

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

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**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**

April 2023

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.

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DEDICATION

This project report 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 research proposal. 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. Geoffrey 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. Lastly, my appreciation goes to my classmates for the useful role they played in the completion of this research proposal. God bless you abundantly.

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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. This study, therefore, sought to evaluate teacher supervision practices and implementation of early years education programs 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 Program in Khwisero Sub-county; to find out the role of school administrators in the implementation of early years education program in Khwisero sub-county, Kenya, to suggest strategies for effective teacher supervision in the implementation of Early Years Education program in Khwisero sub-county. 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 Program 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 program officer, and 4 ward representatives while random sampling was used to select 50 assistant teachers. Instruments that were used to collect data were questionnaires 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, bar graphs, and pie charts. From the research findings, in objective one, the majority of the respondents 5 (50%) noted that teacher supervision was effective, 3(30%) said teacher supervision 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 thought that supervisory practices were effective in all cases. In objective two, administrators had many roles in effective supervision, staffing levels, and the attitude of teachers. In objective three, respondents noted they used several strategies. Under program and instruction, the respondents noted that they concentrate on ensuring that teachers were following the laid down program. Under schemes of work, the respondents noted that they observe the time the schemes were prepared. On the issue of records of work covered, the respondents noted that they look at how teachers keep and update their records. On teaching and learning facilities, the respondents noted that they check how teachers handle teaching aids. Teacher supervision practices were effective. In addition, school administrators had many roles in teacher supervision. Several strategies are used in teacher supervision. Future research is to be done in other sub-counties to compare the findings.

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ABBREVIATIONS AND ACRONYMS

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

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Globally, 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 the investments and high enrollment levels in education, there must also be competent supervision available (Elacqua, 2016).

The government of the United States of America (USA) created guidelines for teacher monitoring 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. This indicates how seriously the US takes this practice. 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. It has been proven in both the economic and educational spheres that early success creates later success and that early failure breeds later failure (Nguyen & Winsler, 2021). Children may therefore be seen as developing plants that require care, tiny adults, natural resources, and national resources that require care as future investments to a society's sustenance and its

capacity to compete in the technological age (Clark, Coll-Seck, Banerjee, Peterson, Dalglish, Ameratunga & Costello, 2020).

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. Today's teacher supervision is centered on enhancing the teaching-learning environment for the benefit of both teachers and students. Additionally, it aids in identifying the teachers' areas of strength and weakness as well as the necessary follow-up activities to improve the identified areas of weakness (Nakpodia, 2016). It is vital to give teacher supervision the significant consideration it merits because of the special place it holds in the educational system.

Ethiopia acknowledges the value of preschool education in its comprehensive education program by focusing on the child's whole development as a prelude to formal schooling. Despite being unimportant, Le Mat, Altinyelke, Bos, and Volman (2020) received some attention in actuality. As previously said, Ethiopia created a unique National Policy Framework for ECCE, demonstrating the nation's dedication to ECCE implementation and moving the process along by giving the critical issue the attention it deserves. As a result, Ethiopia's government created a framework for national early childhood care and education strategy. According to Tadele Taye, Yohannes Amare, Gebremeskel, Abrha Medhanyie, Ayele, Habtamu, and van Reisen (2022), children learn and develop knowledge, abilities, and attitudes more swiftly and easily in their early years. However, issues like poverty and others impede the children's overall growth. Consequently, carefully thought-out early interventions

that are applied fairly and evenly can have a long-term good impact on children in all facets of their lives Wood head Siraj-Blatchford and Wood head referenced in (Yalew, 2011). The Policy Framework highlights once more the critical significance of ECCE in hastening the achievement of EFA and the MDGs (Tomora, (2022)).

Byabagambi (2017) places particular emphasis on how teacher supervision affects teachers' professional practices and student learning results in Uganda. The government of Uganda has invested in this project. Other nations besides Kenya, like Zimbabwe, Ethiopia, Alberta, and Botswana, have recognized the value of teacher monitoring (Ehren, Eddy Bangpan & Reid, 2017). This demonstrates the widespread use of instructor monitoring.

According to Kinyua (2019), head teachers in Kenya should take in-service training to carry out their responsibilities as required. The usage of lesson plans and other work-related plans created by the teachers should be checked, approved of, and consented to by the head teachers as part of their responsibilities as head teachers. They should also 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. They must also have regular academic staff meetings to discuss academic standards. Additionally, the head teachers are responsible for providing the required teaching and learning tools to the instructors.

Since education is crucial to socialization, development, and change, its value in many countries cannot be overstated (Terziev & Vasileva, 2022). Alimi, Olatunji, Akifolarin, and Ayandonja (2012) claim that the goal of head teachers' supervisory techniques is to determine, uphold, and enhance the caliber of labor.

The purpose of teacher supervision is to increase the possibility and potential of schools to more effectively contribute to the academic accomplishment of the students. It is a management process that involves a teacher and a supervising principal, who will be referred to as the "supervisor" for brevity. The monitoring of the student's progress, conducting in-class observations, and giving the teacher constructive criticism, encouragement, and advice on professional development activities are just a few of the things that fall under this supervision. Teacher supervision must ultimately create opportunities for teachers to learn and collaborate more effectively in order for them to be more effective in the classroom (Marshall, 2013).

Given that the core of supervisory leadership is creating opportunities for teachers to continuously increase their ability to learn and more effectively, Bouchamma and Michaud (2014) identified the learning community as the best way to achieve collective teacher supervision. We see schools as learning environments where everyone—students, instructors, and administrators—can be a teacher or a learner, depending on the situation. What exactly do these two sorts of teacher supervision consist of?

The relationship between the supervising principal and the supervised teacher is described as being distinct and particular in each teacher monitoring by the school principal. The model put forth by Altun and Sarkaya (2020) identifies three phases of the supervisor's functioning. In accordance with regulatory requirements, the supervisor ends the meeting with a prepared report of the session, which may take the form of an evaluation. Collective teacher supervision 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 principal acts as a

mentor for the instructors. Collective teacher supervision in action can be seen in the professional learning community (PLC), professional development groups, and mentoring. The PLC model was used in the current study as the framework for collective supervision since it seems more likely to ultimately improve student progress (Basile, Chiacchio & Gerbasio, 2012).

Fullan (2023) identified four crucial steps that the principal must take in order to successfully convert a school into a professional learning community (PLC). Instead than just prescribing rules and procedures, these writers contend that the principal must first direct the team members' behavior by regularly sharing the team's vision and values with the staff. Second, the principal 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, the principal must demonstrate their trustworthiness by acting in a way that supports the mission and values of the school. Basile et al. (2012) added that the Principal must create collaborative structures that are centered on teaching and learning by promoting the sharing of knowledge and successful methods.

Children can learn the social skills necessary for success in kindergarten and later years of school in early childhood facilities, which are outstanding. A organized classroom environment and purposeful instruction, according to research, foster the development of social-emotional skills and protect pupils against behavioral issues. By employing management techniques that make the early childhood classroom an interesting, joyful, and comfortable space for both children and teachers, teachers can be proactive in minimizing

misunderstandings. These tactics include setting the right tone and maintaining it, outlining clear expectations, breaking up procedures with music and other transitions, utilizing literature to provide examples of appropriate behavior, being positive and fair, and—possibly most importantly—having a sense of humor. According to Meloy, Gardner, and Darling-Hammond (2019), preschoolers and school-aged children learn differently. Children are naturally curious, active, passionately motivated, risk-takers, capable of thinking and doing the impossible, creative, able to visualize the ultimate result, attempt numerous times, and able to learn from failures. Many early childhood teachers are reluctant to include science into their classrooms, according to Papadakis, Vaiopoulou, Sifaki, Stamovlasis, and Kalogiannakis (2021), often as a result of their own negative science education experiences.

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 programs all aimed at promoting young children's physical, intellectual, and social development before they enroll in primary school. Early Years education and care are programs that combine both physical and educational elements for young children who are not yet compelled to attend school. They provide a crucial service for working parents in addition to making a significant contribution to cognitive stimulation, socialization, child development, and early education.

EYE is a crucial period in a child's growth and development. In fact, many of the early education pioneers, including Heinrich Pestalozzi, Johann Frobel, and John Dewey among others, highlighted this (Nuugwedha, 2014). The child's physical, social, emotional, and

intellectual growth must pass through this critical stage. A child's physical and mental development proceeds at an exceptional rate, and from birth to age six, learning abilities make up an incredibly high percentage of that increase. The youngster frequently needs both excellent personal attention and a learning opportunity at this time. Global Guidelines for Early Childhood Education in the 21st Century (Kim, Raza, and Seidman, 2019) show that early childhood development and education have recently received priority as a basis for later learning and growth.

Kenya respects education as a fundamental human right and sees it as a turning point for achieving self-fulfillment and national progress, according to the GOK, Child Act Cap 586, 2001, which was mentioned in a study by Kariuki, Njoka, and Ndegwa (2019). There have been ongoing initiatives to address the challenges of education access, equity, and relevance. Commissions of Education have frequently been established at the national level to review educational policies. To increase access, the government has implemented programs including Free Primary Education (FPE) and tuition exemptions for secondary institutions. The main issue with this study, though, is how Early Years Education (EYE) is being implemented and how far along it is. Many academics and researchers have discovered that early experiences are crucial for later growth stages.

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 programs 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 programs 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 programs. 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 programs. 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.

The process of teaching and learning is significantly influenced by supervision. When the supervisor consistently engages with the instructors and students to provide mediated help to enhance teacher practices in the classroom, quality teaching occurs. To make sure that instructors are carrying out their responsibilities in accordance with the organizational objectives and aspirations of the school, the supervisor provides guidance, direction, and leadership. Teaching and supervision are intertwined and mutually reflect and reinforce one another, as Zhang, Jiao Liao, and Zhang (2023) state. Imron, Wiyono, Hadi, Gunawan, Abbas, Saputra, and Perdana (2020) elaborate on this by arguing that when supervision in schools is improved, it creates a solid platform for teacher improvement, which in turn enhances student learning results. Therefore, the current study focused to evaluate teacher supervision practices in the implementation of early years education programs in the Khwisero Sub-county, Kenya.

1.2 Statement of the problem

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. Preschool programs are implemented with difficulties and anomalies, despite best efforts. 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 programs.

According to the Ministry of Education and the Republic of Kenya in 2006, inadequate supervision is one of the issues affecting early years education. Among the reasons given were: It's possible that the Sub-County Program 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. It is therefore not very clear how teacher supervision practices are being conducted and how they have influenced the implementation of the EYE program 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 evaluate teacher supervision practices in the implementation of early years education programs 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 program 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 program in Khwisero Sub-county
- iii. To establish strategies for effective teacher supervision in the implementation of the Early Years Education program 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 Program in Khwisero Sub County?

2. What is the role of school administrators in supporting teacher supervision practices in the implementation of the Early Years Education Program in Khwisero Sub County?
3. What strategies can be used for effective teacher supervision in the implementation of the Early Years Education Program 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 provides vital information on of teacher supervision in early-year education, establishing whether teacher supervision practices are effective will enable the sub-county program officer to be knowledgeable on planning and identifying ways to further enhance these practices. This promises to bring about a positive transformation in the region's education landscape, ensuring more impactful and successful education programs that benefit generations to come.

The study identifies the roles played by school administrators in their enforcement of teacher supervision and provides appropriate recommendations for how these roles can be fully accomplished. Once the roles of school administrators are identified, school administrators carry out their practices seamlessly. School administrators were to find immense value in the research findings, utilizing them to elevate their supervision strategies and create more robust support mechanisms for teachers. This, in turn, will lead to better school

management, fostering an environment that nurtures growth and fosters excellence in both teachers and early learners alike.

Thirdly this study will provide teachers with invaluable insights into effective supervision practices that serves as a catalyst for their professional development. By understanding the profound impact supervision has on teaching quality, early learners can immensely benefit from educators refined and redefine instructional techniques, classroom mastery management, and the nurturing potential infused with efficacy and dedication.

Assistant teachers, also stand to benefit from the study's findings. The study emphasizes their integral role in the overall supervision process and supporting early learners teachers. The study further highlights the importance of collaborative teaching, inspiring assistant teachers to actively contribute to the learning process and enhance the overall effectiveness of the education programs.

For the early learners, the study's evaluation of early years education programs will illuminate the path to the most effective teaching methods and approaches. This study can nurture a stimulating and conducive learning environment, enriching the educational experience of these young minds and laying a strong foundation for their future academic journey by identifying and implementing successful, evidence based practices.

Parents and guardians, play a vitall role in their children's education. The significance of this study extends to them as well. By understanding how teacher supervision practices influence the quality of education, they will be empowere to actively engage in their child's learning journey. They can advocate for improvements and contribute to shaping a more rewarding and enriching learning experience for their children.

A well-implemented early years education program will have profound and lasting effects on the entire community around. Nurturing better-educated individuals who contribute positively to society, the study has the potential to break the cycle of poverty and create a more prosperous and knowledgeable community.

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.

This study's significance lies in its potential to drive transformative change across the educational scenerio in Khwisero Sub-county. The study aims to bring about informed decisions, targeted enhancements in teaching practices, and the establishment of a supportive and conducive learning environment for early learners. The ultimate goal is to positively impact the educational experiences and outcomes of all stakeholders involved, leading to a brighter and more promising future for the entire community

1.7 Scope of the Study

The study was limited to early years education in Khwisero Sub County. The study was conducted to evaluate teacher supervision practices in the implementation of early years education programs in Khwisero Sub-county, Kenya. The investigation specifically sought to find out if teacher supervision may impact significantly the implementation of early years education programs. 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 program 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. The data collected was accurately recorded and analyzed

It was assumed that the key respondents were readily available and gave valuable information on the study topic to achieve the study objectives.

1.9 Limitations of the study.

This study was carried out in Kakamega County, Khwisero Sub-county. While conducting research on the evaluation of teacher supervision practices and implementation of Early Years Education program in Khwisero Sub County, Kenya, it is essential to acknowledge limitations the study faced.

The study's sample size was limited due to practical constraints and resource availability.

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.

Evaluation of teacher supervision practices and program implementation is a broad topic. 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.

Data collection took a longer period because some of the respondents were committed and could not respond immediately. The researcher could like the learners to participate in the study but this was not possible because they are young and not eligible to give their views on subject matter beyond their knowledge.

Despite these limitations, the study's findings still provided valuable insights into teacher supervision practices and program 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. Future studies can build upon these limitations and address them through larger sample sizes, multiple data collection methods, and diverse contexts to enhance the validity and generalizability of the findings

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 program implementation.

1.10.1 Contextual Interaction Theory (CIT)

According to Toole (2014), one of the fundamental tenets of CIT is that the variables affecting the implementation process are interactive. Whether they have a beneficial or negative impact depends on the specific contextual circumstances. The theory distinguishes a group of fundamental facts about the individuals involved that work together to affect the implementation process. 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 program 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 program impact teachers' supervisory methods. For instance, the idea contends that when school administration supports teachers and when the task of implementing the program 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 program 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 program 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 programs. 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 programs. 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 program. However it does no explain the supervision element of EYE program 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 programs, 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 program 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 program 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 programs, 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 program 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 programs 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 program 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 programs. 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 program 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 programs. 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 program 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 program 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.

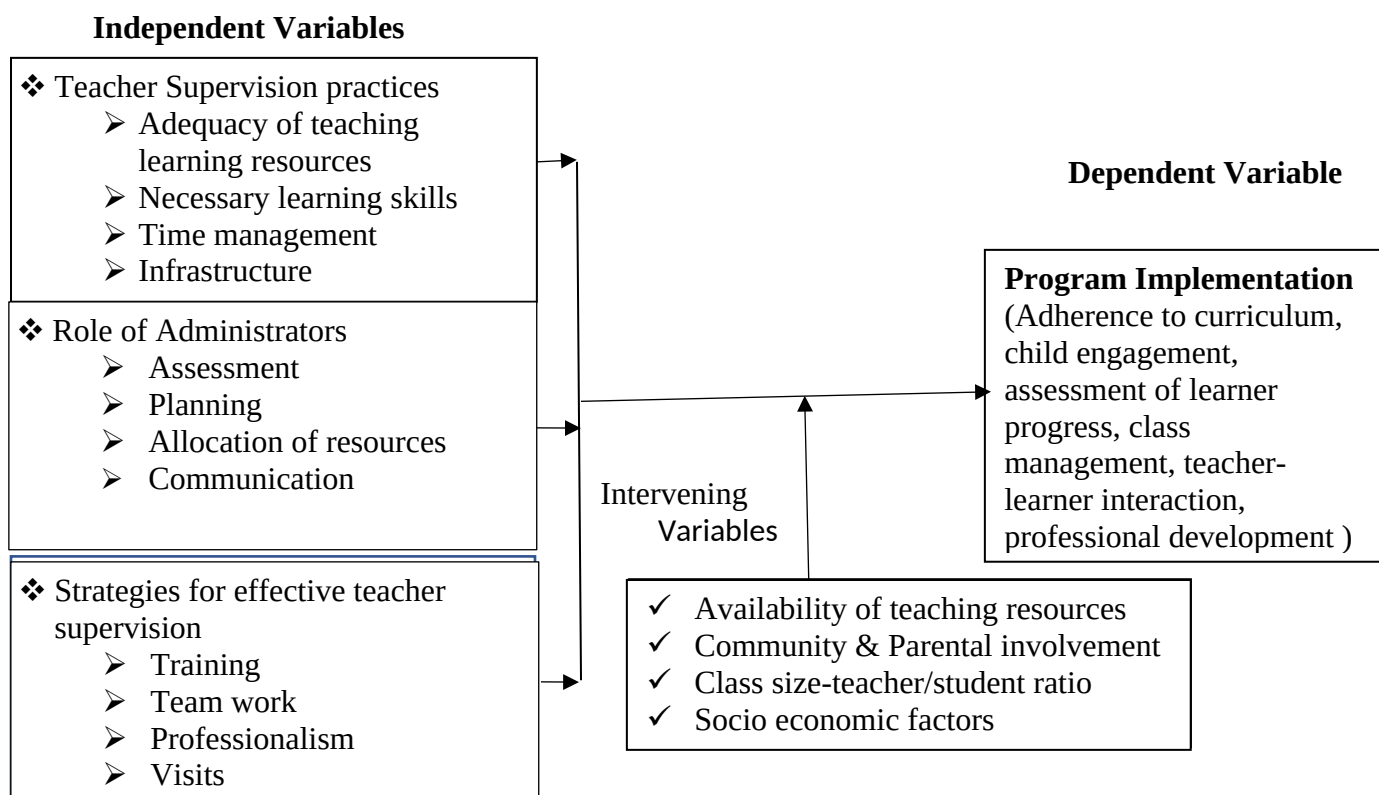


Figure 1. 1 Conceptual Framework

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 Program. 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 program (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 program is implemented. The strategy must be one that the teachers would approve of.

Another independent variable that is connected to the EYE program'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.

In the event that these independent variables are insufficient, the intervening variables may contribute to bettering teacher monitoring and strengthening EYE program execution. The intervening variables include hiring more teachers, teaching teachers about the need to modify

their attitude toward teacher supervision, and providing teachers with in-service training on how to enhance their teacher supervision practices.

1.12 Operational definitions of terms

Evaluation	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.
Effectiveness	having the capacity to produce the desired result or outcomeThroughout their pre-school years, children's growth
Program	and development are guided by their formal and informal schooling.
Program Implementation	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 the carrying out or application of a strategy, a technique, or any model, specification, standard, or policy for carrying out a task.
Pre-school	Used interchangeably with kindergarten, nursery, daycare, and pre-unit referring to the educational setting that offers care for young children in preparation for primary education.
Supervision	This is a process that entails keeping check and monitoring of teachers by the Sub-County Program Officer and head teachers of the schools to ensure program implementation is done effectively in EYE in the Khwisero Sub-county.
Supervision practices	The activities conducted by the Sub County Program Officer and head teachers to check program implementation by the teachers with the intention of ensuring effective program implementation.
EYE Teacher	An individual appointed by the County Government of Kakamega to ensure the EYE program is implemented to ensure the holistic development of learners.

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 programs 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 Program.

Research by Kamerman, Neuman, and Waldfogel (2017) reveals the importance of early childhood education programs in fostering children's outstanding developmental outcomes. They emphasized how crucial it is for high-quality early childhood education programs 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, 2006). District Centers for Early Childhood Education offer this level of teaching.

The need to uphold commitments to international agreements on children as required by the Sustainable Development Goals (SDGs), the African Charter, and the United Nations Convention on the Rights of Children (UNCRC) is motivating many African nations to expand and improve early childhood care and education, particularly to reach vulnerable and marginalized children. The crux of this trend is the need to raise academic proficiency while reducing dropout rates and grade repetition across a range of socioeconomic backgrounds. (Jaramillo & Mingat, 2008; MacNaughton, Hughes, & Smith, 2007).

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 early years education (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 (UNESCO/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 Program 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. Early years education (EYE), has been defined in various ways by different scholars.

The impact of EYE programs has the potential to alter a child's course of development by the time they start school. A child who is prepared for school has a lower likelihood of failing out of school, repeating classes or grades, or being put in special education. 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; Ncül, 2000). According to Ncül (2000), 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 program'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.

Empirical literature review

2.4. 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 programs requires effective teacher supervision. Kaya and Kabakci yilik (2019) discovered that effective supervision favorably improves teacher performance, student engagement, and overall program 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.

2.4.1. Approaches to Teacher Supervision Practices.

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 (Copeland, 1982). 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.

This works well for new teachers who need more direction and assistance. By adopting a directive style to supervision, the supervisor assumes direct responsibility for the problems and their remedies. The supervisor's job is extremely directive and aggressive. Usually, the

supervisor makes contact first and establishes the agenda for all subsequent sessions. In this manner, the supervisor uses techniques including directing, standardizing, and reinforcing. The teacher will be able to apply the best teaching and learning techniques to boost student achievement since the supervisor gives advice to the teacher.

The directed approach of teacher supervision requires the supervisor to first identify the problems by gathering information, particularly through observation, and then speak with the teacher about the results (Glickman, Gordon, & Gordon, 2013). 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 programs. The presence of appropriate infrastructure in the school is crucial for the smooth operation of various programs 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 program. 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 program 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 (Doyle 1986, p. 396).

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 main objective is to increase acceptable conduct while reducing student misconduct. This is done by effective teachers by controlling contingencies, or the things that happen before and after 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 (Marzano, Marzano, & Pickering, 2003).

Unsurprisingly, research shows that teachers and principals rank effective classroom management as one of the top five essential teaching abilities. Since more than 15 years ago, disruptive student behavior has been among instructors' top concerns and is one of the main causes of teacher turnover (Smart & Igo, 2010). Over 30% of instructors cited poor classroom management as their main reason for quitting their jobs, according to Ingersoll's (2001) research. Effective teaching and good classroom management are mutually reliant; you cannot have one 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.

According to research, students who consistently perform poorly on academic assignments have a negative attitude toward school and are more likely to act out and be classified as problem students than academically competent 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. Lessons that are appropriately matched to students' skill levels and the difficulty of the assignment are necessary. Students become irritated, bored, distracted, and eventually disruptive when there are mismatches.

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 confidence in her ability to use effective teaching techniques to improve the academic achievements of her students.

2.4.2.Assessment of Learning Outcomes

Learning progress has elevated to the top of the priority scale for educational advancement. According to several research findings (Argina et al., 2017; Fenanlampir et al., 2019; Stacey, 2011; Wulandari & Jailani, 2015), student learning outcomes are still not at their best. Students' learning outcomes do not demonstrate comprehensive results when viewed from particular angles. Some personality traits are only highlighted in the area of knowledge and not in the area of attitudes, abilities, or other traits. Learning, which is thought to be of lower quality, is one of the major factors affecting student learning outcomes.

The findings of the Canales and Maldonado (2018) study demonstrated that student achievement is influenced by teacher quality. The educational background and professional experience of teachers have an impact on what kids learn. The findings of Motegi and Oikawa's 2019 study further support the notion that student achievement is influenced by the caliber of the instruction. The learning component and other learning components interact with one another. The quality of teacher learning affects how well learning time is used. When learning time is combined with excellent teacher learning, it has a significant impact on student accomplishment.

Learning is a system in which certain elements interact and have an impact on one another. These elements—educational objectives, learning strategies, learning models, learning methods, learning materials, and learning assessments—determine the learning results for students. Based on these elements, the method and the results of student learning are primarily influenced by the caliber of the instructor and the quality of the teacher's learning.

On the other hand, according to the findings of a study conducted by Kang and Im in 2013, based on a number of learning components, teacher communication factors, teacher support, guidance, and facilitation of learning factors, and the presence of an instructor are factors that significantly influence learning achievement and learning satisfaction perceived by students in an online learning environment.

Wiyono et al. (2017) discovered that only 8 out of the 25 approaches for teacher monitoring evaluated had a discernible effect on instructors in their study. These methods consist of action research in the classroom, classroom visits, teaching demonstrations, training activities, teacher group meetings, training, seminars, and clinical supervision. 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).

2.4.3. Non-Directive Approach

This approach is based on the notion that instructors are capable of identifying and resolving their own issues (Glickman, 2010). The proponents of the non-directive approach argue that

when a particular teacher recognizes the need for a change and takes ownership of it, teacher improvement is more likely to be meaningful. The supervisor is only considered in this situation as a conduit for the plan's development. Although the teacher is given unlimited authority, the supervisor's actions shouldn't be viewed as passive (Glickman, 2010). In this method, the supervisor enables the instructor to achieve self-discovery and self-actualization. The non-directive model approach employs attractive words to elicit thoughts while encouraging the trainer to provide suggestions (Copeland, 1982). According to Copeland (1982), the non-directive approach focuses more on expressing the opinions of the teachers and offering information as needed. This tactic aims to inspire teachers to take charge of formulating and evaluating their own judgments. In contrast to the directive approach, the non-directive approach is predicated on the idea that teachers can engage in self-evaluation and self-reflection to spot issues and make suggestions for change.

2.5. 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, supervisors, and inspectors of educational institutions..

2.5.1. Leadership and Supportive Role of School Administrators

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 programs 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, though.

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.

2.5.2. Collaborative Approaches to Teacher Supervision

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 programs.

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. The research that is now accessible, however, does not explain why the head teachers are hesitant to assign the responsibility of teacher supervision to the deputies, senior teachers, or heads of departments.

Factors that potentially present a barrier have been linked to the instructors' attitudes regarding teacher monitoring (Ndungu, 2015). According to studies by Adikinyi (2007) and Gachoya (2008), instructors have a bad attitude about teacher monitoring and are therefore unlikely to take any guidance that comes from it seriously. 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). 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 professional credentials of the head teachers are also crucial in deciding how effective teacher supervision will be (De Grauwe, 2007). Their professional credentials must at the very least be on par with those of the other teachers, if not higher than those of the other teachers. Without the necessary credentials, this would make it difficult to supervise teachers. In a study of four African countries, De Grauwe (2007) discovered that even though some of the supervisors had insufficient professional training, they had a lot of experience. This was linked to the fact that they began their careers as teachers when there were fewer educational requirements. Despite the supervisors' extensive teaching experience, De Grauwe (2007) linked the subpar teacher supervision procedures in these nations to their lack of professional qualifications.

2.6. Strategies for effective teacher supervision

The responsibility of overseeing the teachers in their individual schools and making sure they efficiently discharge their duties falls to the instructors (Fitzgerald, 2011). Teachers can engage in a plethora of supervisory techniques in an effort to enhance teaching-learning and thereby have a positive impact on pupils. To ensure teacher competence by promoting teachers' professional and academic growth, teacher leadership should be focused on a number of areas, comprising 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.

According to Sule, Eyiene, and Egbai (2015), headteachers have a responsibility to preserve and develop their subordinates' competence. Sule et al. (2015) explain how teacher supervision techniques like micro-teaching, workshops, conferences, demonstrations, classroom observations, and checking teachers' attendance, punctuality, students' notes, schemes of work, and lesson notes help to develop and maintain competence. 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 program, 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.

2.6.1. Classroom Visitation

Visiting and/or observing in the classroom is a fundamental method of teacher supervision. The supervisor observes how the teachers organize their lessons to be delivered to the students when they are in the classroom. The supervisor must create a supervision plan outlining how the instructor upholds class order, accommodates learner variations, presents the lesson, demonstrates topic mastery, involves the learners, and employs various teaching approaches (Sule et al., 2015). Without disrupting the class, the supervisor can record the lesson in order to sit down with the supervisee afterwards and evaluate the lesson's positives and negatives in an effort to raise the caliber of teachers.

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.

According to Ogunsaju (2006), the school administrator should concentrate his or her observation during classroom visits on planning and preparation, presentation during the lesson, the teacher's interaction with the students, as well as the teacher's personality 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.

Visits to and observations of classrooms provide insight into the teachers' chosen pedagogies (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.

According to Duflo, Dupas, & Kremer (2011) and Nyamwamu (2010), the difficulty of classroom observation procedures on the part of head teachers after completing their supervision in their particular schools is mirrored in the scenario in Kenya. According to studies, head teachers hardly rarely supervise teachers at work (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 visit classrooms or make meaningful trips, which prevents them from understanding what is being done in the

classroom (Wellington, 2001). They are also out of touch with the approaches being employed, the attitudes and behaviors of the students, and other elements that have an impact on how their schools educate and how their students learn. This simply means that there would be poor teaching and learning, which could ultimately affect the academic progress of the child.

2.6.2. Pre-observation and Post-observation Conferences

The formation of a working connection and the mentorship of the teachers is aided by participation in pre-observation conferences, the actual observation, and post-observation conferences with the school managers (Heyneman, 2009). This makes it easier to raise the standard of teacher instruction and is a key element in making it easier for students to gain from instructors' increased abilities. In a study conducted in Nigeria, Chapman (2001) proposes that head teachers should set up post-supervision conferences where supervision-related topics could be discussed. These meetings give teachers the chance to talk with the supervisor about challenging topics. This motivates educators to take pride in their work, and oversights found during supervision are fixed.

Wall and Hurie (2017) studied post-observation conferences with bilingual pre-service teachers in Texas, USA. The study's objective was to investigate the interactions that took place at the post-observation conferences because it was believed that those events were essential for reflection. The study discovers that during the post-observation conferences, facilitators and the bilingual pre-service teachers could practice and revoice complex and dynamic classroom interactions in encouraging and dialogic environments. These environments therefore helped pre-service teachers establish themselves as capable educators. This study focused on pre-service teachers, whereas the current study examined secondary

school supervisors. Due to the remote nature of the Wall and Hurie (2017) study, it was crucial to look into 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.

2.6.3. Teachers' Professional Documents

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. Gachoya (2008) notes that 70% of teacher supervisors in the Nyeri District counsel instructors on proper preparation and the maintenance of professional records. On the other hand, Abdinoor (2013) in Isiolo County

discovered that head teachers were unable to guarantee the proper creation of professional documentation. This was related to the county's falling academic achievement standards.

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.

2.6.4. Staff Development Programs

Effective staff development programs should be planned and delivered by teacher supervisors (Acheson & Gall, 2001). For teachers, this means setting up workshops and courses. The courses ought to address topics that the supervisor and the particular teacher felt needed improvement. As a result, professional development would be facilitated and student teaching would be improved (Fischer, 2011). For the duration of in-service teacher development programs, several Italian schools postpone regular classtime (Fischer, 2011). Lifelong learning is prioritized in Sri Lanka and Italy, and possibilities for training workshops are frequently offered (Fischer, 2011)..

2.7. 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 EYE. This results in the streamlining of EYE programs, which heavily rely on community involvement, the provision of adequate program and support materials, the availability of guidance for registration, and adequate supervision and monitoring. Early childhood education (EYE) policies are designed to enhance the delivery of this essential component of all lifelong learning.

Teacher supervision is not unique to Kenya but is global. All developed and developing countries have systems in place to supervise educational facilities and ensure quality assurance and educational standards. Thus, the Kenyan government is required to preserve and develop educational quality through oversight by the Ministry of Education and the County Governments.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The broad approach to the research process is referred to as research methodology. It begins by providing a summary of the research philosophy, which was drawn from Chapter One, and served as the direction for the study, approach, design, and methodologies employed to address the research topic. The target population and the justification for the research design are covered in the sections that follow. It gives a summary of the sample methodologies, data collection tools, instrument pilot testing, and measurement scales operationalizing the key study variables, as well as the methods used to assess the validity and reliability of the research

instrument and data collection procedures. The methods for processing and analyzing the data are also examined. Finally, the part discusses the study's ethical considerations..

3.2 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 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 programs 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.

3.3 Research Design

Research design is the conceptual framework within which research is conducted and serves as the blueprint for data collection, measurement, and analysis (Kothari, 2013). For this study, a cross-sectional survey research design was chosen. This is so that both quantitative and qualitative data can be gathered (Mackey & Bryfonski, 2018). When determining if there are meaningful associations among variables at a particular point in time, cross-sectional research is acceptable (Tobi & Kampen, 2018). This study's main goal was to assess how teacher supervision procedures affected the rollout of early childhood education programs 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. Additionally, it established and recorded how things are (Borg, 1989). Therefore, the cross-sectional research design was the most suitable because it allowed for the examination of several factors on the same person. For instance, a number of qualities, including demographic details and objective research variables, such as efficacy, difficulties, and tactics, were examined in the same person. This design was pertinent to this study since it made it easier to get appropriate data, mostly through the use of surveys, films, and data analysis. Additionally, it helped with data measurement, classification, analysis, comparison, and interpretation. Additionally, it assisted in identifying, evaluating, and describing the inspectors' actions, attitudes, values, opinions, traits, personal details, and management techniques. Therefore, this approach was appropriate for the study because it also collected data on the state of teacher supervision today and described what is known about teacher supervision methods. In other words, it depicts and explains events as they are, as they were, or as they will be (Oso & Onen, 2008). It also gives numerical descriptions of a portion of the population. The research can look at a topic from a variety of complementary aspects thanks to the thoughtful blending of quantitative and qualitative data..

3.4 Target population

Population refers to the entire group of individuals, dyads, events or organizations of interest having common observable characteristics that the researcher wishes to investigate and to whom or to which the study results may be generalized or transferred (Casteel & Bridier, 2021). It is the principal group about which the research is concerned. The target population included 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 program officer, 67 assistant teachers, and 61 parent representatives. They were targeted because they directly affected or affect the school in one way or another. 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

Details	Target Population
Headteacher	61
Teacher in charge	61
Ward representative	4
Assistant teacher	67
Parents representatives	61
Program officer	1
Total	255

Source: Research data (2021)

3.5 Sampling Procedures and Sample Size

For the various types of respondents, different sampling approach strategies were used. Headteachers, teachers in charge, ward representatives, program officers, and parent representatives were chosen through the use of purposeful sampling. Purposive sampling is a term for a group of sampling methods where the units chosen have qualities the researcher needs in their sample. Purposive sampling, also known as judgemental sampling, relies heavily on the researcher's judgment in identifying and choosing participants, cases, or events that are crucial for achieving the goals of the study. Purposive sampling was used to select

program 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. 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. The population is separated into subgroups that are exhaustive and mutually exclusive in order to employ stratified random sampling. This implies that there is only one distinct subgroup into which every member of the population may be categorized. 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 Mugenda and Mugenda (2015). This sample size is regarded as representative because it represents the population as a whole.

Where

S is the desired sample size

X² is the table value of chi-square for one degree of freedom at desired confidence level which is $1.96 \times 1.96 = 3.8416$

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 = 85 Respondents.

Table 3.2 shows the distribution of the sample size.

Table 3. 2: Sample size

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

Source: Research data (2021)

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 surveys were chosen with assistant teachers, teachers in charge, and head teachers in mind. The advantages the questionnaire has over other data collection tools are why it was chosen. 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, program 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 Piloting

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

The study employed content validity to ensure that the instruments adequately measured the study content. Hence; the research instruments were reviewed by scholars and experts with a background in ECD and curriculum implementation in the department of Educational Psychology, MMUST, who did a thorough review of the questions, both on the questionnaire and interview schedule, and recommended revision before fieldwork. According to Kothari (2013), content validity ensures that the instrument collects the right data due to review by experts. The content validity index was also found to be 0.82 for the questionnaire and 0.79 for the interview schedule. Kothari (2013) informs that a content validity index of 0.7 and above indicated that the instrument is valid.

3.7.2 Reliability of the Research Instruments

Reliability is defined as a test's ability to consistently produce the same results when repeated measurements are conducted of the same individual under the same conditions. Reliability is described as "the extent to which test scores are free from measurement error" by Hair et al. (2019) and Moses & Yamat, (2021). Reliability dropped as random error rose. Fundamentally, reliability refers to the concern for consistency in the production of the findings and denotes the expectation that, at the very least in theory, 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.

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 instrument reliability was achieved through a test-retest technique where the research instrument was administered twice to the same respondents at two different periods (McNabb, 2009). The reliability of the research instrument (questionnaire) was tested by administering it to the same group of respondents from two schools in Ikolomani Sub-County, Kakamega County at two different points in time. The researcher used a test-retest to check whether the instrument generated consistent results hence reliable. Noble, Scheinost, and Constable (2021)

reported that test-re-test is the best reliability method due to the ability to cross-validate data from the same respondents at two different times. This ensured that the scores at both time and period were highly correlated, and considered reliable. The test-retest was carried out in the schools selected for the pilot study in Ikolomani Sub-county, Kakamega County. Guidelines by Gorge and Mallery (2003) where “>0.9- Excellent, 0.8>-Good, 0.7>-Acceptable, >0.6- Questionable, >0.5- Poor, and <0.5- Unacceptable were considered in determining the alpha coefficient. The Cronbach Alpha coefficient (α) value was used to examine the validity of the instrument and the internal consistency of respondents' responses in the survey (Taber, 2017). The Cronbach's alpha coefficient (Ravi & Ravi, 2015) indicates how much each variable on the scale is positively associated with each other variable. 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

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

Source: Field Data, 2022

From the results in Table 3.3, the variables had alpha values all above 0.7. Supervision practices has an alpha value of 0.893, the role of administrators was 0.871 while strategies had

an alpha value of 0.884. Therefore data was deemed reliable given the Cronbach Alpha of coefficient value is at least 0.7 as recommended by Cronbach (1967). The data was therefore suitable for further analysis.

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

Analysis of data was done by checking the gathered raw data for completeness, usefulness, and accuracy. Collected data was analyzed both qualitatively and quantitatively. Quantitative data was analyzed with the help of a statistical package for social scientists using both inferential and descriptive statistical tools.

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 programs 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 programs. 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

In any research, participants must be protected from physical, social, emotional, and spiritual harm or potential harm of any nature (Patton, 2002). In this study, the researcher will ensure that none of the participants is exposed to any harm by not asking private and sensitive questions.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

The purpose of this study was to investigate and evaluate teacher supervision practices and implementation of early years education programs in the Khwisero Sub-county, Kenya. Specifically, the study aimed to: establish the teacher supervision practices used in the implementation of early years education program in Khwisero sub-county, Kenya, identify challenges faced during teacher supervision implementation of early years education program in Khwisero sub-county, Kenya and identify the strategies for effective teacher supervision in implementation of early years education program 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
Totals		70	66	98.5

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%). A sample size of 50 assistant teachers were selected for the study, 47 filled and returned the

questionnaires, a response rate of (94%). Kothari (2004) recommends that a return rate of more than (50%) is acceptable in social science research. According to Thornhill (2007), a response rate of 30% to 40% is deemed sufficient. According to Young (2013), a response rate analysis is necessary to ascertain whether a study attained the requisite number of participants to be considered legitimate, effective, and representative of the intended audience. Sekaran (2003) and Mugenda (2003) claim that a response rate of 30% and greater than 50%, respectively, are adequate whereas Hager, Wilson, Pollack, and Rooney (2003) also indicate a 50% response rate as being satisfactory. According to Garg and Kothari (2014), a response rate of at least 70% is required for reliable analysis, hence the one used in this study is appropriate..

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, 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

Gender	Frequency	Percent
Male	30	45.5
Female	36	54.5
Age Bracket	Frequency	Percent
26-35	15	22.7
36-45	26	39.4
46-55	16	24.2
over 55	9	13.6
Category	Frequency	Percent
Head Teachers	10	15.2
Teachers in charge	9	13.6
Assistant Teachers	47	71.2
Duration	Frequency	Percent

less than 1 year	8	12.1
1-3	10	15.2
3-5	33	50.0
over 5	15	22.7
Level of Education	Frequency	Percent
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 program in Khwisero Sub-county, Kenya, identify challenges faced during teacher supervision in the implementation of early years education program in Khwisero Sub-county, Kenya, and identify the strategies for effective teacher supervision in implementation of early years education program in Khwisero Sub-county, Kenya

The descriptive statistics were arranged according to the variables of the study.

4.4.1 Teacher supervision practices and program 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

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

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 program.

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

Specific Areas	Frequency	Percent
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
Total	66	100.0

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 program. 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

Statements	SD	D	A	SA	M	SD
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 Program Implementation

Respondents were asked to indicate their preparedness in terms of program 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 4.7.

Table 4. 6: Program 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 program 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 Program Implementation

Preparedness	Frequency	Percent	Cumulative Percent
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
Total	66	100	

Source: Field Data, 2022

From the results in Table 4.8, out of 66 respondents, 17 said in terms of program 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 program 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 4.9

Table 4. 8 Perception of the monitoring and supervision activities

	Frequency	Percentage
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 program 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 results of this study are consistent with those of Wiyono et al. (2017), who found that only eight of the 25 supervision techniques studied— Teachers are significantly affected by classroom action research, classroom visits, teaching demonstrations, hands-on training exercises, teachers group meetings, training, seminars, and clinical supervision. 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).

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 program implementation. The findings are presented as shown in Table 4.9 below.

Table 4. 9: Association between Teacher Supervision and Program Implementation

Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	45.073 ^a	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 program implementation as shown by the Pearson Chi-

Square test of association, $\chi^2_{16, 0.05}=45.073$, at 0.05. This implies that program implementation is associated with the effectiveness of teachers' supervision practices.

Additionally, Kang and Im (2013) have demonstrated that, based on a variety of learning components, teacher communication variables, teacher support, guidance, and facilitation of learning, as well as the instructor's presence, are variables that significantly influence learning achievement and learning satisfaction perceived by students in an online learning environment. It is evident from the results that teacher monitoring is ineffective in the studied schools. 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 programs. 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 programs in Khwisero Sub-county. Therefore a questionnaire was administered to all the respondents and the findings were presented as shown in Table 4.11 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	5(7.6)	7(10.6)	3(4.5)	21(31.8)	30(45.5)	3.97	0.52

supervision							
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 4.11, it is clear that the main role of school administrators was hiring/acquiring more staff for efficient supervision of EYE programs 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 program. 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 program 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 program. 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 program 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 program for better supervision. This means that school administrators had to ensure that they implemented and evaluated the EYE program for teacher supervision to be effective. In addition, it also emerged that school administrators had to ensure that program 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 program officers portrayed the following scenario;

“School administrators have a great role to play in the teacher’s supervision. They have to ensure good program 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. Glanz (2007) asserts that when considering staff capacity, both competence and the number of staff needed to deliver services to the client are important. Therefore school administrators have a great role in ensuring enough staff to enhance 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 programs. Therefore the mean scale of the administrator's role in teacher supervision was correlated with the mean of program implementation and the findings are presented as shown in Table 4.11 below.

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

Correlations		Role of Administrator s	Program Implementation
Role of Administrators	Pearson Correlation	1	.542**
	Sig. (2-tailed)		.000
	N	66	66
Program 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 program implementation ($r=.542$, $p<.05$). This implies that the Role of Administrators enhanced program 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 programs 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 program in Khwisero Sub-county

Teachers were asked to rate the extent to which they agreed with the challenges facing implementation of in EYE program. The findings are presented as shown in Table 4.11 below

Table 4. 12 Challenges facing EYE program.

Statements	SD	D	N	A	SA	M	STD
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 Program 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 programs. The findings are presented as shown in Table 4.15 that follows.

Table 4. 13: Strategies for Implementation

Statement	1	2	3	4	5	M	STD
In service training on EYE programs 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 programs 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 programs 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 programs 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 program.

Headteachers who were respondents in this study were asked about specific areas they look at in terms of program 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 program 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 4.16 that follows.

Table 4. 14: Additional Strategies to teacher supervision practices

Statements	SD	D	N	A	SA	M	STD
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 program 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 ($M=2.5$, $STD=1.18$) on the regularity of meetings with teachers to discuss students' progress and program 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 program implementation. Meetings provide an opportunity for ongoing dialogue and collaboration between administrators and teachers, which can significantly impact instructional practices and program 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 program. 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 program implementation.

Further analysis was also carried out to establish whether there is a relationship between strategies to improve teacher supervision and program implementation. The findings are presented as shown in Table 4.14 below.

Table 4. 15: Correlation between Strategies and Program Implementation

Correlations		program implementation	Strategies
program 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 program implementation. Therefore it can be concluded that program 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 Program Implementation

Program 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 4.15 below.

Table 4. 16: Program 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 program 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 program in Khwisero Sub-county, Kenya, to find out the roles of school administrators in supporting teacher supervision in implementation of early years education program in Khwisero Sub-county, Kenya and identify the strategies for effective teacher supervision in implementation of early years education program in Khwisero Sub-county, Kenya.

5.2.1 Teacher supervision practices and implementation of early years education program

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 program in Khwisero s

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 program and instruction, the respondents noted that they concentrate on ensuring that teachers were following the laid down program. 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 program. 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 program. 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 program.

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 program 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 increase funding for the monitoring and supervision exercise to make it more effective.
- ii. Headteachers are encouraged to discuss with teachers about programs and instruction in schools after the 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.

To enhance program implementation and improve the aspects with lower ratings, educational administrators and policymakers can consider targeted interventions and support. This might include providing additional resources and training to address challenges in adherence to the curriculum, personalized instruction, and assessment practices. Moreover, it's essential to continue supporting positive aspects such as class management, teacher-learner interaction, professional development, and family involvement, as they contribute to the overall success of the EYE program

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 studies. 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.

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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 programs 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. Program 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:

Program and Monitoring

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

Activity	Responses				
	1	2	3	4	5
Supervision on Program 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 program 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 program?

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					
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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 programs in Khwisero Sub-county					
2	Teamwork of the teachers has influenced the level of supervision and implementation of EYE programs in Khwisero Sub-county					
3	Classroom visitation has ensured supervision and implementation of EYE programs in Khwisero Sub-county					
4	The professionalism of teachers has influenced the level of supervision and implementation of EYE programs 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 PROGRAM 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 PROGRAM 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?

