

**THE RELATIONSHIP BETWEEN MANAGEMENT SUPERVISION AND  
TEACHER PERFORMANCE IN THE SECONDARY SCHOOLS OF KAFUE  
DISTRICT.**

**BY**

**BANDA KAPASA ELIZABETH**

**A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE  
OF MASTER OF EDUCATION IN ADULT EDUCATION**

**UNIVERSITY OF ZAMBIA**

**2015**

**THE RELATIONSHIP BETWEEN MANAGEMENT SUPERVISION AND TEACHER  
PERFORMANCE IN THE SECONDARY SCHOOLS OF KAFUE DISTRICT**

**BY**

**BANDA KAPASA ELIZABETH**

**A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE  
OF MASTER OF EDUCATION IN ADULT EDUCATION**

**UNIVERSITY OF ZAMBIA**

**2015**

## **AUTHOR'S DECLARATION**

I, Elizabeth Kapasa Banda, do solemnly declare that this piece of work represents my own, and that all the works of other persons have been duly acknowledged, and that this work has not been previously presented for any degree at this and indeed at any other University for similar purposes.

Author's Name: .....

Signature: .....

Date: .....

Supervisor's Name: .....

Signature: .....

Date: .....

## **COPYRIGHT DECLARATION**

All rights reserved. No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form or by any means of electronic, recording, photocopying or otherwise without permission from the author of the University of Zambia

## **CERTIFICATE OF APPROVAL**

This dissertation by Elizabeth Kapasa Banda is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Adult Education.

### **EXAMINERS**

Examiner's Signature: ..... Date: .....

Examiner's Signature: ..... Date: .....

Examiner's Signature: ..... Date: .....

## **DEDICATION**

This work is dedicated to my lovely husband Tom John Banda and our children Abigail, Jonathan, Favor and David. I salute them for their support rendered to me particularly during the period of my study. They stood with me when I needed them most.

## ACKNOWLEDGEMENTS

I am sincerely indebted to the Almighty God for the grace granted to me to undertake this awesome task of writing this dissertation. I wish to acknowledge with gratitude the contributions of the following individuals and friends:

. Special thanks go to my supervisor Wanga Chakanika who patiently read through my work and provided guidance, support, constructive criticism, technical and editorial expertise which shaped this study. His commitment and dedication to duty stands unchallenged. He has left a mark in my life I will live to remember.

The District Education Board Secretary Mr. Zgambo Vincent for granting me permission to pursue my studies even though I was not on an official study leave All the staff at the District Education Board Secretary's office especially Mr. Chitoshi Martin for his assistance.

Special thanks to Mr. Chishimba Sydney for being there for me whenever I called upon him. Working with him was a blessing I shall cherish throughout my life.

I sincerely thank all Head teachers, Deputy Head teachers, Heads of Department and teachers of the sampled schools for participating in my study.

All my class mates especially Mrs. Phiri Jane Mwansa and Mrs. Zgambo Tionge Mbale for the support rendered when I needed it most.

Finally, my deepest gratitude to my lovely husband Mr. Tom, J. Banda for his support and encouragement throughout my study, my sons Jonathan and David who tirelessly assisted me and my daughters Abigail and Favor for their support. To them I owe this dissertation.

## ABSTRACT

The study sought to investigate the relationship between management supervision and teacher performance in the secondary schools of Kafue District, Lusaka Province. The total population was 207, this included officials from the District Education Board Secretary's office, Head teachers, and their Deputies, Heads of Department, and teachers from the secondary schools. A sample of 140 respondents comprising of 2 officials from the District Education Board Secretary's office, 5 Head teachers, 5 Deputy Head teachers and 26 Heads of Department selected through purposive sampling procedure and 102 teachers randomly selected from the research site through a simple random sampling procedure. The researcher adopted a mixed methods approach and employed both quantitative and qualitative research designs. Data were collected using open-ended questionnaires and interview guides to solicit information on the relationship between management supervision and teacher performance in the secondary schools of Kafue District. Quantitative data were analysed manually and presented in form of bar-graphs and pie charts while qualitative data were analysed thematically. On methods of instructional supervision employed, the study brought to light that Standard Officers, Head teachers, Deputy Head teachers and Heads of Department checked schemes of work, lesson plans, syllabi and learners' exercise books. Regarding challenges encountered, the study findings revealed that Head teachers rarely observed lessons due to their busy schedules. From the above findings, the following recommendations were made: Head teachers as Education auditors should regularly interact with teachers to ensure that curriculum coverage is in tandem with learners' work. Secondly, the government through the Ministry of Education should allocate adequate funds to schools for the procurement of adequate teaching and learning resources. Lastly, the Government through the Ministry of Education should construct additional school infrastructure to decongest over-enrolled classes.

## TABLE OF CONTENTS

<b>CONTENT</b>	<b>PAGE</b>
<b>Preliminaries</b>	
Author's declaration .....	i
Copyright declaration.....	ii
Certificate of Approval .....	iii
Dedication.....	iv
Acknowledgements.....	v
Abstract.....	vi
Table of contents.....	vii
<b>CHAPTER ONE</b>	
<b>INTRODUCTION</b>	
1.1 Overview.....	1
1.2 Background to the Study.....	3
1.3 Statement of the Problem.....	3
1.4 Purpose of the study.....	4
1.5 Research Objectives.....	4
1.6 Research Questions.....	5
1.7 Significance of the Study.....	5
1.8 Delimitations of the Study.....	6
1.9 Limitations of the Study.....	6
1.10 Operational Definitions.....	6
1.11 Organization of the Study.....	7
1.12 Summary of the Chapter.....	8
<b>CHAPTER TWO</b>	
<b>LITERATURE REVIEW</b>	
2.1 Overview.....	8
2.2 Theoretical frame work.....	9
2.3 Meaning of Supervision.....	11
2.4 Meaning of teacher performance.....	11

2.5 The need for studies on the relationship between management supervision and teacher performance.....	11
2.6.1 Methods of instructional supervision employed by Head teachers in the supervision of teachers.....	13
2.6.2 Challenges encountered by Head teachers in the supervision of teachers.....	17
2.6.3Supervision practice in China.....	18
2.6.4 Supervision in Nigeria.....	19
2.6.5 Supervision in Zimbabwe.....	20
2.6.6 Supervision in Kenya.....	22
2.6.7 Supervision in Zambia.....	25
2.3 Suggested Areas recommended for improvement in the supervision of teacher.....	26
2.3.1 Summary of the chapter .....	28

## **CHAPTER THREE**

### **METHODOLOGY**

3.1 Overview.....	29
3.2 Research Design.....	29
3.3 Study Population.....	30
3.4 Study Sample.....	30
3.5 Sampling Techniques.....	31
3.6 Data Collection Procedure.....	32
3.7 Data collection Instruments.....	33
3.7.1 Interview Schedules.....	33
3.7.2 Questionnaires.....	34
3.8 Data Analysis.....	34

3.9 Ethical Consideration.....	35
3.10 Summary of the Chapter.....	35
<b>CHAPTER FOUR</b>	
<b>PRESENTATION OF FINDINGS</b>	
4.1 Over view .....	36
4.1.2 Research findings.....	36
4.1.3 What are the methods of instructional supervision employed by Head teachers on teachers and students’ academic performance?.....	37
4.1.4 Summary of findings on the first research question.....	43
4.2 What are the challenges encountered by Head teachers in the supervision of teachers?.....	44
4.2.1 Findings from the District Education Board Secretary.....	44
4.2.2 Findings from the District Education Standard Officer.....	45
4.2.3 Findings from Head teachers.....	45
4.2.4 Findings from Deputy Head teachers.....	46
4.2.5 Findings from Heads of Department.....	46
4.2.6 Findings from teachers.....	47
4.2.7 Summary of findings on the second research question.....	47
4.3 What are the suggested respondents’ recommendations meant to improve supervision strategies?.....	47
4.3.1 Findings from the District Education Board Officials.....	48
4.3.2 Findings from Head teachers.....	48
4.3.3 Findings from Deputy Head teachers.....	49
4.3.4 Findings from Heads of Department.....	49
4.3.5 Findings from teachers.....	49

4.3.6 Summary of findings on the third research question.....	49
4.3.7 Summary of chapter four.....	50

**CHAPTER FIVE**

**DISCUSSION OF FINDINGS**

5.0 Overview.....	51
5.1 Methods of instructional supervision employed by Head teachers on teachers and students’ academic performance.....	51
5.2 Challenges encountered by Head teachers in the supervision of teachers.....	54
5.3 Respondents’ suggested recommendations meant to improve supervision strategies.....	56
5.3.1 Summary of chapter five.....	58

**CHAPTER SIX**

**CONCLUSSION AND RECOMMENDATIONS**

6.1 Overview.....	59
6.2 Conclusion.....	59
6.3 Recommendation.....	61
6.4 Summary of the Chapter.....	61

REFERENCES.....	65
-----------------	----

**APPENDICES**

Appendix 1	Interview guide for head teachers and deputy head teachers.....	71
Appendix 2	Interview guide for DEBS officials .....	73
Appendix 3	Questionnaire for heads of department .....	75
Appendix 4	Questionnaire for teachers .....	78
Appendix 5	Research Budget .....	81

Appendix 6	Schedule of activities .....	82
Appendix 7	Informed consent form.....	84

## LIST OF BAR GRAPHS AND PIE CHARTS

### A) Bar graphs

4.1 .....41

4.2.....42

### B) Pie charts

4.1.....43

4.2.....44

## **ACRONYMS**

**DEBS** .....District Education Board Secretary

**DESO**..... District Education Standards Officer

**CPD** ..... Continuous Professional Development

**SBCPD**..... School Based Continuous Professional Development

**MBWA**..... Management By Walking Around

# CHAPTER ONE

## INTRODUCTION

### 1.1 Overview

Management supervision is one of the indispensable functions necessary for effective operation of a good system. Nwaham (2008) says management supervision plays a vital role in assisting, guiding and stimulating the teachers to improve on teaching skills and experience as well as enhance their professional growth. She sees supervision of instruction as an improvement of the teaching and learning process for the utmost benefit of students.

Supervision, according to Retting (2007), provides opportunities for the teachers to be groomed through a discursive critical study of classroom interaction. It helps them to carry out their teaching tasks in line with professional codes of conduct. In addition, Osakwe (2010) sees supervision as the provision of professional assistance and guidance geared towards the achievement of effective teaching and learning to teachers and students in the school system. Therefore, the Head teachers should adopt methods, principles and functions that are necessary to achieve educational goals. Arinze (2004) opines that a secondary school Head teacher is a super-ordinate who should influence the beliefs and behavior of teachers and also serve as a watch dog to the educational systems through observations, modification and correction of teachers. He is the chief resident supervisor of the school and the one who should aid teachers to be in a position to function efficiently.

Sidhu (1996) gives a descriptions of an ideal Head teacher. He argues that by virtue of his position, the Head teacher is a functionary of its destiny. He can make or mar a school by his administrative efficiency or incompetence. He occupies a centre place in the entire structure of education. Sidhu, further explains that the Head teacher holds a position in the administrative network of schools. He is the hub of the school. All the activities demand

his attention and everyone looks up to him for guidance and inspiration. He contends that in a school set up, supervision draws its foundation and data from the events that take place inside and outside the classroom. The analysis of events in the school and the relationship between the teacher and the Headteacher, form the basis of the Programmes, procedures and strategies designed to improve the teaching and learning.

He argues that the success of the school system, depends on the Head teacher's experience, ability, efficiency, alertness, tactfulness, sociability, imagination and originality. As a hub of the school, everything revolves around him.

Global findings show that the quality of any educational system, depends on the quality of educational managers (Khorshidi, 2003). The Ministry of Education (1996) points out that all the learners should be facilitated in the attainment of the highest standards of learning through teaching of excellent quality. Quality is brought about by maximizing the efforts of those responsible for the education of learners (MOE, 1996). However, the extent to which the above strategy of the Ministry of Education has been effective is not known. This chapter explores the background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitations of the study, limitations of the study and operational definition of terms meant to foster understanding.

## **1.2 Background to the study**

Research background refers to the setting or position of the study. It is a brief overview of the problem the researcher aspires to tackle which plays a major role in research. It also helps to clarify what has brought about the need for the study (Kombo, 2006). The achievement of effective learning depends on the job performance of the teachers. Odiba (1995) points out that Head teachers are mandated with the responsibility and duty to bring together and coordinate all resources within the school for the achievement of desired educational goals. He further explains that the ultimate responsibility for effective functioning of the school, is the province

of the Head teacher, who is the chief Executive of the school. The ministry of education has a bounden duty to promote the highest standard of education and learning for all. This entails giving attention to various independent factors, including the quality of the curriculum, teaching and assessment, the quality of teachers and supervisors in schools and institutional arrangement and planning processes (MOE, 1996).

The ugly situation of poor performance in secondary schools in Zambia over the years has continued to cause immense agony to many parents and the nation as a whole. For instance, the Examination Council of Zambia (2010, 2011, 2012 and 2013) has recorded grade 12 high failure rates in the last 4 years. This situation seems to be getting worse each year. Kafue District has experienced the same set back of high failure rate in secondary schools.

### **1.3 Statement of the problem**

A research problem refers to an issue or concern that puzzles the researcher and this may be due to its effect or consistence despite measures taken. This concern may result in the formulation of research questions. The research problem is normally concise and clearly stated so that the reader is made aware that there is a definite issue that needs to be resolved (Kombo, 2006:32).

The poor performance in secondary schools has been a source of great concern to different stakeholders within and outside the education sector. A huge number of grade 12 students do not make it for tertiary education. Examination Council of Zambia reports ((2010, 2011, 2012, 2013) indicated that pupils' performance was still below expected standards and Kafue District is not an exception. Clearly, this shows that there is still a gap in performance.

Little certainty exists about the influence of management supervision and teacher performance. It is not known the extent to which the Head teachers carry out the mandate of coordinating the teaching and learning process as chief executives of their respective schools

Hence, the need for this study to investigate the relationship between management supervision and teacher performance.

#### **1.4 Purpose of the study**

Kombo (2006:36) refers to the purpose of the study as a general statement which reflects the intention of one's research. It is a general statement of what the researcher hopes to accomplish by the end of the study. He further states that the purpose of the study reflects the aspirations and expectations of the researcher. Therefore, the purpose of this study was to investigate the relationship between management supervision and teacher performance in the secondary schools of Kafue District.

#### **1.5 Specific objectives**

Objectives are intentions or purposes stated in specific measurable terms. They provide opportunities for evaluating the end results (Kombo, 2006).

This study was guided by the following objectives:-

- (i) to determine the methods of instructional supervision employed by Head teachers on teachers and students' academic performance;
- (ii) to establish the challenges encountered by Head teachers in the supervision of teachers, and
- (iii) to establish respondents' suggested recommendations meant to improve supervision strategies.

#### **1.6 Research Questions**

A research question is an issue that the researcher seeks to address which is related to the objective. It guides the research process by addressing the variables of the study (Kombo, 2006).

This study sought to answer the following questions:

- (i) what are the methods of instructional supervision employed by Head teachers on teachers and students' academic performance?
- (ii) What are the challenges encountered by Head teachers in the supervision of teachers?
- (iii) What are the respondents' suggested recommendations meant to improve supervision strategies?

### **1.7 Significance of the problem**

Significance of the study refers to the importance of conducting the study or the issue at hand (Kombo, 2006:49).

It is hoped that the findings of the study may possibly serve as appropriate signal information sent to the Head teachers and their management supervisory skills.

For Standards Officers, it may serve as a model for monitoring Head teachers and teacher performance. It may also help teachers to recognize the importance of their role in students' performance. The findings of this study may be useful to researchers, curriculum developers and policy makers in the ministry of education. For the researchers, the study may provide them with information gaps that may serve as a basis for future research undertakings. It is also hoped that the research findings could provide relevant literature on the subject and add to the already existing body of knowledge.

### **1.8 Delimitation of the study**

Delimitations are used to address how the study is narrowed in scope (Cresswell, 1994). This study was restricted to the secondary schools of Kafue District in Zambia. Kafue was targeted because it has only one private school whose candidates only sat for their grade 12 national examination in 2014 hence, the performance has not been influenced by private schools.

## **1.9 Limitation of the study**

Limitations of the study are those conditions which are beyond the control of the researcher which may also place restrictions on the conclusions of the study (Best and Khan, 2009). This research was peculiar to Kafue District hence findings may not be generalized to secondary schools in other District

## **1.10 Operational definition of terms**

Operational definitions refers to terms or words which were used in the dissertation from time to time.

**Management:** Management is the coordination of human and material resources to achieve organizational objective (Jasbi, 2011). Khalkhali et al (2011) consider management as a process of bringing about improvement through a network of cooperative activities and democratic relationships of persons.

**Supervision:** supervision is defined as an act of being in charge and ensuring that everything is done correctly and safely (Glickman, 1990:6).

### **Management supervision:**

Management supervision is one of the several techniques employed in achieving educational objectives (Nwaogu, 1980). It is a process of overseeing people at their place of work in order to ensure compliance to established plans and procedures (Saleemi and Bogonko, 1997).

**Teacher:** According Sidhu (1996: 125), the teacher is the educational parent of the child. He is the foster parent of the child who supplements the role of parents.

**Teacher performance:** In this study shall mean planning, teaching, organization, record keeping, evaluation, guidance, supervision and other miscellaneous duties (Sidhu, 1996:123).

### **1.11 Organization of the study**

Chapter one presents the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitations of the study, limitations of the study, and operational definitions of terms used in the dissertation. Chapter Two focuses on the review of literature. This chapter provides a review of relevant literature to the problem under study that is the relationship between management supervision and teacher performance. Chapter Three provides an in-depth look into the research methodology employed in the collection and analysis of data. The chapter deals with the research design, study population, sample size, sampling techniques, data collection procedure, data collection instruments and data analysis.

Chapter Four presents the research findings. All the research questions have been addressed in this chapter. Chapter Five is a discussion of the findings of the study. In this chapter, the findings are discussed under the themes and headings drawn from the research objectives. Chapter Six provides the concluding remarks of the study and also makes recommendations based on major findings of the study.

### **1.12 Summary of the chapter**

This chapter presented an introduction to the study outlining the salient features. These are; background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation of the study, limitations of the study and operational definitions of terms. The chapter that follows provides review of relevant literature to the problem under discussion.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Overview**

The previous chapter dealt with the background to the problem. This section presents a review of relevant literature on the relationship between management supervision and teacher performance. Literature refers to the works the researcher consulted in order to understand and investigate the research problem. Literature review therefore, is an account of what has been published on the topic by accredited scholars and researchers (Kombo, 2006). This literature gave an opportunity to the researcher to understand the study better. It allowed the researcher to use literature review as a tool in unveiling the gaps in the studies conducted by various authors. Gaps such as

limitations in terms of research designs employed. This literature review provided a platform for the researcher to interact with other researchers through the studies conducted. More importantly, the literature attempted to bring out issues that addressed the research questions in the current study. Above all, references found in some articles provided further reading for the researcher.

This chapter begins with an understanding of what management supervision is, teacher performance and the importance of carrying out a study on management supervision in relation to teacher performance. The literature reviews the methods of instructional supervision employed by Head teachers, challenges encountered by Head teachers in the supervision of teachers and also recommendations meant to improve supervision strategies. The chapter also provides a critique on teacher supervision in relation to performance. However, presentation of theoretical frame work is considered prior to the review of literature.

## **2.2 Theoretical Frame work**

Contingency Theory of Leadership guided this study. This theory was proposed by the Australian psychologist Fred Fiedler in his landmark 1964 article "A contingency model of Leadership Effectiveness." The contingency theory emphasizes the importance of both the leader's personality and situation in which that leader operates. Fiedler and his associates studied leadership in a variety of contexts. Central to contingency is the concept of situational leadership developed by Hersey and Blanchard. Situational theory is a theory that is part of the group theories known as contingency theories of leadership. Generally contingency theories of leadership hold that a leader's effectiveness is related to the leader's traits of behavior in relation to differing situational factors. According to situational leadership theory, a leader's effectiveness is contingent on his ability to modify his management behavior to the level of his subordinates' maturity or sophistication. Studies started at Ohio State University in the 1940s. Many of the investigations clearly indicated that both personality and situation factors were vital to leadership. Supervision may be defined as the instructional leadership. Supervision connotes leadership because it is the superior that supervises the subordinates. Adesina (1990) explains that some consider the leader as the person contributing the best ideas in the group, or possessing maximum knowledge about the situation, or offering the best guidance. Thus, the leader is the person who gets things done by enlisting the efforts of other people. The leader in any situation must have both social and psychological attributes in order to succeed on the job. The effective leader is the person who is not only able to get his subordinates to do what they have to do, but who also recognizes that these subordinates must be motivated to ensure that the goals and objectives of the institution or organization are met. Therefore, a Head teacher should be a reservoir of alternative solutions to problems that may arise from time to time due to peculiar situations. To corroborate this assertion, Obilade (1987)

opined that it was important that leaders became situational. Hence, for school administrators, supervisors of any form must be adaptive to individuals who could vary their leadership styles as the situation demanded. The most effective style of supervision depended upon its suitability to the contingency at hand.

The contingency theory asserted that for subordinate's performance to be effective, the leader must adopt a leadership style that will encourage it. The theory posited that performance is effective if a situational style was adopted by the leader. The inference from this theory was that if subordinates' performance was perpetually ineffective, there was no specific style to enhance the performance of subordinates. The implication and application of this theory to Head teachers and the job performance of secondary school teachers, is that the Head teacher should provide practical leadership to the teachers under his administration. This kind of practical leadership could involve visits to their classrooms to see what the teachers are doing and offer support in areas where teachers and students have challenges or come up with strategies to improve those areas. This could enhance their job performance.

### **2.3 The meaning of supervision**

The philosophy underlying supervision is that all human beings in the education system, whether students, teachers, Head teachers, administrators or supervisors, are individuals of worth who are endowed with unique capabilities (Retting, 2007). Despite the many definitions of supervision, this dissertation is rested on the following definition; "supervision implies directing, overseeing, guiding or making sure that expected standards are met. Thus, school supervision implies the process of ensuring that principles, rules, regulations and methods prescribed for the purpose of implementing and achieving the set objectives are effectively carried out. It involves the use of expert knowledge and experience to oversee, evaluate and coordinate the process of improving teaching and learning activities in the school (Ige, 2001: 9)".

## **2.4 The meaning of teacher performance**

**Sidhu (1996)**, argues that teacher performance is not confined to mere giving of information, but that the teacher should link his teaching with ultimate values of life. He holds that the teacher must be conscious of the inadequacies of the present social, economic, religious and moral environment and strive to make the learner desire to leave the world a better place than he found it. He describes teacher performance in the context of planning, teaching, organization, record keeping, evaluation, maintaining relationships, guidance, supervision and miscellaneous duties.

Obilade (1999) further explains that teacher performance can be looked at as duties performed by a teacher at a particular period in the school system in achieving organizational goals.

## **2.5 The need for studies on the relationship between management supervision and teacher performance**

Educating a nation remains the most vital strategy for the development of the society throughout the developing world. Lack of supervision in the management of schools often leads to imbalance in the allocation and use of resources (Aikaman and Unterhalter, 2005). Aikaman and Unterhalter point out that poor results in education are related to resource allocated to it. If this parameter is not recognized, it becomes very difficult to understand why a school continues to perform poorly in national examinations.

The Head teacher as a leader of teachers in the school system has the function of interacting with teachers in order to improve the learning situation for students through management and supervision of instruction. The role of the Head teacher is to facilitate the implementation of various learning programs aimed at improving the learning situation. The teacher, whether new or old on the job, needs necessary support in implementing the instructional programs. Head teachers as school managers therefore, need to provide support to teachers. They have to be involved in the implementation of instructional programs by overseeing what teachers are

doing with students. A good Head teacher should devote himself to the supervision of the teaching- learning process in his school ((Dittimiya , 1999).

Peretomodo (2004) opines that the Head teacher is a professional leader who holds a key position in the program of management through the supervision of instruction. He contends that if teachers are not well supervised, effectiveness in instruction will be adversely affected and students' performance will be affected. He further explains that negligence in the improvement of instruction through improper supervision by Head teachers can go on indefinitely without being detected. This may lead to low quality of instruction and invariably, teachers' lack of commitment to the job. Therefore, the Head teacher as a supervisor provides professional guidance to teachers in order to improve conditions which affect learning and growth of students and teachers. In discharging his supervisory role, the Head teacher can help the teachers to perform better in lesson plan preparations, lesson notes, before going to class. Good use of instructional methods and teaching aids, keeping and maintenance of school records.

Onoyase (2007) points out that many Head teachers in secondary schools ignore the supervision of instruction. He argues that this has contributed to poor instructional performance in schools. In support, Ojogwu (2001) explains that supervision creates awareness of sound education philosophies in teachers and makes them to be aware of educational policies and reforms in schools. He stresses that supervision is directed toward maintenance of the teaching learning process in the school. It is highly instructional related and the supervisor's role is that of supporting, assisting and sharing rather than directing. Therefore, management supervision is a service activity that exists to help teachers perform their job better.

Okumbe (1999) posits that in a school set up, supervision draws its foundation and data from the events that take place inside and outside the classroom. The analysis of events in the school

and the relationship between the teacher and the Head teacher, form the basis of the programs, procedures and strategies designed to improve the teaching and learning process

(Mbiti 1974). Eshiwani (1993:124) holds the following role of the Head teacher as a Supervisor in the school:

*The Head teacher is responsible for the overall running and control of the school and for the maintenance of the tone and all-round Standards. The organization and control of staff, both teaching and non-teaching, is all part of the Head teacher's duties. In particular he or she must check lesson notes, records of work done, and pupils' exercise books.*

### **2.6.1 Methods of instructional supervision employed by Head teachers**

Egunyomi (1988) observes that instructional supervision is the interaction between supervisor and the tutor to effectuate the quality of instruction. This interaction process involves the supervisor who happens to be a professional superior and a professional teacher who is a subordinate. The behavior of the

supervisor in his relationship with the teacher is assumed to be one of the significant factors on teacher efficiency or performance. Ukpore (2004) points out that the school instructional supervisor is an education auditor whose major responsibilities include making the school productive through a system of

operational guidance on the major critical areas of the education process and to arrest the incidence of wastage in the school process.

Jackson and Davis(2000) stress that one of the most important components in accomplishing great achievements and ensuring high quality teachers is instructional leadership. They further contend that for a high achieving school, an administrator should be able to supply instructional leadership. They maintain that for this to be possible, the administrator should have specific leadership characteristics which ensure effectiveness in professional development of teachers

and also help in sustaining an educational environment that fosters high achievement vision in students. Studies conducted on instructional supervision revealed that literature has seemingly come to a consensus that instructional leadership is a rare practice. Strong (1988) notes that most times, the Head teacher concentrated on school management duties and only few of their hours are allocated programme issues.

In reference to his computation, Strong points out that 62% was the time used in school management, and only 6.2% of the time was allocated to program issues. He adds that in a Principal/Head teacher's typical day, out of the many tasks carried out, only 11% of those tasks is instructional supervision related.

Berlin, Kavagh and Jensen (1998), stress that for schools to progress in performance, Head teachers should be able to plan their tasks in a way that their daily activities come in between their leadership role in the curriculum. McNally (1992), maintains that there are some Head teachers who are effective. However, Fullan (1991), stresses that the effective instructional leaders are a rare group to find.

Sallemi and Bagonka (1997), post that it is through supervision that the Head teacher gets a clear framework of activities and responsibilities of each member of staff in the school. The management practice enables Head teachers to evaluate the extent to which policies, objectives, activities and events laid down in the long and short term plans are successfully carried out. Supervision as an aspect of administration assists in checking of punctuality, discipline, as well as facilitating change from old ways to modern ways of doing things at the place of work. They argue that supervision involves the aspect of administration, which is aimed at maintaining the efforts of personnel in line with the goals of the organization. They further explain that if Head teachers perform their supervisory roles well, there is bound to be a remarkable efficiency in the work carried out by subordinates. In a school system, supervision is considered to be the major plank of any strategy to improve the quality and

standard of teaching-learning process. It is a dynamic function involving and stimulating the teachers while evaluating their performance with an ultimate view to improve the entire teaching- learning situation. Glickman (1990) views instructional supervision as a process of improving instruction for the benefit of students. He states that instructional supervision helps the students to learn as effectively and efficiently as possible. Teaching and learning are complimentary processes. He further contends that supervision of instruction is required to guide teachers to be able to combine relevant input for enhancement of teaching- learning process. Ezedi (2002) is of the view that instructional supervision strategies in the school organizational frame work should closely examine the following variables on a regular basis;

- a) Teacher service: regularity/ punctuality, weekly lesson preparation, coverage of work schedules and documentation of pupils' work.
- b) pupils' learning effort: regularity and punctuality of classes and completion of assignments,
- c) curriculum benefits: adequacy of textbooks and their use, relevance of continuous assessment and
- d) School facilities: adequate sanitation and maintenance of accommodation facilities (classrooms, laboratories, library and offices).

In practice, the Head teacher and his deputies are the obvious supervisors that undertake the above supervision exercise. Shanz and Ward (2000) consider instructional supervision as that aspect of educational management, which has to do with providing assistance in the development of better teaching- learning situation. Odiba (1995) notes that the modern approach to supervision has given the Head teacher a greater responsibility which imposes upon him the duties of planning, organizing, coordinating, supervising, directing and controlling the quality of the various activities necessary to accomplish the goals of the school. According to Dull (2003), the modern concept of instructional supervision therefore, expects to play the following roles:

- i) visit classroom regularly to observe teachers,

- ii) organize meetings with teachers collectively and individually to discuss ways of improving instruction for effective learning.
- iii) teach demonstration lessons,
- iv) organize induction courses for newly posted and recruited teachers,
- v) ensure that instructional goals are achieved,
- vi) ensure that instructional materials are available,
  
- vii) help teachers with classroom management,
- viii) inculcate in students the idea that they have to understand potentials for achievement,
- ix) evaluate the teachers' effort in relation to the school's pre-determined objectives and
- x) Motivate and lead teachers into professional maturity.

In view of the above strategies, Dull argues that the Head teacher should not be bogged down by administration as to neglect the supervision of instruction in the classrooms. In support, Hedges (2002) describes supervision as the most important responsibility of the Head teacher. Dull (2000) further maintains that the prime justification of the position of Head teachers in schools, is to give leadership in the teaching and learning process.

Ogunrinde (2004) opines that one of the most important statutory duties of the Head teacher, is to supervise his staff. He points out that the Head teacher should occasionally visit and inspect teachers. This is one of the strategies to achieve effective learning by the students.

The above views emphasize the role of the school Head teacher as a supervisor of instruction. In performing his administrative function, he coordinates the activities of both tutorial and non-tutorial staff, controls the available physical and other facilities to improve teaching-learning processes or the instructional program of the school. It is not known whether Head

teachers in the secondary schools of Kafue perform the above instructional roles thus, the need for the study on methods of instructional supervision.

### **2.6.2 Challenges encountered by Head teachers in the supervision of teachers**

Supervision of teachers is one of the responsibilities delegated to the Head teachers by the teaching service commission. Silsil (2008) recognizes the Head teacher as the overall supervisor of all academic and administrative activities in the school, and the one responsible for improving and maintaining high teaching and learning standards in the school. Teachers therefore, perform their duties under the direction and guidance of the Head teacher. The significance of instructional supervision in lesson planning, preparation of lesson notes, inspection of records of work covered, schemes of work, students' progress reports, lesson attendance, utility of lesson prescribed times, giving class assignments and corrections and giving reports, have all being argued to contribute to better performance of students in the examinations. However studies conducted revealed that Head teachers encountered problems of teachers either coming late for work or sneaking out of school at every opportune time. Studies further revealed that Head teachers experienced the problem of teachers missing lessons for no apparent reason (Mbiti, 1974). It was also difficult to oversee every teacher in the school due to a large population. Head teachers are also weighed down by administrative burden that they hardly find time to visit classrooms and observe how teachers were teaching. Studies further revealed that some Head teachers simply neglected supervision, while others lacked supervisory skills resulting in supervision being viewed as autocratic and dictatorial (Ogunu, 2005). Additionally, studies revealed that some supervisors are out of touch with modern supervisory techniques. They have distanced themselves from the actual instructional realities of the classroom resulting in their activities as supervisors being of very little value

to the teachers and students. This development has caused teachers to develop a negative attitude towards supervision and cannot benefit from it ( Mbunda, 2012).

### **2.7.2 Supervision practices in China.**

While there is no doubt that elements of supervision are practiced in educational organizations in China, they remain discrete, with no holistic independent and up-to-date system of school supervision. Obviously, this restricts the development of supervision, since its focus is vague and unstable (Suseela, 2007). Zhu, Yang and Cai (2006) are of the view that in China, functions of supervision in schools is inspection rather than guiding or mentoring. This lead to a pattern of educational supervision as measuring, monitoring, and even commanding teachers to achieve the scheduled standard and its emphasis is quantitative, standardized and stylized. The role of guiding and mentoring is almost inexistence. Zhou and Shi (2009) state that teacher satisfaction is ignored. The Chinese Education management focused merely on teachers' employment, appointment training and assessment. Teachers' experience of pressure, tension, anxiety and discontent have been neglected. However studies conducted by MohdIzhametal (2013) in Kuala Lumpur revealed that teachers' perception of supervisors' practices in terms of communication was at a high level. However, teachers in HeFei felt that supervisors paid little attention to the curriculum (Halawah,2005).It is obvious therefore, that teachers need more guidance from managers about the curriculum for better working achievements. It may therefore be in the best interest of both cities' school managers and teachers to increase the levels of supervision practices. Another study conducted by Sailesh (2014) in the three Asia countries (Malaysia, Thailand and India), revealed that supervision is not conducted effectively despite the fact that Head teachers are responsible for the instructional supervision. It was further revealed that teachers did not benefit from the supervision as evidenced by their comments which indicated that supervisors were fault

finders who viewed supervision as punitive rather than helping teachers to improve their performance.

From the above findings, it is not known whether the results from the study reflect the feelings of the respondents since the study employed the quantitative method which does not take on board the feelings or opinions of the respondents. This is a gap the researcher intends to fill because the current study is a product of a mixed design. In a qualitative research, the researcher is the instrument who gets views of the subjects' feeling and emotions in a natural setting. The study is a combination of qualitative and quantitative approaches which results in an overall strength of findings.

### **2.8.2 Supervision in Nigeria**

In Nigeria, the poor attitude towards supervision of teachers in the classroom is becoming alarming. Some of the supervisors are out of touch with modern supervisory techniques. They have distanced themselves from the actual instructional realities of the classroom resulting in their activities as supervisors to be of very little value to the teachers and students. This development has caused teachers to develop a negative attitude towards the supervision and cannot benefit much from it (Mabunda, 2012). He posits that work performance of teachers in secondary schools in Cross River State depend on Head teacher supervisory techniques. Supervisory technique aims at correcting observed lapses of teachers with a view of achieving stated goals and objectives. However, a study conducted by Sule (2013) on Head teacher instructional performance, revealed that Head teachers had a high positive perception of instructional supervision though their instructional performance was not above average. Schon (2000) argues that it is not possible for a supervisor in secondary school set-up to be competent enough in the various subjects. However, he advised that it was the duty of the

Head teacher to plan and organize for teaching demonstration and not oblige to do all the teachings. From the above study conducted, it is clear that Head teachers in Nigerian Cross River State schools have a positive attitude towards supervision of instruction. Studies conducted by Oyewole and Ehinola also revealed that supervisors should be held accountable for the control of educational standard provided and justify the reason for their existence in schools (Ajayi1997). It is not known whether this scenario obtains in the secondary schools of Kafue District. Thus, the need for this study on management supervision and teacher and performance.

### **2.9.2 Supervision in Zimbabwe.**

Marks (2008) explains that in a number of schools, due to a shortage of trained teachers, inexperienced teachers have been placed in supervisory positions. In addition, Ozigi (2000) is of the view that Head teachers require conceptual skills in supervision in its broadest sense in order to fully understand what their roles and tasks are as supervisors of schools. Lack of supervisory skills may result in conflict between teachers and supervisors when teachers feel unfairly treated (Ndebele, 2006; Marks, 2008; Madziyire, 2013). Zepeda (2012) argues that one way of improving the teacher- supervisors' relationship, therefore, is through supervisor training. Harberand Davies (1997) note that in developing countries, Heads of schools emerge from the teaching population and have had little or no training for the job. This might be because school Heads are promoted as teachers straight from the classroom without any prior training for taking up their Headship posts. In that regard, newly promoted Heads would be lacking requisite instructional supervisory experience meant to improve teaching and assessment of learners. Marks (2008), states that Heads are chosen because they are good at one thing (teaching) and put into managerial roles which can demand quite different skills. A possible reason supportive of Marks' observation, is that Zimbabwe's Ministry of Education

assumes that competent teachers in the classroom tend to make good management supervisors. Yet they should possess an array of skills that make them effective management leaders. Such skills include technical, conceptual human and diagnostic skills (Glickman, Gordon and Ross-Gordon, 2007; Madziyire, 2013). Ndebele (2006) explains that it is perhaps in the context of portraying a lack of Heads' supervisory skills that most teachers are apprehensive about being supervised. Madziyire (2013) comments that most teachers place several charges against classroom observation by supervisors. They criticize it for being infrequent and unreliable because Heads appear not to plan their class visits and just do it sporadically and then delay in giving teachers feedback. They undermine the fact that immediate knowledge of results motivate teachers to work harder. From the above study, it is clear that the system of supervision in Zimbabwe is bureaucratic, basing supervision on rules and regulation resulting into conflict between teachers and their supervisors. It is not known whether management supervision in secondary schools in Kafue District is perceived in the same way thus, the need for this study on relationship between management supervision and teacher performance. Studies conducted by Mapolisa (2012) revealed that the majority of Head teachers did not understand the concept of instructional supervision. The study further reviewed that teachers had a negative attitude towards management supervision. In the Zimbabwean context, there is no officer in the Ministry of Education who has the obligation and authority to carry out instructional supervision at school level other than the school Head teacher. By virtue of his delegated authority from the Minister and Director General, he/she is in undisputed control of the school, (Chigwedere, 2011). He further explains that Provincial and District officers can only advise while maintaining their distance. He states that supervisors often lack the necessary skills to provide teachers with the help they need

instructionally. The above studies revealed that Head teachers lack supervisory skills yet they are solely in charge of management supervision. This is the gap this research intends to fill.

### **2.10.2 Supervision in Kenya.**

Ngala (1997) suggests that Head teachers need to supervise teachers by ensuring that lessons are planned early and well structured. Ensure that there is a good relationship with students and teachers. The Ministry of Education warned that undercover inspectors would soon be dispatched to educational institutions to establish the level of conformity with standards (Daily Nation 2008). Although the sentiments from the Ministry of Education targeted institutions of higher learning, the message put across was adherence to quality and standards at all levels of the Kenyan system of education. The Ministry of Education portrays supervision as an attempt, through second party intervention, to ascertain, maintain and improve the quality of work done (Olembo et al, 1992). It involves the aspects of administration, which are aimed at maintaining the efforts of personnel in line with the goals of the organization. If Head teachers perform their supervisory roles well, there is bound to be remarkable efficiency in the work carried out by the subordinates. Olivia (1976) conceptualizes supervision as a service to teachers, both as individuals, as a means of offering specialized help in improving instruction. Studies conducted by Kimutai et al (2012) revealed that effective supervision of teachers by Head teachers enhances teaching and learning which in the long run, improves students' performance in national examinations. The study further revealed that supervision of teachers in Kenya had an influence on the performance of both teachers and students (Ngala, 1997). Critical analysis of the methodology used in these studies indicates that they were mainly quantitative. The questionnaires administered were structured. Therefore, the findings do not unveil the participants' opinions, feelings and emotions regarding the study. The studies conducted showed that many Head teachers have neglected the aspect of supervision (Egunyomi, 1988).

These findings contradict the Sule studies which reflect the Principal/Head teacher's positive attitude towards supervision (Effiong, 2006). However, it is altogether true that supervision if properly organized and executed, can lead to positive improvement in the achievement of effective learning in our schools and consequently lead to rising standards in education. Teachers are identified as individuals who have to develop professionally because they need the support of colleagues whose professional development is greater. Egunyomi (1988) asserts that the Head teacher possesses greater information about the school system and about management strategies that can strengthen the teachers' capacity to cope with classroom problems and thereby ensure adequate and effective learning on the part of students. He emphasizes on the importance of supervision for achievement of effective learning especially at secondary school level which is perceived to be a vital step for career decision. Obilade (1999) shared this view when she asserts that the importance of supervision in our schools cannot be over-emphasized especially at this period when there is growing concern over the falling standards and low quality of education in our schools. It is important to note that if secondary school level of education is to be functional, productive and students' performance improved, greater attention must be focused on the way teachers perform their instructional duties. Ogunrinde (2004) is of the view that the ultimate of teaching in our secondary schools is to prepare and present students to pass well at both internal and external examinations. In the education circle, most authors see management supervision as a process to improve the learning opportunities for students. This study is an attempt to lay bare management supervision regarding teacher performance. On the purpose of school supervision, Ojelabi (1981) opined that supervision provides a basis for an effective dissemination of concrete and constructive educational advice and ideas to ensure minimum desirable standards so as to provide equal opportunities for children. Supervision is well positioned to stimulate desirable educational practices and provides a basis for action by teachers, Head teachers, inspectors and

other officials. He recommends types of supervision the Head teacher should conduct as; routine visits, administrative visits, special visits, follow-up visits, and assessment visits. A view which is highly disputed by the Mapolisa studies in which supervision is perceived as autocratic and dictatorial (Chivore, 1996). This is the gap that this study intends to fill.

Ogunsanju (1983) considers a teacher to constitute a major input in the achievement of effective learning in the school system. Teachers can influence students' values, knowledge and skills. He contends that supervision on the other hand can influence teachers' commitment to work which will in turn influence students' academic achievement. This is contrary to the view held by Edem (1998) who regrets that some teachers have not been role models. He explains that some teachers have engaged in examination mal practices, they go after their private businesses, report for work at will and leave at will. They no longer teach effectively. However, Ajayi (1997) maintains that a closer, regular and continuous supervision rather than snappy, unscheduled and partial supervision of teachers is what is urgently needed, especially now that a lot of changes have been introduced into the school curriculum.

However, while yielding valuable insights, the above studies are limited by their reliance on statistical analysis. Most useful evidence was derived using qualitative methodology. It is also important to note that these studies did not explicitly examine the relationship between management supervision and teacher performance but examined related studies. This is the gap that this study seeks to fill.

### **2.11.2 Supervision in Zambia**

Little research exists on management supervision in relation to teacher performance in Zambia. However, the Ministry of Education has a policy on supervision and teacher effectiveness. The policy affirms that the effectiveness and quality of the education system, relies on the

competency of teachers. Effectiveness in the delivery of a sound school system depends on the quality of educational administrators. School Head teachers, Deputy Head teachers, Heads of Departments all need training in education management and supervision. In order to improve the management capacity of managerial and supervisory personnel, the Ministry of Education will train and re-train educational managers to discharge their functions effectively. It will develop a strategic frame work for management training for the education sector (M.O.E, 1996).

It is clear from the policy that the Ministry of Education has put necessary strategies in place to train school managers and supervisors. However, the extent to which this is being realized is not known. Thus the need for the study on management supervision in relation to teacher performance.

### **2.12.3 Suggested Areas recommended for improvement in the supervision of teachers**

According to Fatuma (1974), the Head teacher occupies a unique position in the educational system. He is an agent, who executes or transmits rules and regulations handed over by the Ministry of Education. The curriculum, the system of instruction and discipline are handed over to him. Fatuma adds that the Head teacher's main tasks are to interpret the policy and execute instructional program. He contends that the Head teacher is a leader, counselor, a guide, a psychologist, chief communicator and a teacher of teachers. He argues that it is difficult for the Head teacher to perform all the roles associated to all the above titles. In support, Etu (1997) adds that it is difficult for the Head teacher to oversee every teacher in the school especially now that the school population is extremely large. Studies conducted reviewed that the Head teacher should delegate some of his duties to the Deputy and Heads of department. Ongunsaju (2005) suggests training for new supervisors and also retraining for old ones to update their knowledge and skills on modern and acceptable techniques of supervision as a strategy for

improving supervisory skills for Head teachers. From the studies conducted, supervision ensures achievement of effective learning in schools. It reinforces teachers' job performance associated with higher learning achievements by students. Ongunsaju identified three categories of teachers to whom supervisory assistance should be directed.

These are;

- (a) new teachers (who are fresh from school and so need encouragement and support in their new profession in order to achieve the stated goals),
- (b) old teachers (who attempt to resist change because they have been used to certain styles of teaching, hence, they consider change as a threat), and
- (c) incompetent teachers (because of their shallow knowledge of subject matter, poor classroom organization and ineffective use of language). In addition, studies also revealed that for performance to improve, Head teachers should carry out the following supervisory tasks:
  - (i) create a conducive environment where teaching and learning take place for both teachers and students;
  - (ii) provide leadership in program development and foster team spirit among teachers;
  - (iii) provide leadership in the development of the school into an informal organization where problems and decisions are debated on with a view to arrive at rational solutions; and

- (iv) instructional supervision will offer guidance to the teacher so that he can be competent in self-analysis, self-criticism and self-improvement. Studies conducted also reviewed the following purposes of supervision;
- i) to know the performance of teachers recruited in the system,
  - ii) to determine whether a teacher should be transferred, retained;promoted or dismissed,
  - iii) to improve incompetent teachers,
  - iv) to discover special liabilities or qualities possessed by the teachers in the schools
  - v) to provide guidance for staff development,
  - vi) to know the effectiveness of classroom management by teachers,
  - vii) to know the direction of the school, and
  - viii) to assess the tone of the school and identify some of its urgent needs.

### **2.13 Summary of the chapter.**

The foregoing literature has greatly informed and shaped the current study. The literature review has also provided a critique on the methodologies employed in similar studies. There is consensus among authors that there is a relationship between supervision and teacher

performance. The chapter has looked at theoretical frame work of leadership and supervision in relation to teacher performance, interacted with studies on methods of instructional supervision employed by Head teachers on teachers and students' academic performance, challenges encountered in the supervision of teacher as well as recommendations meant to improve supervision strategies. Management and supervision in the school help to maintain the tone and all round standards. Supervision is necessary in education to ensure effective teaching and learning. There are no studies conducted in Zambia on supervision and teacher performance. The following chapter discusses the methodology employed in the study.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Overview**

Research methodology refers to techniques used to structure the study, gather and analyze information in a systematic way (Polite & Beck 2004:731). The methods used were described comprehensively, including the context in which the data collection took place particularly the relationship between the research questions and data collection (Devosetal, 2005). This chapter covers the following areas: research design, population of the study, sample size, sampling techniques, data collection procedure, data collection instruments, data analysis and ethical considerations.

#### **3.2 Research Design**

A research design is a structure of the research. It shows how all the parts of the study work together to address the research questions. Kombo and Troomp(2006:70) define it as the scheme, outline or plan that is used to generate answers to research problems. According to Bless and Achola (1983), the research design provides answers to such questions as: what kind of sampling will be used to gather data? How will time and cost constraints be dealt with? Seidu (2007) postulates that a research design describes the procedures and methods used to gather data. Seidu adds that research design lists and describes the instruments used to collect data. In order to provide accurate results, the researcher adopted a mixed approach and used both quantitative and qualitative research designs. Combining the two approaches is called triangulation. This is because the study used research instruments which included structured interview schedules (with some participants and key informants) and open ended questionnaires. The researcher adopted

the triangulation concept based on the idea that any method on its own has its own limitations and biases which could be reduced by employing triangulation (Cresswell, 2003). Cresswell argues that triangulation is useful because it can capture the best of both qualitative and quantitative approaches. In addition, Greene et al (1989) explain that the use of both qualitative and quantitative research paradigms in a study increases the quality of the final results and provides a more comprehensive analysis of the phenomena being investigated. Greene et al are of the view that the results obtained using one research paradigm could be clarified by the use of the other research paradigm.

The study employed correlation design. Correlation research design enables the researcher to assess the degree of relationship that exists between two or more variables (Orodho, 2003). It analyses the correlation between two or more variables. In this study, the researcher used the correlation research design to collect information on the methods of instructional supervision employed by Head teachers on teachers and students' academic performance, establishing challenges encountered by Head teachers in the management and supervision of teachers and to make recommendations meant to improve supervision strategies.

### **3.3 Study Population**

Kothari (1995) refers to study population as a group that one wishes to generalize the research to. Borg and Gall (1989) view the universe population as all members of a hypothetical set of people, events or objects to which generalization of the results of a research study could be made. Seidu (2007) considers population as the aggregate or totality of objects or individuals regarding which inferences are to be made in a sampling study. The total population of this study was 207, included all Head teachers, Deputy Head teachers, Heads of Departments and Class Teachers in the secondary schools of Kafue District. The

District Education Board Secretary (DEBS) and the District Education Standard Officer (DESO)

### **3.4 study Sample**

According to Burrington (1975), a sample is a subset of a population. The sample must have properties which make it representative of the whole. The study used a study sample size of 140 respondents comprising of 2 male officials from the District Education Board Secretary's Office (DEBS), 5 Head Teachers (1 female and 4 males), 5 Deputy Head teachers (3 males and 2 females), 26 Heads of Departments (9 females and 17 males) and 102 teachers (55 females and 47 males).

### **3.5 Sampling Techniques**

Sampling is a procedure a researcher uses to gather or choose participants or respondents to a sample (Borg and Gall, 1989). In support, Best e tal, (2009) argue that sampling is a process of selecting a subset or sample from the entire population so that generalizations of the results can be made to the population from which the elements were chosen. Kumeorpor (2007: 29) defines sampling as the use of a definite procedure in the selection of a part for the express purpose of obtaining from its description or estimates certain properties and characteristics of a whole."

The researcher used both simple random and purposive sampling procedures in this study. The District Education Board Secretary (DEBS), the District Education Standard Officer (DESO), Head teachers, Deputy Head teachers and Heads of Departments were selected purposively using expert / key informant sampling. Purposive sampling means that the researcher is sampling with a purpose in mind. It targets sources that are rich in information that a researcher needs to gather (Brink, 1996). The researcher used purposive sampling to ensure that only individuals possessing unique experiences and knowledge not shared by the rest were targeted (Key informants). Teachers were randomly selected using simple random sampling. Random sampling entails that each unit in the

population has an equal chance of being selected. It gives every member of the population equal chances of being included in the study (Kombo and Tromp, 2006:78). Simple random sampling is the most basic process of random sampling. Kombo and Tromp argue that it is referred to as simple random sampling because it has no complexities. The researcher cut strips of paper labeled 'Yes' and 'No' which represented each unit in the population. These strips of paper were mixed and randomly selected by conducting a raffle draw until the required sample size was reached. In this way, equal chances were given to each unit. Teachers who picked stripes of paper labeled 'Yes' were included in the sample while those teachers who picked strips of papers labeled 'No' were not included in the sample.

### **3.6 Data Collection procedure**

Wall (1986:70), defines data as numbers or symbols assigned to characteristics of objects or events. These numbers may be descriptive or simply classificatory. Symbols serve to identify objects or events considered equivalent for analysis. Data Collection is a process of gathering specific information from respondents aimed at proving or refuting some facts (Kombo and Tromp, 2006:99). Data collection is important in research as it allows for dissemination of accurate information and development of meaningful programs. Data collection exercise was undertaken for a period of eight weeks. The actual procedure started by seeking authority from the Assistant Dean Post Graduate Studies in the School of Education. After obtaining a letter of authority from the Directorate of Post graduate Studies, the researcher sought permission from the District Education Board Secretary (DEBS) to conduct interviews with him and his District Education Standard

Officer (DESO) on the Relationship between Management Supervision and Teacher Performance. There after the researcher sought permission to conduct research in the secondary schools of Kafue District. Permission was further sought from the Head teachers in the secondary schools of Kafue District, to administer the interview guide to them and their

respective Deputy Head teachers, administer questionnaires to the Heads of Departments and class teachers on the relationship between Management Supervision and Teacher Performance. All the respondents in the study gave their informed consent to take part in the study. It was also put across to them that they had the right to withdraw from the study any time they felt like doing so. This procedure was followed in order to conform to pre-field work ethical issues. Seidu (2007) advises that researchers should not assume that because they may be conducting research among their people, it will be smooth sailing. Before the main study was carried out, a pilot study of both questionnaires and interview guides was done to ensure validity of the instruments. According to Borg and Gall (1989), a pilot study is conducted to assist in determining accuracy, clarity and suitability of research instruments. Borg and Gall further contend that pre-testing assists the researcher to identify the items which may be inappropriate so as to make necessary corrections, examine responses to determine the level of ambiguity of the questions and determine the percentage of response. A pilot study was carried on 20 teachers, and 5 Heads of Departments from the secondary schools of Kafue District. This group of teachers was part of the target population of the study. However, they were not allowed to take part in the final survey. Nunnally (1970) is of the view that a pilot study should be conducted on the sample of subjects similar to the groups with which the final study is conducted. In support, Babbie (1973) contends that the pilot sample should be chosen in exactly the same fashion as intended for the final survey.

### **3.7 Data collection instruments**

In order to collect both qualitative and quantitative data, two different instruments were used:

#### **3.7.1 Interview schedules**

Interview refers to a conversation or interaction between the researcher and the respondent (Chilisa and Preece, 2005). Structured Interviews were conducted with the District Education

Board Secretary (DEBS), District Education Standards Officer (DESO), Head teachers and Deputy Head teachers to solicit for information on The Relationship between Management Supervision and teacher Performance in the secondary schools of Kafue District. Interviews were used because of their flexibility (patton, 2000). Besides, they allow depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand interview responses. The researcher was writing down the respondents' responses.

### **3.7.2 Questionnaires**

Bush (1995:17) defines a questionnaire as a written document comprising questions soliciting for answers on a particular subject. Open-ended questionnaires were used to collect data from Heads of Departments and class teachers. Questionnaires were used to solicit for their opinions, attitudes and perception on the Relationship between Management Supervision and Teacher Performance. Questionnaires can be used to gather data in the shortest possible time. Questionnaires were self-administered and as such the researcher left the instruments with the respondents for a period of four weeks. The distribution return rate was about 97 percent.

### **3.8 Data analysis**

Data analysis entails categorizing, ordering, summarizing the data and describing it in meaningful terms. Both qualitative and quantitative data analysis were employed. Combining the two methods is called triangulation. Jick (1983) points out that triangulation can uncover a unique variance that might not have appeared in a single method of investigation. He explains that triangulation increases confidence of results and allows for creative methods. At the same time, new ways of seeing a problem that may have been overlooked before, may be balanced with the common methods and a new dimension of the problem may be uncovered.

Qualitative data are the detailed descriptions of situations, events, people, interactions and observed behaviors; direct quotations from people about their experiences, documents,

correspondence, records and case histories. Quantitative measurements use objectives and standardized instruments to limit data collection to prescribe categories of responses (Merriam and Simpson 1995). Kombo and Troomp (2006:11) explain that quantitative research relies on the principles of verification and on confirmation, proof, corroboration or substantiation.

Quantitative data were analysed manually and presented in form of graphs and pie charts while qualitative data was coded using thematic approach where it was categorized, tabulated and arranged under themes and sub-themes.

### **3.9 Ethical Consideration**

Ethics in the context of research refers to a set of standards that can guide adult education researchers on how they should interact with the respondents and how the research problems can be conceived and formulated (Chilisa&Preece, 2005).

In conducting the study, permission was sought from the District Education Board Secretary (DEBS) and school Head teachers before administering the instruments. Assurance was given to the respondents that no harm, neither emotional nor physical, pain would be inflicted on the respondents. Assurance was further given that the findings of the research would be used for academic purpose only and that confidentiality adhered to; that names of subjects withheld. All the respondents were asked to read the consent form and only signed it after agreeing to participate in the research. Respondents were further advised that they were free to withdraw from the study any time they felt like doing so. This procedure was followed in order to conform to pre-field work ethical issues. Seidu (2007) advises that researchers should not assume that because they may be conducting research among their people, it will be smooth sailing.

### **3.10 Summary of the Chapter**

The chapter has provided an in-depth overview into the research methodology used in the study. Discussed under this chapter were: the research design, study population, sample size, sampling techniques, data collection procedure, data collection instruments, data analysis and ethical considerations. The next chapter presents the research findings.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS**

#### **4.1 Over view**

The previous chapter discussed the methodology which was adopted in order to establish the relationship between management supervision and teacher performance in the secondary schools of Kafue District. The aim of this chapter is to present the findings of the study. The findings are based on the research questions of the study as presented in chapter one which were as follows:

- (i) What are the methods of instructional supervision employed by Head teachers on teachers and students' academic performance?
- (ii) What are the challenges encountered by Head teachers in the supervision of teachers?
- (iii) What are the recommendations meant to improve supervision strategies?

The findings were presented according to research questions. A summary of the chapter will then be given at the end. The first part of this chapter presents research findings.

#### **4.1.2 Research findings**

This section presents findings obtained from interviews and questionnaires. In order to elicit data regarding the methods of instructional supervision employed by Head teachers on teachers and students' academic performance in the secondary schools of Kafue District, challenges encountered in the supervision of teachers and recommendations meant to improve supervision strategies in the secondary schools of Kafue District, open-ended questionnaires were distributed to 26 Heads of Department and 102 teachers. Furthermore, separate structured

interviews were conducted with the District Education Board Secretary, District Education Standard Officer, 5 Head teachers and 5 Deputy Head teachers.

#### **4.1.3 What are the methods of instructional supervision employed by Head teachers on teachers and students' academic performance?**

To answer the above question, qualitative data were collected from the District Education Board Officials, School Head teachers and Deputy Head teachers using an interview guide. It was coded into themes and verbatim responses were used. Subsequently, quantitative data were collected from Heads of Department and teachers using questionnaires. It was analysed manually and presented in form of bar graphs and pie charts.

##### **a) Findings from the District Education Board Secretary (DEBS)**

###### **(i) Techniques of supervision employed**

In order to respond to the first research question, qualitative data were collected from the District Education Board Secretary using an interview guide. With regards to the techniques employed in the supervision of teachers, the District Education Board Secretary had the following response:

*“I don't normally visit schools to check on teacher- learner performance because I cannot produce a written report. Reports are a preserve of standard officers. I send standard officers to conduct teacher-learner monitoring for performance. However, I do visit schools to do spot-checks on the general operations of the school especially schools that have proved to be problematic. Even then I should be in a company of standard officers or any officer from any department in my office depending on the nature of the problem.”*

## **b) Findings from the District Education Standard Officer**

When asked about the methods and techniques used in the supervision of teachers, the District Education Standard Officer had this to say: *“we visit schools to monitor teacher-learner performance without informing the Head teachers because we want to see a true reflection of what is obtaining in schools in terms of teacher-learner performance without any stage management. From our experience as standard officers, teachers are capable of anything. They can even borrow a teaching file from a friend teaching the same subject and grade even when they are not moving at the same pace. Therefore, we go in a school as early as 0600hrs to observe teachers and leave the station at 1700hrs. We do this because we want to observe teachers’ trends of reporting and knocking off.”* The standard officer pointed out

that whilst at the station, they checked teachers’ teaching files, learners’ exercise books as well as teachers’ actual lesson presentation.

## **c) Findings from Head teachers**

A similar picture emerged among Head teacher respondents. They reported that they used the technique of checking teachers’ schemes of work, lesson plans, records of work, period by period register and sometimes the actual lesson presentation. The respondents added that they used the ‘log-in and out’ register, checked the actual time-table and learners’ exercise books.

They were of the view that checking learners’ exercise books promoted teacher commitment and efficiency. The Head teacher respondents felt that Management by Walking Around (MBWA) concept had a positive impact on teacher and pupil performance.

One of the respondents was quick to say that *“teachers can be quite crafty, they will have wonderful presentations just for stage management and yet they do not teach. That is why I make sure that the learners’ work corresponds with the teacher’s work coverage in the*

*schemes, lesson plans as well as records of work.”* Additionally, they confirmed that continuous professional development meeting, lesson study circles and appropriate subject allocation enhanced good teacher-learner performance. One of the Head teacher respondents interviewed acknowledged that teachers had improved a lot through lesson demonstrations. He said *“five of my new teachers I was about to surrender to DEBS office due to their incompetence, have shocked me. They have improved tremendously and I have made up my mind to keep them.”*

#### **d) Findings from Deputy Head teachers.**

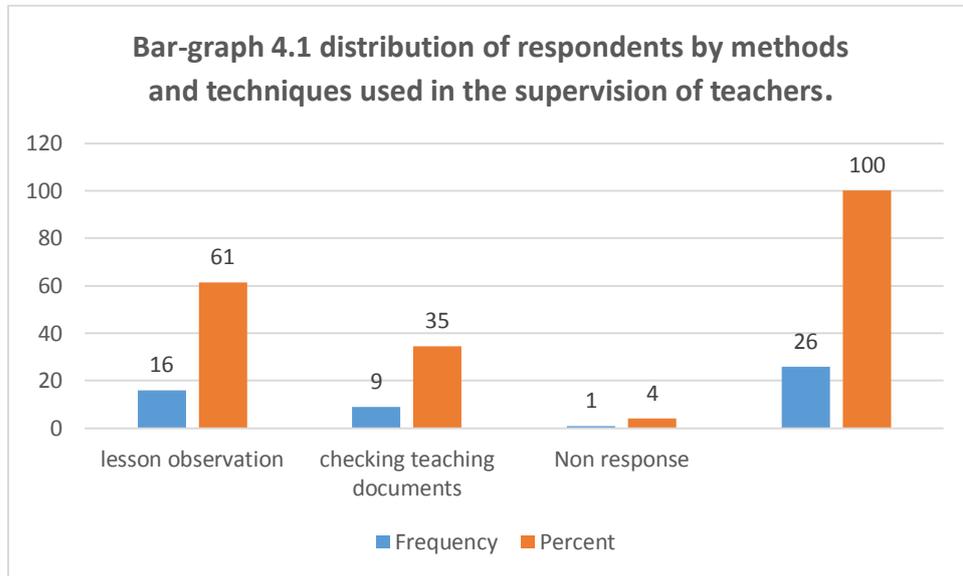
##### **ii) Accounting for teacher- learner performance**

Deputy Head teachers interviewed reviewed that they accounted for teacher- learner performance as a method of instructional supervision. They reported that they used period by period registers to ensure that subject teachers were present in all their periods, checked the log-in and out register, checked monthly and termly assessment records of learners. One of the respondents said *“I ensure that I physically check for the presence of teachers in classes every period because some of the teachers threaten class monitors who mark them absent for a particular period. I also ensure that the log in and out register is kept in my officer and I physically see each teacher as they come in to log in and out. I do this because I have learnt from experience as a deputy Head teacher that some teachers stay away from duty and yet the record shows that they were present. How the log in and out was done for that particular teacher, nobody knows.”*

#### **e) Findings from Heads of Department**

Quantitative data were collected from Heads of Department and teachers using a questionnaire. Data were analysed manually and presented in form of bar-graphs and pie charts. In order to

respond to the first research question, data were collected from 26 Heads of Department using questionnaires. Respondents were asked to state the methods of instructional supervision used on teachers. Responses are presented in the bar-graph 4.1 below.

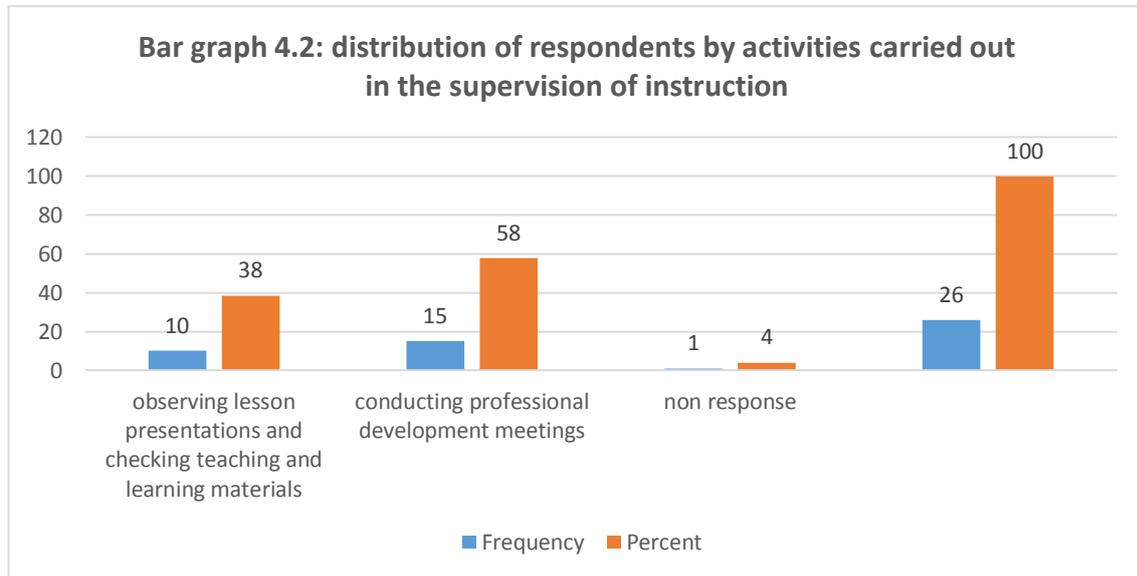


The above bar graph shows that out of 26 Heads of Department, 16 used the technique of lesson observation, representing 61 percent. 9 used the technique of checking the teaching documents representing 35 percent. 1 respondent was silent giving a percentage representation of 4. Thus giving a total of 26. Total percentage responses and non-responses added up to 100 percent.

### **iii) Activities carried out**

A follow up question was asked on the activities carried out to ensure effective instructional supervision of teachers.

The bar-graph 4.2 below presents the distribution of respondents by activities carried out in the supervision of instruction.



Bar-graph 4.2 above shows that out of 26 Heads of Department, 10 observed lesson presentations, checked teaching and learning materials, representing a total of 38percent.15 facilitated the professional development meetings, representing a total of 58 percent. 1respondent was silent giving a percentage representation of 4.Total percentage for both responses and non-responses added up to 100 percent.

The respondents stated that these professional meetings improved them professionally and enhanced their performance in curriculum delivery.

**(iv) Relationship between management supervision and teacher Performance**

Another question was asked to Heads of Department to state as to whether or not there was any relationship between management supervision and teacher performance. Pie chart 4.1 below presents the distribution of respondents who felt that there was a relationship between management supervision and teacher performance and those who felt that there wasn't.

**Pie chart 4.1 Distribution of respondents on the relationship between management supervision and teacher performance.**



The above pie chart 1 shows that out of 26 Heads of Department, 25 acknowledged that there was a relationship between management supervision and teacher performance and only 1 claimed that there was no relationship.

A similar picture emerged among teacher respondents. Pie chart 4.2 below presents the distribution of respondents among teachers who said there was a relationship between management supervision and teacher performance and those who said there was no relationship.

**Pie chart 4.2 Distribution of respondents on the relationship between management supervision and teacher performance.**



The above pie chart indicates that out of 102 teacher respondents, 96 acknowledged that there was a relationship between management supervision and teacher performance while 10 stated that there was no relationship between management supervision and teacher performance.

Teacher respondents noted that effective teacher supervision resulted in teacher commitment. There was a general feeling that supervision provided guidance, remedial intervention, improved teacher- supervisor relationship and subsequently improved both teacher and learner performance.

#### **4.1.4 Summary of findings on the first research question**

Findings on the first research question which was about the methods of instructional supervision employed, revealed that respondents from the District Education Standard officer, Head teacher respondents, Deputy Head teachers and Heads of Department confirmed that they checked teachers' teaching documents (schemes of work, records of work, and lesson plans), learners' exercise books and the actual lesson presentations. When asked whether there was a relationship between management supervision and teacher

performance, 25 Heads of Department acknowledged that there was a relationship between management supervision and teacher performance while 1 was silent. On the other hand 92 teacher respondents confirmed that there was a relationship between management supervision and teacher performance while 10 teacher respondents stated that there was no relationship between management supervision and teacher performance.

#### **4.2 What are the challenges encountered by Head teachers in the Supervision of teachers?**

The second question was designed to investigate the challenges encountered by Head teachers in the supervision of teachers in the secondary schools Kafue District. To answer this question, qualitative data were collected from the District Education Board Secretary, the District Education Standard Officer, 5 Head teachers, 5 Deputy Head teachers using interview guides, 26 Heads of Department and 102 teachers using open-ended questionnaires on the challenges encountered by Head teachers in the supervision of teachers.

##### **4.2.1 Findings from the District Education Board Secretary (DEBS)**

###### **a) Accounting for teacher-learner performance**

When asked about the challenges encountered in the supervision of teachers, the District Education Board Secretary pointed out that some schools recorded poor performance because they lacked close supervision. He lamented that, *“Some Head teachers have no time to monitor the teaching and learning process because they have aligned themselves to the Ministry of Tourism and Culture. They never stay at their station to check on teacher and learner performance. They are either in Lusaka town or pretending to be attending to other official duties. The poor results of our learners in the District is not a mystery to us.”*

#### **4.2.2 Findings from the District Education Standards Officer**

The District Education Standard Officer confirmed that he rarely found some Head teachers when they are monitoring schools with his team of Standard Officers. When asked about the challenges encountered in the supervision of teachers, he commented that, “some Head teachers are too busy God knows with what? They never find time to check on teacher and learner performance. Schools are being administered by their Deputy Head teachers.”

#### **4.2.3 Findings from Head teachers**

On the contrary, Head teacher respondents interviewed acknowledged that they rarely observed lessons in class because of their busy schedules. They claimed that they were kept busy with other activities from the District Education Secretary’s Office and hardly found time to monitor the curriculum delivery to the learners. They further added that often times, Head teachers never interacted with learners in class. One Head teacher respondent likened the Head teacher –teacher relationship to a marriage counselor and the newly wedded couple.

He said, *‘the Head teacher and the teacher can be likened to banaChimbusa (marriage counselor) and the married couple. The role of banachimbusa ends at the door step of the bedroom. What goes on in the bedroom is none of her business. Whether there is activity in the bedroom or not, she does not go inside. Similarly, the Head teacher gives all the necessary teaching- learning resources to a teacher and has never followed the teacher to see how the teacher has delivered the material to the learner. A very unfortunate situation indeed.’*

There was a general feeling that there was no remedial intervention from the school administration until the end of the year when national results were published.

#### **4.2.4 Findings from the Deputy Head teachers**

##### **b) Inadequate teaching and learning resources.**

Deputy teacher respondents acknowledged that some teachers did not prepare their work adequately. They disclosed that some teachers reported for work without any teaching document (no schemes of work, lesson plan, or record of work). Respondents noted that schools lacked adequate teaching and learning resources, making teachers' work extremely difficult. Deputy Head teacher respondents further added that new teachers found it difficult to improvise. On the contrary, some Deputy Head teacher respondents argued that some teachers viewed teacher observation as a tool for fault finding by supervisors. One of the Deputy Head teacher respondent commented that *"I find it strange to note that teachers who do not prepare adequately are the ones always complaining about constant teacher monitoring for performance. These teachers have never appreciated any advice given to them by a supervisor after a lesson observation."*

#### **4.2.5 Findings from Heads of Department**

##### **c) Culture of school managers**

When asked about the challenges encountered, some Heads of Department disclosed that a lot needed to be done to improve the work culture of some school managers. Heads of Department claimed that they were over loaded with work and rarely found time to check on teachers' preparations and subsequently, lesson observations. On the contrary, some Heads of Department confirmed that there was a good work culture in their schools and that they were highly motivated by their supervisors. They further added that the good school atmosphere had contributed to improvement in both teacher and learner performance.

#### **4.2.6 Findings from teachers.**

Some teacher respondents were of the view that some School Head teachers needed to change their work culture. They observed that some Head teachers demotivated teachers by lack of teaching and learning resources. Teacher respondents disclosed that some Head teachers never supported them in terms of provision of teaching and learning resources. They added that often times their good performance went unnoticed.

#### **4.2.7 Summary of findings on the second research question.**

Conclusively, the five categories of respondents (District officials, Head teachers, Deputy Head teachers, Heads of Department and teachers), pointed out that inadequate time for supervisors to check on curriculum delivery to the learners, poor work culture in some schools resulting in a demotivated staff and inadequate teaching and learning resources were some of the challenges encountered.

#### **4.3 What are the suggested respondents' recommendations meant to improve supervision strategies?**

The third question sought to establish recommendations meant to improve supervision strategies. To answer this question, the researcher collected data from the District Education Board Secretary, District Education Standard Officer, Head teachers and Deputy Head teachers using an interview guide and from the Heads of Department and teachers using an open-ended questionnaire. Both the interview and open-ended questionnaire present qualitative findings obtained from the District Education Secretary, Head teachers, Deputy Head teachers, Heads of Department and teachers.

### **4.3.1 Findings from the District Education Board Officials**

#### **a) Roles played**

When asked about the recommendations meant to improve supervision strategies, officials from District Education Board Secretary, pointed out that Head teachers need to carry out certain roles to ensure effective curriculum delivery. Respondents from the District Education office were of the view that Ministerial policies should always be implemented and compliance to set standards of teaching and learning adhered to. They further added that a conducive teaching and learning environment was inevitable for effective curriculum delivery. They pointed out that local policies should be formulated such as: weekly, monthly, termly and yearly assessment, homework and lesson observation to ensure quality curriculum delivery. Respondents stated that continuous capacity building of teachers through School Based Continuous Professional Development and Subject Cluster Meetings resulted in effective curriculum delivery.

#### **a) Ideal supervisor**

When asked to describe an ideal supervisor, respondents from the District Education Board Secretary's office stated that an ideal supervisor understands teachers' strengths and weaknesses in order to assign roles and responsibilities accordingly. One respondent said "*in my view an ideal supervisor is not chair bound and does not wait for instructions. Instead, he makes appropriate decisions and he is action oriented*"

### **4.3.2 Findings from Head teachers**

One of the Head teacher respondent noted that dialogue was one of the most effective tools to improving teacher performance. He said "*some of us supervisors are too proud to admit our*

*wrongs. We literally fail to dialogue with our teachers and our pride has impacted negatively on instructional performance.”*

#### **4.3.3 Findings from Deputy Head teachers**

Respondents generally noted that teacher- supervisor relationship was inevitable for good performance. One of the respondents commented that: *“teachers misunderstand the concept of monitoring as they perceive it as a tool for fault finding. Therefore, there is need to enhance good teacher-supervisor relationship.”* Deputy Head teacher respondents were of the view that what teachers needed was constructive and timely feedback after lesson observation.

#### **4.3.4 Findings from Heads of Department**

Heads of Department were of the view that improved teacher–supervisor relationship, teacher motivation and controlled pupil enrolment were necessary for effective curriculum delivery. They added that it was important for them to be given lighter loads to enable them monitor teachers effectively.

#### **4.3.5 Findings from teachers.**

When asked about measures that can be taken to improve supervision strategies, teachers stated that holding frequent staff briefings and off-loading some periods from Heads of Department. Teacher respondents felt that constructive feedback, provision of teaching-learning resources and controlled pupil enrolment enhanced teacher-pupil performance. Respondents generally noted that supervisor-teacher relationship was inevitable for good performance.

#### **4.3.6 Summary of findings on the third research question**

Respondents suggested a number of measures such as ideal supervision, conducive environment, enhanced dialogue, Continuous Professional Development, off-loading some periods from Heads of Development, constructive feedback and provision of adequate teaching and learning materials.

#### **4.3.7 Summary of the chapter**

The chapter presented the findings of the study regarding the relationship between management supervision and Teacher Performance in the Secondary Schools of Kafue District. The chapter presented the research findings according to the research questions. Quantitative data were presented in form of bar graphs and pie charts while Qualitative data were arranged according to themes. Findings from interviews and questionnaires revealed that for effective curriculum delivery, it was found out that lesson observation and checking of teaching documents were the effective techniques of management and supervision of teacher-learner performance. In the daily management and supervision of staff to ensure effective curriculum delivery, most of the activities supervisors carried out ranged from checking the teaching and learning materials to conducting continuous professional development meetings. From the presented findings, there was evidence that there is a strong relationship between management supervision and teacher performance. In the implementation of curriculum delivery, the noted challenges were inadequate time for lesson observation and lack of teaching and learning resources, over enrolled classes as well as lack of teacher motivation. To mitigate the above challenges, respondents felt that local policies needed to be implemented such as homework, monthly and termly assessments, lesson observation, improved teacher-supervisor rapport and continuous capacity building of teachers. The next chapter discusses the findings of this study.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **5.0 Overview**

The previous chapter presented findings of the study. The present chapter discusses the findings of the study on the relationship between management supervision and teacher performance in the secondary schools of Kafue District. The discussion of findings was guided by three research objectives which were:-

- (i) to determine the methods of instructional supervision employed by Head teachers on teachers and students' academic performance;
- (ii) to establish the challenges encountered by Head teachers in the supervision of teachers, and
- (iii) to establish respondents' suggested recommendations meant to improve supervision strategies.

#### **5.1 Methods of instructional supervision employed by Head teachers on teachers and Students' academic performance**

The first objective of the study was to determine the methods of instructional supervision employed by Head teachers on teachers and students' academic performance in the secondary schools of Kafue District.

The study findings revealed that the District Education Board Secretary does not go in the schools to monitor teacher-learner performance because of the nature of his office. He said, *"I don't normally visit schools to check on teacher-learner performance because I cannot produce a written report. Reports are a preserve of standard officers. However I do visit schools to do sport-checks on the general operations of the school, especially schools that*

*have proved to be problematic. Even then I should be in a company of Standard Officers or any officer from any department in my office depending on the nature of the problem.”*

The foregoing findings were contrary to the studies conducted by Maliposa (2012) which revealed that in the Zimbabwean context, there is no officer from the Ministry of Education who has the obligation and authority to carry out instructional supervision at school level other than the Head teacher. Studies further revealed that by virtue of his or her delegated authority from the Minister and Director General, the Head teacher is in undisputed control of the school. Provincial and District Officers can only advise while maintaining their distance. However, studies by Mapolisa did not reveal the kind of officers from the Provincial and District offices which the current study has unveiled.

Subsequently, the study brought to light that the District Education Standard Officer with his team of Standard Officers went into schools to conduct teacher-learner monitoring for performance without notifying Head teachers. This was done to establish what the school was capable of doing in terms of performance and avoid stage management. The District Education Standard Officer had this to say: *“we visit schools to monitor teacher- learner performance without informing the Head teacher because we want to see a true reflection of what is obtaining in schools in terms of teacher-learner performance without any stage management. From our experience as standard officers, teachers are capable of anything. They can even borrow a teaching file from a friend teaching the same subject and grade even when they are not moving at the same pace. Therefore, we go in a school as early as 0600hrs to observe teachers and leave the station at 1700hrs. We do this because we want to observe teachers’ trends of reporting and knocking off.”* The above findings were in conformity with Ngala’s (1997) report that in Kenya, the Ministry of Education warned that under cover inspectors would be dispatched to Education institutions to establish the level of conformity

to standards (Daily Nation 2008). However, the study does not state clearly the areas in which conformity was required.

Study findings further revealed that Head teachers, Deputy Head teachers and Heads of Department checked teacher' schemes of work, lesson plans, records of work, syllabi ,learners' exercise books, period by period registers, time tables and sometimes the actual lesson delivery to the learners. The foregoing findings were supported by Peretomodo (2004) who opines that the Head teacher is a professional leader who holds a key position in the programme of management through supervision of instruction. He holds that in discharging his supervisory role, the Head teacher can help teachers to perform better in lesson plan preparations and lesson notes before going to class. The studies collaborate with the Contingency Theory of Leadership proposed by the Australian Psychologist Fred Fiedler in 1964 which stresses that a leader should be a person who provides practical leadership. For instance, the Head teacher should be able to provide leadership to the teachers by visiting classrooms to see what teachers are doing and offer support in areas where teachers and students have challenges and come up with strategies to improve those areas (Adesina, 1990).

However, studies by Peretomodo do not review all the teaching documents required by the teacher for effective curriculum delivery, a gap which the current study has attempted to fill.

From the findings above, it can be deduced that instructional supervision plays a cardinal role in effective curriculum delivery. Furthermore, termly result analysis, spot-checks on teaching and learning and good time management were said to be key drivers in accounting for teacher and learner performance. On the overall, the above findings indicated that supervision enhanced teacher performance. This finding was not in tandem with Aikaman and Unterhalter (2005) perception that poor results in education are related to resource allocation

and that if this parameter is not recognized, it becomes difficult to understand why a school continues to perform poorly in national examinations.

On the relationship between management supervision and teacher performance, it emerged from the study that there was a relationship between management supervision and teacher performance. Study findings revealed that Officials from the District Education Board Secretary's Office, Head teachers, Deputy Head teachers, Heads of Department and teachers acknowledged that teachers were guided appropriately through supervision and they prepared Their work adequately. The findings were in consonance with Aikaman and Unterhalter's (2005) investigations that the Head teacher as a leader of teachers in the school system has a function of interacting with teachers in order to improve the learning situation for students through management and supervision of instruction. They further add that the role of the Head teacher is to facilitate the implementation of various learning programs aimed at improving the learning situation. The study reviewed that teachers tend to relax and do not teach according to the prescribed curriculum when they are not well supervised. The study findings showed that lack of Supervision made it impossible for some teachers to effectively deliver the curriculum. The above findings do not conform to Sidhu's (1996) views that teacher performance is not confined to mere giving of information, but that a teacher should link his teaching with ultimate values of life. He holds that the teacher must be conscious of the inadequacies of the present social, economic, religious, and moral environment and strive to make the learner desire to leave the world a better place than he found it.

On the overall, the above findings indicated that instructional supervision provided remedial intervention, improved teacher –supervisor relationship and subsequently resulted in teacher commitment.

## **5.2 The second objective sought to establish the challenges encountered by Head teachers in the supervision of teachers**

The study findings had shown that despite the numerous instructional techniques availed to Head teachers, they still faced a number of challenges highlighted below:

### **(a) Accounting for Learner Performance**

It was evident from the preceding findings that Head teachers rarely observed lessons in class to check on how teachers were delivering the curriculum to the learners. The above findings were contrary to the Contingency Theory of Leadership of Adesina's (1990) proposition suggesting that a leader is considered to be a person contributing the best ideas in the group, or possessing maximum knowledge about the situation, or offering the best guidance. This is supported by Dittimiya's (1999) views which stress that the Head teacher as a leader in the school system, has a function of interacting with teachers in order to improve the learning situation for students through the management and supervision of instruction. On the contrary, the study showed that Head teachers' busy schedules such as attending Head teachers' assembly meetings called by the District Education Board Secretary, sports activities, and By-Annual meetings made it impossible for them to conduct lesson observations in order to interact with teachers and learners. Though the study findings can be supported by Strong's (1988) studies that noted that the Head teacher concentrated on program issues and neglected instructional leadership, Strong does not highlight those program issues as revealed by the current studies. The above findings do not tie with the views of Berlin et al (1998) who argue that for schools to progress in performance, Head teacher should be able to plan their tasks in a way that their daily activities come in between their leadership role in the curriculum. Additionally, Onoyase (2007) points out that many

Head teachers in secondary schools ignore the supervision of instruction. He argues that this has contributed to poor instructional performance in schools. In support, Sallemi and Bagonka (1997) post that through supervision, the Head teacher gets a clear frame work of activities and responsibilities of each teacher in the school.

**(b) Accounting for Teacher Performance.**

The study findings established that some teachers did not prepare for their work. The study findings unveiled the fact that some teachers reported for work without any teaching document while others reported late and sneaked out at every opportune time. The above findings are not in line with Ukpore's (2004) views which state that the school instructional

Supervisor is an education auditor whose major responsibilities include making the school productive through a system of operational guidance on major critical areas of education.

Furthermore, study findings confirmed that insufficient teaching and learning resources coupled with overcrowded classrooms, inadequate time by supervisors to monitor teacher-learner performance and lack of teacher motivation in some schools, added to teacher ineffectiveness in curriculum delivery. The foregoing finding is consistent with the Contingency Theory of Leadership in Obilade's (1987) investigations on the Contingency Theory of Leadership. To this extent Obilade (1987) contends that the effective leader is a person who is not only able to get his subordinates to do what they have to do, but also recognizes that those subordinates must be motivated to ensure that goals and objectives of the institution are met. He noted that the Head teacher should be a reservoir of alternative solutions to problems that may arise due to peculiar situations.

From the above findings, it merged that Head teachers rarely interacted with teachers and learners due to their busy schedules. The study further reviewed that some teachers never prepared for their work while others reported late for work and also sneaked out at every

opportune time. Additionally, some supervisors never motivated their teachers, a factor which partially contributed to poor performance.

### **5.3 The third objective of the study was to make respondents' suggested recommendations meant to improve supervision strategies**

The following were recommended:

#### **a) Supervisors' Roles**

The study findings revealed that Ministerial policies should always be implemented and compliance to set standards of teaching and learning adhered to. Such as: a conducive teaching and learning environment for effective curriculum delivery,( weekly, monthly, termly and yearly) learner assessment, homework, regular lesson observation to ensure quality curriculum, capacity building of teachers through School Based Continuous Professional Development (SBCPD) and Subject Cluster Meetings. The findings conform to Fatuma's (2003) investigations that the Head teacher occupies a unique position in the education system. He is an agent, who executes or transmits rules and regulations handed over by the Ministry of Education. Fatuma holds that the Head teacher's main tasks are to interpret the policy and execute instructional program. However, Fatuma does not specify the policies that the Head teacher should interpret and later on implement for efficiency and effective operation of the school activities, the gap which the current study has attempted to fill. This study ties with Dittimiya's (1999) argument that the teacher whether new or old on the job, needs necessary support in implementing instructional programs. However, the above finding did not bring to light the kind of support teachers need in the implementation of instructional programs where as the current study specified the kind of support required by teachers for effective curriculum delivery. That is teacher motivation through awards, constructive feedback, provision of adequate teaching and learning resources coupled with controlled learner enrolment and effective dialogue.

### **(c) Idea Supervisor**

Study findings revealed that for both teacher and learner performance to improve, there was need to have an ideal supervisor who understood teachers' strengths and weaknesses so as to assign roles and responsibilities accordingly, not chair-bound but action oriented. The study findings are contrary to the findings of Fatuma(2003) who argues that it is difficult for the Head teacher to perform all the roles associated with the title of leader, counselor, chief communicator and a teacher of teachers. In support, Etu (1997) adds that it is difficult for the Head teacher to oversee every teacher in the school especially now that the school population is extremely large. He contends that the Head teacher should delegate some of his duties to the deputy and Heads of Department. Fatuma and Etu 's findings are in consonance with the current study findings which revealed that challenges encountered can be overcome through holding frequent staff briefings, off-loading some periods from Heads of Department. In addition, the study revealed that teacher- supervisor relationship was one of the key drivers in providing effective teacher and learner performance.

#### **5.3.1 Summary of the chapter**

The chapter presented the discussion of the study findings regarding the relationship between management supervision and Teacher Performance in the Secondary Schools of Kafue District, Zambia. Responses of participants were analysed using themes to address the three objectives. Firstly, the methods of instructional supervision employed by Head teachers on teachers and students' academic performance. Thereafter, the challenges encountered by Head teachers in the supervision of teachers. Lastly, recommendations meant to improve supervision strategies. The chapter also demonstrated how reviewed literature was related to the objectives of this study. The next chapter presents the conclusions and recommendations made in light of the findings.

## **CHAPTER SIX**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 Overview**

The previous chapter discussed the findings. This particular chapter presents conclusions and recommendations of the study based on the study findings and discussions on the relationship between management supervision and teacher performance in the secondary schools of Kafue District.

##### **6.1.2 Conclusions**

The study was based on three objectives and responded to three research questions.

The study findings on the first objective demonstrated that instructional supervision played a fundamental role in enhancing teacher-learner performance. The study findings revealed that checking of teachers' teaching documents provided accountability on the part of the teacher as well as the supervisor. On the other hand, Head teachers helped teachers perform better in lesson preparation before going to class. The study showed that supervision was a fulcrum of teacher performance in schools. The study findings indicated that instructional supervision made a unique contribution to effective curriculum delivery. It is the responsibility of the school Head teacher as an Education auditor to interact with the teachers in order to improve the learning situation for students through management and supervision of teachers. This is because the teacher whether new or old in the job, need necessary support in implementing the instructional programs.

In terms of the relationship between management supervision and teacher performance, the study indicated that teachers were guided appropriately and prepared their work adequately through supervision. Moreover, the study findings pointed out that teachers tend to relax and

did not teach in accordance with the prescribed curriculum in the absence of supervision and this had an adverse effect on learner performance.

The second objective concerning the challenges encountered by Head teachers in the supervision of teachers, study findings showed that Head teachers did not account for teacher performance effectively as they rarely interacted with learners in class to check on how teachers were delivering the curriculum to the learners. Additionally, findings of the study revealed that Head teachers were weighed down by administrative burden that they hardly found time to visit classrooms to see how teachers were delivering the curriculum to the learners. Studies further showed that Head teachers encountered challenges with truant teachers, teacher late comers and those who sneaked out at every opportune time. Studies also unveiled that teachers had challenges with inadequate teaching and learning resources, overcrowded classrooms which compromised the quality of teaching and learning. Furthermore, some teachers were highly demotivated by their supervisors who never recognized their efforts in their curriculum delivery.

The third objective on recommendations meant to improve supervision strategies, study findings revealed that there was need for implementation of school policies such as assessment and homework work. Additionally, study findings revealed that compliance to set standards, provision of adequate teaching and learning resources, controlled learner enrolment, teacher motivation as well as capacity building them through Continuous Professional Development, regular lesson observation and checking of learners' exercise books to ensure that teacher preparation was in tandem with learners' work, enhanced teacher performance. Furthermore, the research revealed that teacher-supervisor relationship was one of the key drivers in providing effective teacher and learner performance. To sum it all, supervision provided a basis for an effective dissemination of concrete and constructive

educational advice and ideas which ensured minimum desirable standards and provided equal opportunities for learners.

### **6.1.3 Recommendations**

Arising from the findings of this study, the following recommendations were made:

- a) Supervision is a fulcrum of teacher-learner performance and it can make a unique contribution to effective curriculum delivery hence, Head teachers as education auditors should regularly interact with teachers to ensure that the curriculum coverage is in tandem with learners' work.
- b) The government through the Ministry of Education should allocate adequate funds to schools for the procurement of teaching and learning resources for effective curriculum delivery.
- c) The government through the Ministry of Education should construct additional school infrastructure to decongest over-enrolled classes.

### **6.1.4 Summary of the Chapter.**

Chapter six presented the conclusions and recommendations of the study. The conclusions were based on the research objectives of the study, while the recommendations were drawn from the findings. The study concluded that apart from methods of instructional supervision which played a fundamental role in enhancing teacher –learner performance, management supervision made a unique contribution to effective curriculum delivery. Regarding the challenges encountered, the study established that Head teachers rarely found time to interact with teachers and learners in class in order to account for their performance. It was found out that Head teachers were weighed down by administrative burden that they hardly visited

classrooms to see how teachers were delivering the curriculum to the learners. They never checked on truant teachers, late comers and those who sneaked out. Besides, it was unveiled

that teachers had inadequate teaching and learning resources and that their classrooms were overcrowded. This compromised the quality of teaching and learning. Studies also showed that teachers were highly demotivated for lack of recognition by their supervisors for their effective performance. The study concluded that implementation of local policies such as regular learner assessment and the homework was vital to effective curriculum delivery. The study further concluded that compliance to set standards, provision of adequate teaching and learning resources, controlled learner enrolment, regular lesson observation, capacity building of teachers through CPD meetings and good teacher- supervisor rapport were all key drivers to effective teacher –learner performance. Additionally, the study concluded that there was a relationship between management supervision and teacher performance.

## REFERENCES

- Adesina , S. (1990). *Some aspects of school management. Lagos:* Educational Industries.
- Aikman, S. and Interhalter, E. (2005). “*Beyond Access.*” Transforming Policy and Practice for gender Equality in Education. London: Charles E. Merrill Publishing Co.
- Ajayi, A.O. (1997). *Qualitative and Quantitative inspection visits as a means to better school output, Mass failure in public examinations, Ibadan:* University of Ibadan.
- Babbie, E. R. (1973). *Survey Research Methods.* California: Wads worth.
- Best, J.W. and Khan, J.V. (2009). *Research in Education.(10th Ed).* New Delhi: PHI Learning Private Limited.
- Bless, C. and Achola, P. (1983). *Fundamentals of Social Research Methods.* Lusaka: Government Printers.
- Borg, W.R. and Gall, M.D. (1989). *Educational Research.* New York: Long man
- Brink, P. (1996). *Research Methods and Techniques.* London: Thousand Sage Publishers.
- Burrington, G. A. (1995). *How to find about the Social Sciences.* Oxford: pergamon press.
- Bush, T. (1999). “*Discipline of Educational Management.*” London: Sage Publisher.
- Chivore, B.R.S. (1996). *A Situation Evaluation of the Education for all in Zimbabwe.* Harare: University of Zimbabwe.
- Cresswell, J. (1977). *Educational research, planning, conducting and evaluating quantitative and Qualitative research methods.* Sydney: Pearson Education Australia.
- Daily Nation, (2008, February 29). *Top 100 KCSE candidates by province.* Nairobi: Nation Publishers.
- Davies, P. (1997). *The Search for Instructional Leadership routines and subtle ties in the Principal’s Role.*Sussex:Falmer Press.

- Devos, A. S. et al, (2005). *Research at Grass roots for Social Sciences Human Service Professions*. Pretoria: Van schaik publishers.
- Dittimiya, L.A. (1999). *Discipline in schools in Peretomode, Introduction to Educational Administration Planning and Supervision*. Lagos: Joja Educational Research and Publishers.
- Dull, F.C. (2003). *Supervision school leadership handbook*, London: Charles E. Merrill Publishing Co.
- Edem, D.A. (1998). *Introduction to Educational Administration in Nigeria*, Ibadan: Spectrum Books Ltd.
- Effiong, A.O. (2006). *Principals' supervisory techniques and teachers' job performance in Secondary Schools In Southern Senatorial*. Calabar: University of Tinsart.
- Egunyomi, D.A. (1998). *The relationship between supervisory climate and quality of instruction in extrarural centres*, Ibadan: University of Ibadan.
- Eshiwani, G. (1993). *Education in Kenya since Independence*. Nairobi: East African Educational Publishers.
- Ezedi, H. G. (2002). *A study of relationship between principals' instructional supervisory role performance and teachers motivation*. Benin City: Unversity of Benin.
- Fatuma, D. (2003). *The role of Head teachers as supervisors*. Nairobi: Moi University, Eldoret.
- Fullan, J. (1991). "Leadership for the 21<sup>st</sup> Century: Breaking the bonds of dependency" *Educational Leadership*, Vol. 55(5): 6 – 10.
- Glickmanan. C.D. (1990). "Supervision of instruction." *A developmental approach*. Needham: Heights, M.A. Allyn and Bacon.
- Greene, J. C., Carnacelli, V. J., Graham, W. F. (1994). "Toward a conceptual frame work

For mixed method evaluation designs.” *Educational Evaluation and Policy Analysis*. London: sage publisher

Halawah, I. (2005). “The relationship between effective communication of secondary principals and Schoolclimate.” *Journal of instructional psychology*, Vol. 126 (3): 334-345.

Ige, S.O. (2001). *Supervision, evaluating and quality control in education. Current issues in Educationmanagement*. Benin:Ambik Press.

Jasbi, A. (2011). *Management Principles and Basics*. Tehran: Hakimbashi publishers.

Jick, M. (1983). *Research Designs: Qualitative and Quantitative Approaches*. New York: Cambridge University Press.

Khalkhali, A.,Khalatbary, J., and Azany, M. (2011). “The relationship between educational philosophy and management supervision of school principles.” *Journal of Educational Administration, a new approach*, Vol. 2 (2): 40-33.

Kerlinger, F.N. (2000). *Foundation of behavioral Research*. New York: Harcourt College Publishers.

Kombo, K. and Tromp,L. A. (2006). *Proposal and Thesis Writing*. Nairobi: Paulines Publishers.

Khorshidi, A. (2003). *Educational Leadership and Management*. Nottingham: Yastaroun Publishers.

Kothari, C. R. (1995). *Research Methodology: Methods and Techniques*. Wiley: Eastern Ltd.

Kumekpor, T.K. (2007). *Research Method and Techniques of Social Research*. Son Life press and Services, Accra: Ghana.

- Kimutai, C.K., Charles, T., and Kosgei, Z. (2012). "The Impact of Head Teachers' Supervision of Teacherson Students' Academic Performance." *Journal of Emerging Trends in Educational Research and Policy Studies*, Vol. 3(3): 299- 306.
- Madziyire, W. C. (2013). *Educational leadership and supervision*. Harare: University of Zimbabwe.
- Mapolisa, T.T. (2012). "Instructional Supervisory Practices of Zimbabwean School Heads." *Greener Journal of Education*, Vol. 3 (7): 354 – 362.
- Merriam, S. B. and Simpson, E. L. (1995). *A Guide to Research for Educators and Trainers Of Adults*. Florida: Kreger publishing company.
- Mbiti, D. (1974). *Foundations of school Administration*, Nairobi: Oxford University Press.
- Ministry of Education, (1996). *Educating our future: National Educational Policy*. Lusaka: Govt Printers.
- Ngala, F.B. (1997). *Management of teachers and influence on pupil academic achievement*. Nairobi: Moi University Eldoret.
- Nunnally, F. (1994). *Psychometric Theory*. New York: McGraw-Hill.
- Nwaham, C.O. (2008). *School Administration and Supervision of instruction*. Agbor: Krisbee Publisher.
- Nwaogu, J.I. (1980). *A guide to effective supervision of instruction in Nigerian Schools*. Enugu: fourth dimension publisher.
- Obilade, S.O. (1987). *Educational Supervision in Nigeria, Department of Educational Management*. Ibadan: University of Ibadan.
- Odiba, H.E. (1995). *An analysis of instructional supervisory performance of secondary school Principals*. Benin City: University of Benin.

- Ogunu, M.A. (2005). *Introduction to educational management*. Benin:Mabogon Publisher.
- Ogurrinde, E.O. (2004). *Instructional methods and supervision in secondary schools*. Ekiti: Sammy Dapus Educational Publication.
- Ojelabi, A. (1981). *A guide to school management*. Ibadan: Valuate Educational Publishers.
- Okumbe, J.A.(1999). *Educational Management: Theory and Practice*, Nairobi: Nairobi University Press.
- Olembo, J.H.O.,Wanga, P.E., and Karagu, N.M. (1992). *Management in Education*. Nairobi: Educational Research Publications.
- Olivia, P.R. (1976). *Supervision for today's schools*. New York: Harper and Row Publishers.
- Onayasa, D. (2007). *Theory and Practice of Educational Administration*. Benin City:Warrigks Press.
- Orodho, A. J. and Kombo, D. K. (2000). *Research Methods*. Naiorobi: Kenyatta institute.
- Ongunsaju, S.C. (1983). "Educational supervision." *Perspectives and practices in Nigeria*. Ile – Ife: University of Ife Press Ltd.
- Osakwe, R.N. (2010). "The relationship between Principal's Supervisory strategies and Teachers' instructional performance". *Journal of Social Sciences*, vol. 7 (6): 437-440.
- Polit, D. and Beck, T. (2004). *Essentials of Nursing Research Methods, Appraisals and Utilization*. Philadelphia: Lippincott.
- Peretomode, V.F. (1998). *Principles and Techniques of Instructional Supervision*. Lagos:Joja Education.Research Publishers.
- Retting, P.R. (2000). *Leslie's Lament:How can I make teachers' supervision meaningful?* *EducationalHorizons Vol. 79 (1):33-37*.
- Sharma, S. and Kannan, S. (2014). Instructional Supervision, a Tool for Improvement or Weapon for Punishment: Retrieved on November 16, 2014, at 15:40 Hrs

from <http://www.Acamedia.edu>.

- Saleemi, N.A. and Bogonka, J.B. (1997). *Management Principles and Practice Simplified*. Nairobi: N.A.Saleemi Publishers.
- Seidu, A. (2007). *Modern Approaches to Research in Educational Administration: (Revised Edition)*. Kumasi: payless Publication Limited.
- Schun, D.A. (2000). *Educating the reflective practitioner: Towards a new design for teaching and Learning in Profession*. San Francisco: Jossey Bass.
- Shantz, D. and Ward, T. (2000). *Supervision of Human perspective (3rd Edition)*. New York. McGraw Hill Book Co.
- Sidhu, K. (1996). *School Organization and Administration*. New Delhi: Sterling Publishers.
- Silsil, P. (2008). *The Kenya Handbook for teachers*. Nairobi: Shred Publishers.
- Sule, M., (2013). "The Influence of the Principal's Supervisory Demonstration Strategy on Teachers' Job Performance in Nigerian Secondary Schools." *Journal Of Humanities And Social Sciences; Vol 11 (1) PP. 39 – 44*.
- Syseela, M. (2007). "Teacher learning in Malaysia." *Problems and Possibilities of reform*. Kuala Lumpur: University of Malaysia.
- Ukpore, J.T. (2004). Essence of external supervisor in the school system. Seminar paper presented at Adolo College, Benin City: February.
- Wall, F. J. (1986). "Statistical Data Analysis." *A practical Guide to Analysing and Interpreting Data in Engineering, Science and Business*. New York: Mc Graw-Hill.
- Zhou, M. and Shi, D.W. (2009). "Investigation of teachers' psychology." *Secondary School Education theory and Practice*. Tian Jin: Educational Press.
- Zhu, Q. Yang, X. and Cai, W.Q. (2006). "Issues and Analysis." *Contemporary Educational Research*. Tian Jin: Educational Press.

## APPENDICES

### APPENDIX 1

#### SCHEDULE OF ACTIVITIES

<b>ACTIVITY TIME LINE</b>			
<b>CORE ACTIVITY</b>	<b>DETAILS OF ACTIVITY</b>	<b>DURATION</b>	<b>DATES</b>
Proposal writing	<ul style="list-style-type: none"> <li>_ Problem formulation identification</li> <li>_ Review of literature</li> <li>_ Design of research instrument</li> </ul>	3 months	May to July
Data collection	Questionnaire,  Interviews	3 months	October to January
Data analysis	Preparation, presentation, organization and analysis of data	2 months	February to March
Report preparation	Report writing, Typing and editing	1 month	April
Report production	Proof reading, production and submission of final draft	1 month	May

**APPENDIX 2**

**RESEARCH BUDGET**

<b>S/N</b>	<b>CATEGORY</b>	<b>DETAILS</b>	<b>QTY</b>	<b>COST</b>	<b>TOTAL COST</b>
<b>1</b>	<b>Stationary</b>	<b>Reams of paper, pens, box files</b>	<b>02 10 02</b>	<b>30.00 3.00 15.00</b>	<b>60.00 30.00 30.00</b>
<b>2</b>	<b>Equipment</b>	<b>Flash disks</b>	<b>02</b>	<b>50.00</b>	<b>100.00</b>
<b>3</b>	<b>Transport</b>	<b>Local Schools Chiawa</b>		<b>300.00</b>	<b>300.00</b>
<b>4</b>	<b>Allowances</b>	<b>Lunch during data collection</b>		<b>300.00</b>	<b>300.00</b>
<b>5</b>	<b>Printing costs</b>	<b>Printing and binding</b>	<b>04</b>	<b>60.00</b>	<b>240.00</b>
<b>6</b>	<b>Miscellaneous</b>			<b>1000.00</b>	<b>1000.00</b>
<b>Grand Total</b>					<b>2060.00</b>

### **APPENDIX 3**

Informed consent form

Dear respondent,

My name is Elizabeth Banda. I am currently a student of the University of Zambia pursuing a Master of Education in Adult Education. I wish to invite you to participate in the research study. I intend to collect data on the relationship between management supervision and teacher performance in the secondary schools of Kafue District which shall be used in writing my dissertation. This research is a major requirement for the completion of my programme. Thus, this exercise is purely academic.

I intend to collect data which shall be used in writing my dissertation. I will be most grateful if you can spare some time to respond to the questions in this interview guide. I wish to assure you that the information you provide will be used for academic work only.

Should you wish to contact me, below is my mobile number.

**The University of Zambia**

**Directorate of Research and Graduate Studies**

**School of Education**

**Department of Adult Education and Extension Studies**

**Master of Education in Adult Education**

Dear Respondent, I am a student of the University of Zambia pursuing a Master of Education in Adult Education. I am conducting a research to find out the relationship between management supervision and teacher performance in the secondary schools of Kafue District. To this end, I am requesting you to participate in this exercise by responding to question questions in this interview guide.

I wish to assure you that the information you provide me will be used for academic work only.

## **APPENDIX 4**

### **INTERVIEW GUIDE FOR DEBS OFFICIALS**

1. What is your role in the management and supervision of Secondary School Head teachers?
2. How can you describe an ideal Supervisor in relation to teacher performance?
3. In your view, do you think there is any relationship between management supervision and teacher performance?
4. What techniques do you use in the management and supervision of Secondary school Head teachers?
5. What is your view about Head teacher management and supervision of teachers in your Secondary Schools?
6. Comment on the culture of School Managers towards the management and supervision of teacher performance.
7. What are the major challenges encountered by School Head teachers in the management and supervision of teachers?
8. Suggest measures which can be taken to overcome these challenges.

We have now come to the end of this interview. I wish to thank you for finding time to participate in this exercise.

Box 360296,

Kafue. Cell Number-0977478136

**The University of Zambia**

**Directorate of Research and Graduate Studies**

**School of Education**

**Department of Adult Education and Extension Studies**

**Master of Education in Adult Education**

Dear Respondent,

I am a student of the University pursuing a Master of Education in Adult Education. I am conducting a research to find out the relationship between management supervision and teacher performance in the secondary schools of Kafue District. To this end, I am requesting you to participate in this exercise by responding to questions in this interview guide.

I wish to assure you that the information you provide me will be used for academic work only.

## **APPENDIX 5**

### **INTERVIEW GUIDE FOR HEAD TEACHERS AND DEPUTY HEAD TEACHERS**

1. What is your role in the management and supervision of school instruction?
2. What techniques do you employ in the management and supervision of teacher performance?
3. In your view, do you think there is any relationship between management supervision and teacher performance?
4. From your observation, which areas can you recommend for improvement in the supervision of teachers?
5. How do you account for teacher performance in your school?
6. How do you account for pupil performance in your school?
7. State the major challenges you encounter in the supervision and management of teachers.
8. Suggest measures which can be taken to overcome these challenges.

We have now come to the end of this interview. I wish to thank you for participating in this exercise.

Box 360296,

Kafue.

Cell Number-0977478136

**The University of Zambia**

**Directorate of Research and Graduate Studies**

**School of Education**

**Department of Adult Education and Extension Studies**

**Master of Education in Adult Education**

Dear Respondent, I am a student of the University of Zambia pursuing a Master of Education in Adult Education. I am conducting a research to find out the relationship between management supervision and teacher performance in the secondary schools of Kafue District. To this end, I am requesting you to participate in this exercise by responding to questions in this questionnaire.

I wish to assure you that the information you provide me will be used for academic work only.

**APPENDIX 6**

**QUESTIONNAIRE FOR HEADS OF DEPARTMETNTS**

INSTRUCTIONS: Do not write your name in this questionnaire. Kindly answer all the questions.

**SECTION A**

1. State your sex:

.....

2. Name the School where you teach:

.....

3. State the current position in the school:

.....

4. State the department you belong to:

.....

5. State the grades you teach:

.....

6. Subjects you offer:

.....

7. State the highest educational qualification you have attained:

.....

**SECTION B**

**JOB PERFORMANCE**

8. What role do you play in the management and supervision of teachers?

.....  
.....

9. State the methods and techniques of supervision you employ to ensure effective curriculum delivery by teachers.

.....  
.....

10. Mention the activities you carry out to ensure effective teacher performance in your department.

.....  
.....

11. In your view, do you think there is a relationship between management supervision and teacher performance?

.....

12. If the answer is yes explain

.....  
.....

13. From your observation, which areas can you recommend for improvement in the management and supervision of teachers?

.....  
.....

14. Comment on the culture of management and supervision of teacher performance in the school.

.....  
.....

15 What are the major challenges you encounter in the management and supervision of teachers.....

.....  
.....

16 State the measures which can be taken to overcome these challenges.....

.....  
.....

We have now come to the end of this questionnaire. I wish to thank you for finding time to participate in this exercise.

Box 360296,

Kafue.

Cell Number-0977-478136

**The University of Zambia**

**Directorate of Research and Graduate Studies**

**School of Education**

**Department of Adult Education and Extension Studies**

**Master of Education in Adult Education**

Dear Respondent,

I am a student of the University of Zambia pursuing a Master of Education in Adult Education.

I am conducting a research to find out the relationship between management supervision and teacher performance in the secondary schools of Kafue District. To this end, I am requesting you to participate in this exercise by responding to questions in this questionnaire.

I wish to assure that the information you provide me will be used for academic work only.

**APPENDIX 7**

**QUESTIONNAIRE FOR TEACHERS**

**INSTRUCTIONS:**

**Do not write your name in this questionnaire. Kindly answer all the questions.**

**SECTION A: PERSONAL AND BACKGROUND INFORMATION**

1. State your sex:

.....

2. Name of the school where you teach:

.....

3. State your current position in the school:

.....

4. Length of period in the current position

.....

5 .State the department you belong to:

.....

6 .State the grades you teach:

.....

7. Subjects you offer:

.....

10. State the highest educational qualification you have attained:

.....

**SECTION B:**

**JOB PERFORMANCE**

11. State your role in the implementation of the school curriculum

.....  
.....

12. What techniques do you employ to ensure effective teaching and learning?

.....  
.....

13. Comment on the management and supervision of teachers in your school.

.....  
.....

14. In your view, do you think there is any relationship between management supervision and teacher performance?

.....  
.....

15. If the answer is yes explain.

.....  
.....

16. State the major challenges encountered by School Managers in the management and supervision of the school curriculum delivery

.....  
.....

17. State measures that can be taken to overcome these challenges

.....  
.....

18. From your observation, which areas can you recommend for improvement in the supervision of teachers?

.....  
.....

We have now come to the end of this questionnaire. I wish to thank you for finding time to participate in this exercise.

Box 360296,

Kafue.

Cell Number-0977478136