

Influence of Supervision Functions on Curriculum Implementation in Public Primary Schools in Turkana South Sub-County, Kenya

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Abstract

The headteachers' key roles are to supervise the implementation of the curriculum and monitoring important instructional documents. This necessitated the current study. The research design employed was descriptive survey as it accurately described procedures and variables as well as the relationship between the variables to be predicted and identified. The population of the study consisted of 477 participants in Turkana South Sub County. Out of the 51 schools, 10 schools were selected to provide the sample schools which were randomly selected. The target population was 10 public primary school headteachers purposively sampled and 85 teachers sampled using systematic random technique in Turkana South Sub County. The research instrument used was the questionnaire and interview, whose variables were tested for content validity and reliability. The data analysis techniques used was descriptive statistics where the questionnaire were coded from 1-85, then categorization of responses into related themes as per the research objectives and finally description that involved explanations, narratives and descriptions of data. The statistics calculated were frequencies, mean, modes, percentages and standard deviations which helped to determine the proportions, averages scores and variances for each set of scores in the sample. From investigation, the findings and the recommendations will be used by various stakeholders in the education sector among them: the Ministry of Education, Basic Education Boards and other agencies to periodically conduct research or utilize the results of existing studies on headteachers' curriculum as a guide for in-service training for the headteachers.

Keywords: leadership, supervision, supervisor, implementation.

Background to the Study

According to (Hallinger and Heck, 2008), A headteacher is the most senior teacher and leader of a school, responsible for the education of all pupils, management of staff, and for school policy making. Headteachers are the most senior teachers and leaders of primary and secondary schools, sixth-form colleges and less commonly, further education colleges. Headteachers are ultimately responsible for the smooth running of a school, the academic achievement of its pupils and the management of its staff. Although they are usually teachers with many years' experience, the emphasis of their role is to provide educational vision and direction rather than teaching in classrooms. Headteachers lead, motivate and manage staff by delegating responsibility, setting expectations and targets and evaluating staff performance against them. It is a job which requires a strong presence around a school and in some cases the local community, as well as a certain amount of desk work.

As a key role of the headteacher; Instructional Supervision refers to activities concerned with maintaining and increasing effectiveness in teaching by working with teachers. According to Harris (cited by Kamindo, 2008), Supervision is what school personnel has to do with adults and duties to maintain or change the school operation in a way that directly influences teaching processes employed to promote pupil learning, therefore it is directed toward maintaining and improving teaching-learning process of the school. Muoka (2007) defined supervision in terms of leadership and achievement of the set goals which involves stimulation of professional growth, development of teaching election and revision of educational objectives, use of materials for instructions and evaluation of the instructions. According to Olembo, Wanga and Karagu (1992) Supervision concerns the tactic of efficient and proper management of personnel in line with the goals of the administration of institutions.

Eye and Neizer (1971) define Instructional supervision as encompassing the process of directing controlling, stimulating analysing, appraising Resigning and implementing those behaviours directly and primarily to the improvement of learning hence good performance.

Supervision is a creative and dynamic process giving friendly guidance and direction to teachers and pupils for improving themselves and the teaching-learning situation for the accomplishment of the desired goals of education (R.P Bhatnagar & I.B Verma). It means an all-out effort of the school officials directed towards providing leadership to teachers and other educational workers for the improvement of constitution. It involves both human and material elements. The human elements are the pupils, parents, teachers and other employees,

the community and other officials of the state. On the material size money, building, equipment, playground are included. Besides there, the curriculum, methods and techniques of teaching also come under the scope of supervision (Weindling & Dimmock, 2006).

Education supervision makes sure the education institution operates efficiently and with the legal requirements and rules. Its purpose is to make sure teachers and other members are doing what they are supposed to be doing and that students are receiving the best education possible. Education is now conceived as a powerful social force for the development of personality and the values of the democratic social order. Democratic philosophy extends the scope of supervision to the ultimate goals and values of education determined democratically through the participation of all people concerned with educative process. Democracy requires that supervision should be made more and more participatory and cooperative. Supervision is planned cooperative by all education workers. Its programs are flexible and related to the situation of the final product of education and its own effectiveness. It employs various techniques such as observation, demonstration, visitation, workshops, seminars, conferences, and teacher's guides, handbooks of suggestions, professional journals and in-service education. (Barro, 2006).

Supervision continuously makes it best effort to evaluate and improve the work environment of the pupils and teachers with their help and communication's assistance and cooperation. It also continuously maintains an atmosphere of mutual trust, lightly loyalty, freedom, goodwill, responsibility and self-direction. The world Bank ,the United Nations Educational ,Scientific and cultural organization (UNESCO),and the United Nations development programme(UNDP)are bodies that have invested in education especially in developing countries and have identified education as important tool in economic development, poverty and inequality eradication (World Bank,2002;UNDP,2006;2005)and Hanushek and Woobmann,2007).This position was confirmed during the 16th conference of common wealth.

One role for monitoring teaching and learning in schools and for enhancing quality and raising standards which has received a great deal of attention concerns supervision .It dates back to the birth of public education, when young nations used education to forge a common language and culture (Maw, 1996).Supervision was a key tool to ensure that all education staff respected the same rules and regulations followed as similar programme. For instance the first public inspection services in France were set at the end of the 18th century by Napoleon's programme. Other European countries followed out in the 19th century under colonial times, those services were transplanted into the colonies to assist in the control of the subjugated population,(Maw, 1996).According to Clegy and Billington (1994)in Britain a major purpose of inspection is to collect a range of evidence ,match the evidence against a given criteria and make judgments.

Curriculum is the goal of education that provides an orientation and guidelines to the types of curriculum that would be planned for such a nation. The national's Goals guide the development of the school. It is through it that ideas, concept and theories are translated into teaching, learning and assessment programs that form the day to day experience for educators at all levels(Thorng,2013) curriculum work describes all the activities educator's undertake in translation of educational ideas into practice. An educational institution must have the capacity to demonstrate its curriculum to others and to allow it to be analyzed by others. It is done in a number of ways. The topics and courses have to be approved by relevant committees in the institutions that offer them for the case of the professional courses the curriculum has to be approved by outside bodies.

Curriculum in Kenya is developed by KICD. There are other curriculum development agencies that are non-parastatal or non-governmental, they are professional subjects associations and educational institutions of learning where the main emphasis is in curriculum implementation for example primary schools and in primary schools often are expected to make reforms enforce and work adequately after the important decisions are made by curriculum experts .So, the headteachers are expected to lead their school to higher standards and increase vigor. There are subject panels and subject heads that proved a roadmap and making transition to the new standard requires thoughtful and strategic planning. The subject panels provide the foundation on which many regions and counties will construct their new curriculum for subjects. Headteachers can convene and guide their school leadership teams in this initiative within their schools. They must help all department members develop an understanding of the subject panels and provide a timeline for transition. To implement and sustain the changes required by the subject panels, teachers must understand and embrace the college and career readiness standards in their institutional planning. They should have resources like whiteboards, flip, charts, models, manila's, and pocket boards to support educators as they develop their transition plans. The leadership teams can work hard to required new standards by creating cogent, focused transitional plans that identify specific steps, including timelines, professional development initiatives and accountability structures.

The headteacher and the leadership team also must consider key components of change management as they develop their transition plans. If one or more components are absent or misunderstood, then confusion, resistance and frustration may result. Today's reforms landscape transcends instructional leadership and data-based decision making skills. This is not to say that those behaviors are not essential to headteachers' success, but they no longer suffice. They do need to lead their schools with full knowledge of new assessments, field to standards and the rigor embedded in both (Jenkins & Bfeifer 2012).

Education managers are responsible for leadership that materially affects the capacity of the organization to perform effectively and efficiently so as to obtain the desired results. By virtue of this education managers are expected to make significant impact on the performance and outcomes of the whole system. The purpose of this paper is to highlight the influence of supervisor's roles in ensuring proper curriculum implementation in Turkana South sub-county primary schools, Kenya.

Curriculum implementation cannot be achieved unless it has been made possible through supervisory function of the school headteachers. The headteachers do this through at the school deploying staff, allocating time to subject taught at the school, providing teaching and learning materials and creating an atmosphere conducive to effecting teaching and learning furthermore, the headteacher monitors and guides curriculum implementation through ensuring that schemes of work, lesson plans and record of marks which are prepared regularly. The headteachers maintain a school tone and culture that create the climate of social responsibility.

Statement of the Problem

Instructional supervision is a very important aspect of headteachers' roles in primary schools. This is key in attainment of the curriculum aims in the schools. Some of these roles include mentoring of new staff, checking of samples of examination set, allocating time to subjects taught in school, providing teaching and learning materials and creating an atmosphere conducive for effective teaching and learning. Headteachers also monitor and guide curriculum implementation by ensuring that classroom observation, schemes of work, lesson plans, records of work covered, report forms, performance appraisal for all teachers, records of students, and assessment of syllabus coverage are prepared regularly. Over and above this, the headteacher is also supposed to maintain a school tone and culture that creates the climate of social responsibility (RoK 2012, TSC 2012). Not much is known about the extent to which headteachers execute their supervisory roles and extend to which execution of these roles influence curriculum implementation in primary schools. It is under this background that this study sets out to investigate how the supervisory roles of headteachers influence the implementation of the primary school curriculum in accordance with the ministry of education standards.

Literature Review

Dawson (1997) stated the functions of supervision in the following terms; administrative, educational, supportive and facilitative roles.

Administrative: The promotion and maintenance of good standards of work, co-ordination of practice with policies of administration, the assurance of an efficient and smooth-running office; In administrative supervision the primary problem is concerned with the correct, effective and appropriate implementation of agency policies and procedures. The primary goal is to ensure adherence to policy and procedure (Kadushin 2007). Education ministers in Cape Town in 2006 (Commonwealth Secretariat, 2006), cited in Kamindu (2008) that supervisor has been given authority by the agency to oversee the work of the supervisee. This carries the responsibility of both to *ensure* that agency policy is implemented. It also entails a responsibility not to lose touch with the rationale for the agency - 'to provide a first-class service for people who need it (or in some cases are required to have it, in order that they or others may be protected from harm (RoK 2012, TSC 2012).

Educational: The educational development of each individual worker on the staff in a manner calculated to evoke her fully to realize her possibilities of usefulness; in educational supervision the primary problem for Kadushin (1990) is worker ignorance and/or ineptitude regarding the knowledge, attitude and skills required to do the job. The primary goal is to dispel ignorance and upgrade skill. The classic process involved with this task is to encourage reflection on, and exploration of the work. Supervisees may be helped to: Understand the client better; Become more aware of their own reactions and responses to the client; Understand the dynamics of how they and their client are interacting; Look at how they intervened and the consequences of their interventions; Explore other ways of working with this and other similar client situations (Hawkins and Shohet 1989).

Curriculum is all the planned learning or educational opportunities offered by the organization to learners and the experiences learners encounter when it is implemented. It is a powerful tool used by the school to actualize the educational objectives of the nation. Hence it consists of knowledge, skills, values, activities and attitude which students learn through various school subjects. These subjects are desired from the philosophy and goals of education of the nation as well as the elements of our culture (Esu & Emah 2004).

According to Muchiri (2008) curriculum instruction include the timetable-organization, timetables should be child-centred to ensure maximum learning opportunities. Timetables should provide a variety of activities with subjects spaced in a way that sustains the interest and motivation of learners. When the timetable is child centred it ensures that teachers will be available throughout when their lessons are scattered across the board. Other factors influencing curriculum and instructional supervision were availability of textbooks, facilities, teacher qualifications and motivation, school management and leadership, the presence/ absence of the pupils among others.

Supportive: The maintenance of harmonious working relationships and the cultivation of esprit de corps in supportive supervision is the primary problem for worker morale and job satisfaction. Hence supervisions primary goal is to improve morale and job satisfaction (Kadushin 1992). Workers are seen as facing a variety of job-related stresses which, unless they have help to deal with them, could seriously affect their work and lead to a less than satisfactory service to clients. For the worker there is ultimately the problem of 'burnout'. It is argued that the other two forms of supervision focus on instrumental needs, whereas supportive supervision is concerned with expressive needs (Barro, 2006).

In Singapore headteachers are expected to provide instructional leadership to staff (Bolman & Deal, 1992; Zhang, 1994). Chinese headteachers perceived excellent instruction as a key to student success and school prestige (Ligget et al.,1997).

Okumbe (1999) concurs with Olembo et al.(1992) that supervision is concerned with providing working effectiveness through guiding and influencing teachers and students to strive towards desirable teaching and learning behaviours in order to achieve educational goals. Instructional Supervision therefore is a basic component of support which stimulates teachers 'greater effectiveness and productivity. This can be achieved by ensuring that good teaching and learning takes place in school.

Facilitation: The headteacher facilitates the education programme in schools. He also has a role of coordinating and directing his or her subordinates. Coordination is the process where the effort of a group synchronized so that the desired goal is obtained .The responsibility for coordination in a primary school rests mainly on the headteacher .It involves seeing that all the work is efficiently in harmony towards the common objectives of the school. It involves guidance towards improved performance and motivating the teachers to work effectively towards achieving the goals (Appleby, 1984).

Olivia (1993) asserts that results from research and experience in Uganda shows that most headteachers do not perform the roles as expected especially classroom observation .Headteachers are also expected to encourage participation in decision -making, enhance effective working relationship within departments and classes ,and help appraise teacher effectiveness by making follow up in improvement of classroom Instructions . They should also help teachers gain an understanding of the latest trends and development in education, teaching and plan orientation or induction of new teachers and lastly plan and direct in -service programmes for teachers. If these roles are not carried out as expected student performance will be below because teachers will not have carried out instructional activities as expected .The importance of school teachers and their profession is mainly based on the fact that the success or failure of Uganda's educational system depends on them

Learning is a life long pursuit and therefore educators need to be continuously educated in order to improve the quality of education hence high student performance. Headteachers' assist beginning teachers to translate theories learnt in teacher training colleges into classroom practice. They also evaluate or carry out appraisal of the teaching effectiveness in all school matters particularly those related to curriculum innovation. The Republic of Kenya (1988) recognized the important role of the headteacher as an instructional supervisor when it recommended the training of headteacher as first line inspectors of their schools. The Republic of Kenya (1999) also stated that heads of institutions are facilitators in the implementation of the total curriculum .It argued that the headteachers set the tone of the schools effectiveness in teaching and learning hence good performance.

Evaluation is defined by Wiles (1975) as: the process of making judgments that are to be used as a basis for planning. It is a procedure for improving the product, the process and even the goals themselves. Evaluation is an important phase in group leadership. It is a procedure through which supervision can bring about group self improvement.

Dull (1981), opens his chapter on evaluation by quoting a famous Indian prayer which says: "O great spirit grant me that I may not criticize my neighbour until I have walked a mile in his moccasins". This means that before the headteacher make any value judgment about the teacher, he/she must have a criteria based data to judge the teacher's performance, this is possible through classroom observation. The headteacher should visit the classroom as a professional equal with the teacher. When the teacher is treated as learner who does not know much by the headteacher, the teacher becomes docile. This can and does lead to bitterness and often rebellion. He Observes that teacher evaluation is the process of describing and judging the merit and worth of teachers on the basis of their knowledge, skills, behaviour and the results of their teaching. Teacher evaluation is part of the life of teachers. It's an integral component in the life cycle of teachers from the time they decide to join the profession through the process of training, their certification, their employment and their professional development.

Teacher evaluation can also be carried out through clinical supervision. According Chiemele (1982) to clinical supervision can be summarized into the following steps; Establishing teacher supervision relationship, planning with the teacher, planning the strategy for observation and observation of instruction and recording of events that take place.

All the foregoing literature indicates that for effective teacher evaluation to take place, the headteacher should carry out the following activities: Establish good relationship with the teacher, informing the teacher before seeing him /her teach in class the purpose and areas that you will supervise, observing the teachers performance in class, meeting the teacher in a quiet place after observation to advice teacher accordingly. The study therefore sought to establish the role of headteachers in evaluating teachers to ensure effective curriculum implementation.

The teachers service commission code of regulations for teachers (Republic of Kenya, 2005), states that each headteacher is required to submit an annual confidential report on each teacher in the school at least once a year in the form. Without this type of evaluation, supervision will depend on personal opinions which can be very subjective. To avoid this, supervisors should be part and parcel of the evaluation procedure. This would ensure that evaluation is valid, reliable and objective. Wanga (1984), emphasizing this point says: attempting to get feedback for improvement without evaluation, we depend upon personal opinion and biases. We must therefore ensure adequate, valid and criteria based data and records are available. Purposes of teacher evaluation according to Dull (1981) include: Helping teachers improve their teaching performance, selecting teachers for promotion, to supervisory or administrative positions, qualifying teachers for regular salary increment and selecting teachers to special recommendations.

Given the above background on what evaluation is and why it is necessary, the information below discusses the headteachers activities to ensure that he/she get useful feedback which intern improves the institution in which he/she works. Nevo further asserts that it is crucial that this use of teacher evaluation be conducted in a constructive and non threatening way. Therefore, teachers should be encouraged to take initiatives in seeking and using evaluation for self improvement rather than waiting for their principals to impose it on them.

According to Emerson (1993) teachers are motivated when they have: A feeling of acceptance and inclusion, opportunity for personal growth, recognition of achievement, an awareness of being needed, and opportunities to influence events, a sense of ownership UNESCO (1993) observes that staff members will perform effectively when they are assured of: Salary, job Security, regular consultation with the head, their work being appreciated, fact full discipline and when they receive sympathetic help when dealing with problems. Some of the ways in which a headteacher can meet his staff motivational needs according to the Ministry of Education (1999) include: Giving teachers a chance to attend in service training and other activities, delegating important responsibilities such as chairing subject panels and inviting role models to talk to teachers, students and supportive staff.

To foster motivation, therefore, a facilitating environment must be created. This often requires affirmative action by the senior management team to engender the required climate. According to Emerson (1993) the headteacher should strive to encourage collegiality and develop confidence and self respect among staff. Consequently, this study sought to establish methods used by headteachers to motivate staff.

Motivation involve according to D'Souza (2003) ensuring an open organizational climate, which is supportive, considerate, provide satisfying and relevant job distribution, provide consultative and cooperative decision making and is open to change. D'Souza further observes that highly productive leaders spend more time than others motivating their employees, providing structure, keeping employees informed, getting ideas and suggestions on important matters before going ahead training employees for more responsibilities.

Teachers occupy such a central and significant position in our education system that their attitude and morale is a major concern not only to education authorities but also to the general public. Being critical classroom facilitators and curriculum implementers, they are key determinants of education quality (Republic of Kenya, 2003). Teachers interpret educational philosophy and objectives. They select knowledge and skills and impart them to students. Therefore, no country can afford to underscore this fountainhead of her educational structure and still hope to improve the quality and quantity of the education system (Republic of Kenya, 1976).

Hallinger et al.(1994) tells us that documents used in instructional supervision include record of work covered, schemes of work, lesson plans and lesson notes attendance registers ,school time tables, progress records and report forms .All these documents if used appropriately makes instructional supervisory roles effective hence curriculum implementation through good performance in examinations. When the supervisor checks these documents he or she does incorporating all the supervisory roles and so they have following meaning as per curriculum implementation. (FagbuluA.M, 1975) narrates that instructional supervisory documents shows what is to be taught in a week, month, a term and assist in coordinating teaching and monitoring According to Olembo, Wanga and Karagu (1992) the construction of the these documents involves decision governing the kinds of instructional activities provided and to what extent they are assigned by the supervisor.

Research Methodology

The study was both quantitative and qualitative by nature since the researcher intended to describe current conditions/trends, investigate relationship, and study cause-effect phenomena in respect of how supervisory functions by head affects curriculum implementation. It is much more a qualitative research type such that the investigator intended to gain in-depth understanding of headteacher's supervisory roles in relation to curriculum implementation in primary schools.

This study employed descriptive survey research design. This is based on the nature of descriptive survey designs which are used in preliminary and exploratory studies to allow the researchers to gather information about the study. The use of descriptive design in this study was appropriate as it accurately described procedures and variables as well as the relationship between the variables predicted and identified.

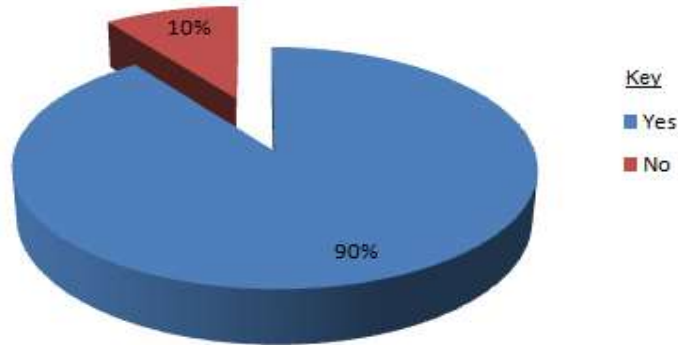
The target population for this study was 477 which comprised of 51 primary school headteachers and 426 teachers in Turkana South Sub County. Turkana South Sub County was selected for the study because it has all the characteristics and challenges common to schools in Kenya. The researcher used stratified sampling to select well performing and poor performing schools. The researcher went for poor performing schools to participate in the study on the basis mean score of the year 2015 National examination results (the last four years). The study used 20% of the schools. In this study, the researcher randomly selected the schools, the purposively sample 10 headteachers and use systematic random sample technique to prepare a long list of teachers then pick every fifth teacher.

The questionnaires were coded from 1-83 then the responses are transferred into summary sheets by tabulating. The interviewer then wrote interview notes. The notes were read and relevant themes generated as per the research objectives. On the basis of these themes, the notes were explained, discussed and conclusions drawn. These categories helped to refine the research and lead to patterns and themes which determined where the large amount of data inclined.

Findings

The researchers sought to find out if the headteachers had been trained on supervision instruction management since they became school heads. Presented in Figure 4.1 are their responses.

Fig 1: Headteacher’s training on Supervision Instruction Management



As illustrated in Figure 1 above, according to headteachers (90.0%) of them have undergone training on supervision instruction management. This was an indication that most school heads were knowledgeable and had skills on issues to do with curriculum implementation and supervision. In response, (10%) of the headteachers had no training on supervision instruction management as a result of either being new in that position and/ or were yet to undergo the training.

To establish whether curriculum implementation is influenced by headteachers supervisory roles on teachers, Figure 2 presents the findings on teachers’ responses on whether headteachers’ administrative, educational, supportive and facilitative functions influence curriculum implementation.

Figure 2: Influence of supervision on curriculum implementation

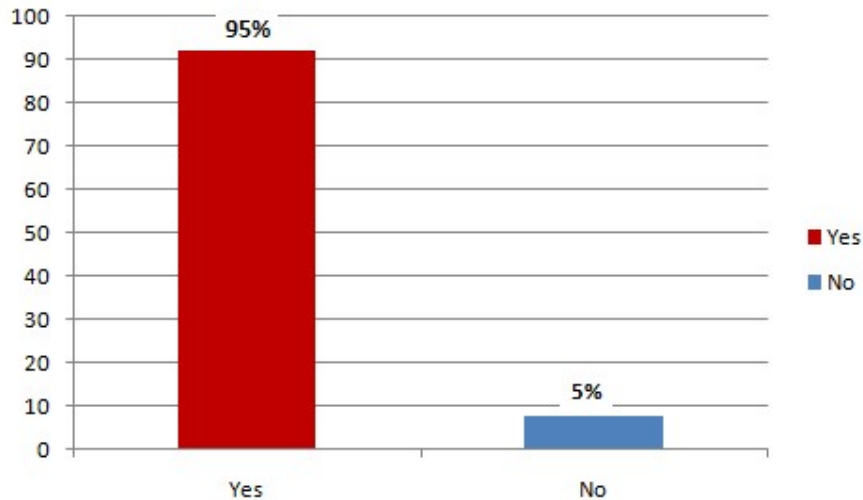
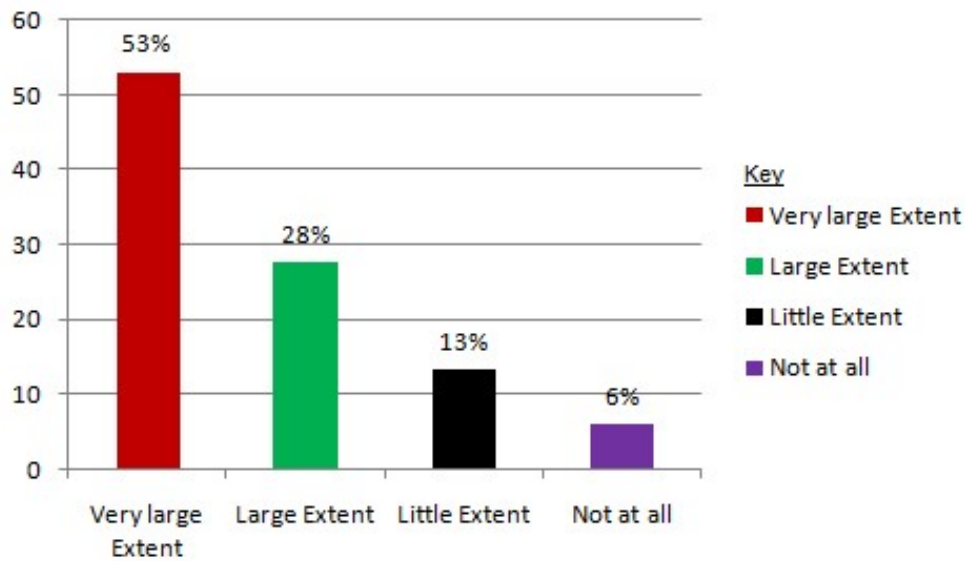


Figure 2 shows that majority of the teachers agree that headteachers carry out their supervisory functions in relation to curriculum implementation. These findings imply that headteachers kept an eye on the curriculum implementation process since they are able to supervise how the teachers are covering the syllabus as the school term advances. However, their frequency of carrying out these supervisory roles shows that they are not in close contact with the curriculum implementation process since they are supposed to evaluate teachers more often. These findings are in line with Musungu and Nasongo (2008), who states that the frequency of internal supervision contributes towards to effective implementation of curriculum hence good performance. The researcher sought to find out the extend which headteachers’ instructional supervisory roles influence syllabus coverage and presented the findings in Figure 3.

Figure 3: Influence of headteachers supervision on syllabus coverage



The study findings show that majority of the teachers (53%) agreed to the notion that headteachers supervisory roles influence syllabus coverage at a very large extend followed by (28%) who said it contributed to large extent and (13%) at little extent. These findings imply that effective instructional supervision improve curriculum implementation which is interpreted in syllabus coverage. These findings concur with Njogu (2003) who states that supervision practices by the headteacher are geared towards realization of stated educational and institutional goals. The researcher then sought to find out how often the headteachers supervised teachers work and the findings recorded as sown in Table 1

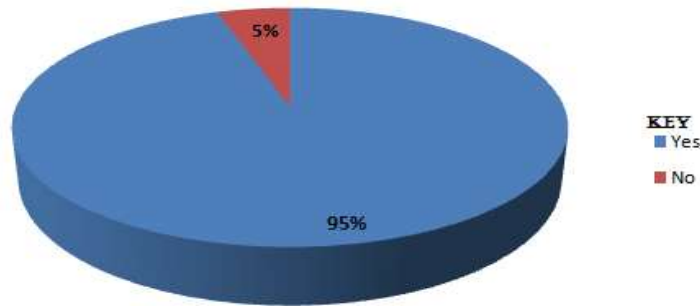
Table 1: Frequency of headteacher’s supervision on teachers works

Experience in Years	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Yearly	0	0.0	0	0.0%
Termly	1	20.8	12	14.5%
Monthly	7	20.0	15	18.1%
Weekly	2	70.0	52	62.7%
Never	0	0.0	4	4.8%
Total	10	100.0%	83	100.00%

Table 2 shows that majority of the teachers are supervised on weekly basis. These findings imply that headteachers kept an eye on the curriculum implementation process since they are able to follow up the teachers on how they are covering the syllabus as the school weeks advances. However, their frequency of carrying out these supervisory roles shows that they are not in close contact with the curriculum implementation process since they are supposed to supervise teachers more often. These findings are in line with Musungu and Nasongo (2008), who states that the frequency of internal supervision contributes towards to effective implementation of curriculum hence good performance.

To establish whether curriculum implementation is influenced by headteachers on teacher(s) evaluation, Figure 4 presents the findings on teachers’ responses on whether headteachers carry out the evaluation practice in their schools.

Figure 4: Teachers’ response on whether headteachers evaluate them



From the study findings majority of the teachers (95%) agreed that their headteachers check their records of work with only (5%) of them refuting. These findings imply that a great number of headteachers regularly carry out their evaluation practice as requirement on effective curriculum implementation. Then the researcher sought to find out methods used by headteachers in measuring teachers efficacy and presented the findings in Table 2.

Table 2: Headteachers’ responses on how they measure teacher’s efficacy

Number of Years	Frequency	Percent
Class visitation	4	40.0%
Confirm teacher records	4	40.0%
Monitor pupils’ performance	2	20.0%
Total	10	100.0%

As shown in Table 2, 40% of the headteachers reported that they measure teachers efficiency by occasionally visiting lesson sessions in classroom, 40% indicated that they always confirmed teachers records while 20% monitored pupils performance. Based on the above findings, it emerges that most headteachers engaged in supervision of their teachers’ efficiency to ensure curriculum implementation is effectively carried out.

Conclusion

Most of the headteachers were engaging in their supervisory roles on curriculum implementation. The study established that according to teachers, headteachers clearly engaged in curriculum and supervision practices. This therefore concludes that, if headteachers put more emphasis on supervision practices, teachers would improve their work performances which would translate to proper curriculum implementation

The headteachers are able to monitor curriculum implementation in their schools when they evaluate teachers by checking teachers’ professional records randomly, since no teacher predicts that their records will be checked in a particular period of time thus they are likely to have these records at all times. Headteachers also agreed that evaluation of teachers’ records of work influence curriculum implementation. Hence, majority of the teachers indicated that through the evaluation process, they are able to deliver curriculum content properly. This also helps teachers to improve on their syllabus coverage. On checking teachers’ professional documents to ease headteachers’ supervision practice roles, others felt that this was a better way to find out teachers preparedness, monitor syllabus coverage and avoid conflict with teachers. Teachers were positive also able to open up and indicated that their headteachers do not invite them to observe them as they teach. Most of the headteachers have never invited teachers to observe them as they teach, while those that conducted teaching. These findings reveal that headteachers overlook this supervision practice. However, most of the teachers indicated that model teaching can help teachers to evaluate their curriculum process from what they observe their headteachers conducting teaching process. However, the findings showed that majority of the headteachers visit classrooms during instructional processes to observe how their teachers carry out their teaching

Recommendation

Based on the findings above, the following recommendations were made:
For improvement of supervision on curriculum implementation, school heads should improve on; frequency of visiting lesson sessions, checking teachers’ lesson notes, inviting teachers to observe him/her teach and checking students assignments and C.A.T scripts to ensure regular marking takes place.

Quality Assurance and Standard officers should sensitize headteachers on the importance of supervision as a function of curriculum implementation.

On the issue of curriculum support and supervision documents, it was established that some schools were ill equipped with the resources and this undermined headteachers performance in curriculum supervision and evaluation. Government through Ministry of Education should therefore increase funds allocated in schools to cater for teaching and learning resources.

School heads should develop and maintain a consistent system of evaluation that provides for a flow to benefit supervision, implementation of school policies, and facilitate coordination between teachers and pupils. Also, the headteachers need to invite teachers to observe as they carry out instruction process in class, a practice that helps teacher to evaluate their own teaching methodology. However this practice is not effectively carried out since most headteachers are not in class most of the time due to their administrative duties. Teaching and learning resources also play a vital role in curriculum implementation. Therefore the headteacher should not only ensure the provision of teaching and learning resources but also witness the use of the resources.

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