about the training of the early years education teachers in Kenya?
2. Which methods of teaching are the most suitable for teaching early years education pupils?
3. Who funds your early years education centre and is funding appropriate?
4. Does funding of your early years education centre have any effects on teaching and learning in your early years education centre?
5. Are there enough teaching /learning facilities at early years education centres?
6. Are there enough teaching/learning materials?
7. What are your general views about facilities and materials at early years education centre?
8. Is monitoring and evaluation done by qualified personnel?
9. Do you monitor and evaluate teaching at the early years education centers?
10. What areas do you supervise in the process of your visit to the early years education
11. Does monitoring and evaluation done by you have any impacts on the teachers delivery?
12. What challenges do you think hamper the Implementation of early years education centres?
13. What is your view about early years education in Kenya?

## APPENDIX V: RESEARCH PERMIT

 <p style="text-align: center;"><b>REPUBLIC OF KENYA</b> National Commission for Science, Technology and Innovation</p> <p><b>Ref No: 798048</b></p> <p style="text-align: center;"><b>RESEARCH LICENSE</b></p>  <p><b>This is to Certify that Ms. ISABELL-GRACE LUMITI of Masinde Muliro University of Science and Technology, has been licensed to conduct research in Kakamega on the topic: Evaluation of teacher supervision practices and implementation of early years' education program in Lhwiro sub County for the period ending - 06 January 2023.</b></p> <p style="text-align: center;"><b>License No: NACOSTI/P/22/15102</b></p> <p style="text-align: center;"><b>798048</b></p> <p style="text-align: center;"><b>Applicant Identification Number</b></p> <p><b>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</b></p>	 <p style="text-align: center;"><b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b></p> <p style="text-align: right;"><b>Date of Issue: 06 January 2022</b></p> <p style="text-align: center;"><b>Director General</b></p> <p style="text-align: center;"><b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b></p> <p style="text-align: center;"><b>Verification QR Code</b></p> 
--	---

## APPENDIX VI: RESEARCH PROPOSAL APPROVAL LETTER



MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY (MMUST)

Tel: 056-30870  
Fax: 056-30153  
E-mail: [directordps@mmust.ac.ke](mailto:directordps@mmust.ac.ke)  
Website: [www.mmust.ac.ke](http://www.mmust.ac.ke)

P.O Box 190  
Kakamega – 50100  
Kenya

Directorate of Postgraduate Studies

Ref: MMU/COR: 509099

1<sup>st</sup> November, 2021

Isabellah Lumiti Ameli,  
EDH/G/01-53206/2018,  
P.O. Box 190-50100,  
KAKAMEGA.

Dear Ms. Lumiti,

**RE: APPROVAL OF PROPOSAL**

I am pleased to inform you that the Directorate of Postgraduate Studies has considered and approved your Masters proposal entitled: *“Evaluation of Teacher Supervision Practices and Implementation of Early Years Education Program in Khwisero Sub-County”* and appointed the following as supervisors:

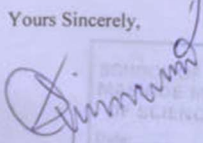
1. Dr. James Bill Ouda - SEDU, MMUST
2. Dr. Godfrey Ayaga - SEDU, MMUST

You are required to submit through your supervisor(s) progress reports every three months to the Director Postgraduate Studies. Such reports should be copied to the following: Chairman, School of Education Graduate Studies Committee and Chairman, Educational Psychology Department. Kindly adhere to research ethics consideration in conducting research.

It is the policy and regulations of the University that you observe a deadline of two years from the date of registration to complete your Masters thesis. Do not hesitate to consult this office in case of any problem encountered in the course of your work.

We wish you the best in your research and hope the study will make original contribution to knowledge.

Yours Sincerely,

  
Prof. Stephen O. Odebero, PhD, FIEEP  
DIRECTOR, DIRECTORATE OF POSTGRADUATE STUDIES





## APPENDIX VII: STUDY LOCATION MAP

