

AN ASSESSMENT OF HEAD TEACHERS' AND TEACHERS' PERCEPTION OF THE ROLE OF INSTRUCTIONAL SUPERVISION WITHIN THE SCHOOL ENVIRONMENT IN ELDORET WEST DISTRICT, KENYA

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ABSTRACT: This paper assesses head teachers' and teachers' perception of the role of instructional supervision within the school environment based on a study conducted in Eldoret West District, Kenya. This study utilized the descriptive research design and was guided by the theoretical framework based on Kolb's experiential learning cycle as developed by Kolb, Rubin and McIntyre in 1974. It targeted head teachers and teachers in both public and private secondary schools in Eldoret West District. To obtain the study sample, the target population was stratified into two categories, i.e. private and public schools. From each stratum, 30 per cent of the total numbers of schools were selected for inclusion in the study. All the head teachers from the selected schools automatically qualified for participation while the teachers were selected through simple random sampling. Data was collected using a questionnaire and an interview schedule. The collected data was analyzed descriptively using means and percentages. The data analysis was done with the aid of Statistical Packages for Social Sciences (SPSS) software. From the study findings discussed in this paper, it can be concluded that the perception of the teachers on the type of supervision is both negative and positive. Positively, the teachers view supervision as a learning activity both for them and the head teachers. Further, the teachers view supervision as an interactive activity in which the head teacher and the teachers engage each other constructively. As such, on a larger scale, supervision is viewed positively. However, some teachers feel that it is a mere routine and only cooperate so as to keep their jobs. Supervision is also seen as a way of pushing lazy teachers, thus the teachers being supervised are viewed as being lazy and unprepared. The study recommends that there is need to incorporate the elements of quality and standards in the supervision criteria and purpose.

KEYWORDS: Head Teachers, Teachers, Perception, Role, Instructional Supervision, School Environment, Eldoret West District, Kenya.

1 INTRODUCTION

One of the most significant developments in the education sector is the introduction of inspection and evaluation systems of assessing the competence and performance of teachers. More recently, however, there have been indicators of quickening interest into the nature of effectiveness of supervision and appraisals skills (Turner & Cliff, 1988). It is because of this trend that the study sought to address quality assurance and standards in secondary schools.

INTERNAL SUPERVISION

The quality of internal school level planning has been identified as a major factor in a number of studies on schools effectiveness (Bradley, 1994, p. 145). Sometimes excellent planning is frustrated by the failure to communicate planned goals to those working towards them. Teachers can only work on those plans they know about. Successful schools are those whose teachers are engaged in the planning and decision-making in line with the schools mission statement. For any successful educational development and change, the school internal organization must play a pivotal role in education management

issues. One of such education management issues at school level is the process of ensuring quality and standards by head teachers.

The school organization structure, the role of the head teacher and the value and attitude of teachers are regarded as crucial for the survival of any curriculum project. According to Kiarie (2002), head teachers are the key curriculum implementers in their schools and are expected to exercise the authority conferred upon them by effectively conducting internal supervision. Internal supervision should be done in order to complement irregular supervision by external educational supervisors. However, this internal supervision must be focused on ensuring quality and standards in teaching. Furthermore, the head teacher must play an important role in ensuring quality and standards.

To achieve the overall school objective, there is need for the supervisor to communicate fully and clearly with everyone involved. Staff scepticism about supervision may be overcome by involvement of teachers and supervisors in trying to present as much professional integrity as possible. Internal supervision calls for time to be spent in cultivating and nurturing professional development of staff at all levels. Internal supervision should not rely on assumptions and perceptions being shared implicitly (McCormick *et al.*, 1983). Instead, it must contribute to the process of ensuring quality and standards in school levels. Internal supervision must also seek to address the conflict area in process of supervision.

Conversantly, most schools fail to realize their educational objectives because of profound external influences. According to McCormick *et al.* (1983), curriculum innovation requires change in internal organization of the school. Additionally, they advocate for creative schools in which organizations are sufficiently open and flexible to enable changes to their authorities, structures, decision-making procedures, professional relationship and pedagogical code. In fact, the head of school is very instrumental in the successes of curriculum development, implementation and management.

The main purpose of supervision is seen as the improvement of teaching and learning, which is key in judging the effectiveness of programmes of supervision and instructional improvement (Olembo *et al.*, 1992). This implies that the effectiveness of internal supervision should be reflected in the school overall performance. Olembo *et al.* (1992) identify the following criteria in school effectiveness: instructional improvements, professional maturity, curriculum development and implementation and school community consolidation. However, there is need to incorporate the existing processes of ensuring quality and standards in secondary school. Besides, these criteria can be a useful framework for evaluating the processes of ensuring quality and standards at school level. Additionally, new ideas in school practices must stem from imagination and initiatives of individuals and not the institution alone. Internal supervision is likely to be accepted if the school community members are willing to support. McCormick *et al.* (1983, p. 31) observe that many innovations in school may fail to get implemented unless many teachers perhaps even the entire staff of a school agree and become committed to their implementation.

The involvement of the entire school in supervision is likely to improve teachers' perception of the school. To facilitate effective internal supervision, the traditional notions of the school as a hierarchical decision-making structure with horizontal division into the departments and vertical division into authority levels need to be abandoned (Westboy, 1988). Studies conducted by Shipman (as cited in McCormick *et al.*, 1983) have proved that the greater the degree of autonomy that can be given to teachers and schools, the more likely they are to accept responsibilities and become committed to improving education quality. Many administrators, educationists and teachers agree that supervision must be aimed at establishing educational objectives and systematically monitoring them by statistical methods. On the other hand, a recent survey by the educational research service in Britain has revealed that majority of schools have four main purposes when developing supervision and appraisal systems. These are:

- Help teachers to improve their teaching performance
- Decide on renewed appointment of probationary teachers
- Recommend probationary teaching for tenure for continuing contract status
- Recommend dismissal of unsatisfactory tenured or continuing contract teachers (Turner *et al.*, 1988, p. 9)

Literature on internal school evaluation is rather thin. Although a number of studies have been conducted, a lot more needs to be done. The realization of government control of the curriculum over the last decade in Australia and Britain has given greater responsibilities for curriculum development to individual schools. Ideally, internal school evaluation is viewed as a school initiated, a cooperative venture designed to yield information for in-school use (McCormick *et al.*, 1983). Internal supervision in school should seek to establish the factors that lead to improvement in curriculum and those that negatively affect the school. If evaluation of teaching and teachers should serve meaningful and useful purpose, it must both identify and define all mitigation contexts, and also take into account their influences both constructively and negatively in determining success (Millman, 1981). In support of this, Southworth (1987) contends that in successful schools teachers are

involved in curriculum planning and playing a major role in developing their own guideline. Schools in which teachers are consulted on issues effecting school policy as well as those affecting them directly perform better.

EXTERNAL SUPERVISION

Supervision conducted by outsiders is almost inevitably associated with an element of coercion and often evokes defensive responses within the school. Evaluation, which is a result of the school's own initiative, usually stimulates a commitment among staff and perhaps the best guarantee that the findings and recommendations will be acted upon. McCormick *et al.* (1983) advocate for internal school-based supervision. They argue that evaluation which is forced on the school externally is likely to be half-hearted, distort reality, engender defensiveness and hostility in teachers and is unlikely to be sustained. In respect to changing circumstances in schools, liberal democracies employ normative re-educative or empirical rational strategies in education change.

As mentioned earlier, the instructional leadership provided by the head teacher receives attention as a key focus for influencing change that will lead to school improvement. According to Millman (1981), leadership plays a significant role in implementing school internal programmes and activities that promote innovation and curriculum improvement. Teacher evaluation needs to take into account the quality of leadership teachers are provided for to help in their roles and accomplishment of goals and objectives of the schools. Consequently, supervision of teachers must take into account the most important contextual elements related to those who inspect, their preparedness, willingness and the opportunity to conduct the complex activity with the highest level of proficiency and make the wisest, fairest and most constructive judgment possible based on the evaluation findings (Millman, 1981). In view of foregoing arguments, supervision is the attempt, through the second party intervention, to ascertain, maintain and improve the quality of work done (Olembo, 1992). The work of the head teacher is enhanced if he/she can relate activities of administrative tasks and processes. Internal supervision should thus focus on the achievement of the appropriate instructional expectations of educational systems.

The saying that "a school is as good or bad as the manager who runs it" seems to summarize the importance of internal supervision by the head teacher. The head teacher is faced with the task of determining the following: whether or not the objectives and means chosen to achieve the objectives are consistent with another; whether the procedures operating are intended; the extent and how well the organizational objectives are met and to what extent and how well the organization has been maintained. Sound supervision in school should be concerned with identification of specific needs, the development of policy alternatives, decision-making and implementation of policy choices. Simons (1981) suggests the need to study the school as a whole. Accordingly the rationale for school-based evaluation must be educational and professional (*ibid.*).

The study of the school, according to Simons (*ibid.*), would: enable better understanding of the organization and policies of the school, which will further improve the opportunities and experiences provided in classroom; ensure most policy issues, for example remedial education, cut across departments and require collective review and resolution; enable systematic study and review of all school operations to determine and produce evidence of the extent to which they are providing the quality of education they espouse; facilitate many learning experiences, for example field work and co-curriculum activities, which do not take place in the classroom and which require cooperation and the appraisal for the all school (Simons, 1987). Participation in school self-study gives teachers the opportunity to develop their perspectives and become better informed about the rules and the responsibilities and problems of their colleagues. The study of school policies can help teachers identify policy effects which require attention at school level as well as departmental and classroom level.

PEER SUPERVISION

Many scholars emphasize the need for peer supervision in school management of curricula activities. Studies based on the school curriculum development committee in early days of the GRIDS underscore the significance of all the staff being involved in the processes of evaluation. Peer evaluation is seen as most likely to produce an honest and thorough evaluation with the best chance of being implemented (Cliff *et al.*, 1987). In the same vein, Rugut (2003) recognizes the value of teachers using their colleagues as critical friends in helping them arrive at the solution at classroom based problems. This peer supervision ideally should be the basis on which the head teacher ensures quality and standard in teaching in secondary school.

Peer supervision is also essential in addressing conflict areas in supervision. However, a number of criticisms have been levelled about its applicability. Although peer evaluation could be an important aspect in control of school activities, it is likely to threaten people in such a way as to inhibit change (McCormick *et al.*, 1983). This threat can manifest itself in

avoidance of direct observation of curriculum processes and reluctance to share observations and judgments of practice with others. Teachers with little or no part in the conduct of evaluation may well be resistant to any suggestion by others who may need to change some aspects of their practice. When others make judgment on colleagues, they feel threatened and undermined, which may be misconstrued as an attack on their self-esteem. This sense of being judged is likely to create a defensive reaction (Jaques, 1984).

The process of peer review becomes open to considerable criticism if not well structured. Millman (1981) identifies problems in the peer review process, including the following: Too close friendship between the supervisors and the supervised; too few supervisors and supervisors lacking sufficient knowledge in the candidate's field; supervisors are normally in competition with the supervised; lack of anonymity of supervisors and lack of independence in the judgment process permitting some peers to act as advocates, adversaries and failure of peer review committee to provide reasons for negative decision. In support of this, peer supervision in schools is not always seen to work in one direction greater professional commitment. Efforts should be made to overcome technical and methodological barriers to evaluation, the major obstacles arise from organizational context, structural constraints and the interpersonal evaluation endeavour (Gray, 1982, p. 187).

Peer supervision has been advocated by many scholars and teachers since it enables them to reflect upon their practice and professional knowledge which is a critical component of teacher competence (Woods, 1989). On the contrast, however, teaching staff typically regard themselves as equal and do not easily accept that a colleague has acquired powers of supervision over them. In conclusion, the assumption that any process of peer review will improve the validity depends heavily on what questions being addressed by the review, what documentation is provided to the reviewers and what procedures govern the conduct of the review process (Millman, 1981, p. 82).

THE ROLE SUPERVISION IN CURRICULUM IMPLEMENTATION

The role of the Quality Assurance and Standards is identified as that of controlling the quality of education at all levels throughout the country through inspection, guidance and advice to all schools in the country (Mbiti, 1974). There is no all-encompassing universally agreed statement that defines what constitutes supervision. Most contemporary writers would agree that supervision is better defined as a set of activities rather than a prescribed enumeration of role responsibilities (Gray, 1982, p. 66). Many scholars would agree that such a set of activities may be quite diverse and thematically broad in scope.

According to Olembo *et al.* (1992, p. 82), supervision can be conceptualized in two functional ways; overseeing and helping. The overseeing function involves directing, controlling, reporting and commanding. The helping function involves facilitating, supporting, guiding and assisting teachers to grow professionally. Overseeing can therefore be equated to inspection whereas helping involves supervision.

Despite the diversity of views, however, the thematic concerns of improving instructions and curriculum tend to dominate the practical orientation of what is labelled supervision. However, Gray (1982, p. 66) point out that: supervision has its core intent, suggesting and articulating ways to ensure that another person does a good job.

Indeed supervision in recent years has come to be defined as increasingly as the improvement of student through improvement in instruction. A study by Kiarie (2002) has revealed that teachers can be regarded as an indispensable catalyst to any educational change or innovation. Most teachers believe that curriculum implementation is their legitimate role in curriculum development. Contemporary educational change demands sound supervision techniques in management of educational practice. Rapid global education trends call for liberal sound and effective management of curriculum supervision.

Stones (1974, p. 21) points out that many scholars consider it simplistic to abolish supervision because of the evident ineffectiveness of supervision. Supervision is an extremely complex activity that certainly needs reconsideration towards changing it and not abolishing it. Perhaps the most common negative perception in inspection was that it was a threat to teachers. It would be used to find our fault, to spot weakness to 'catch people out' and in turn product fear and paranoia (Woods, 1989, p. 104). Many teachers are reluctant to be appraised because they believe it will have potentially negative results. It is for this reason that the author found it vital to undertake the study in Eldoret West District to establish the teachers' views about quality assurance exercise. The research captured teachers' and head teachers' views concerning internal quality assurance with a view of establishing its effectiveness, while comparing their views with other teacher's views on the same, in other parts of the world.

In Kenya, Daudi (2003) in *The Role of Head Teachers as Supervisors in Secondary Schools in Eldoret West District* recommends training of head teachers in order for them to ensure effective supervision of teachers. Similarly, Wendot (2004) recommends the strengthening of head teacher training in school management for objective supervision. Indeed the head teacher is indispensable for the functions of the school. Maranya (2001, p. 164) contends that the administrative machinery of the school runs effectively only if the head teachers is competent in his or her supervisory activities. Although these researches may contribute greatly in effective curriculum, they seem to overlook role and training needs of teachers.

Teachers need to fully participate in curriculum supervision since they are involved in real classroom experiences. In support of teachers' role in curriculum issues, Kiarie (2003) says that a teacher can be regarded as an indispensable catalyst to any educational change or innovation. These views primarily focus on the role of teachers alone in curriculum supervision. Since both the head teachers and teachers are partners in effective curriculum supervision, this paper explores the effectiveness of quality assurance in Eldoret West District as conducted by the head teacher. Due to professional and specialist training, the dynamics of classroom teaching and learning in Eldoret West District cannot be fully understood without getting the head teachers' and teachers' views.

STATEMENT OF THE PROBLEM

Personnel supervision is very essential if the goals of education are to be achieved. Any institution where students learn to attain a particular purpose has to be organized and controlled effectively. A survey conducted by Stones (1982) in Kenya (as cited in Maji vane, 2007) has revealed that there are deficiencies in school supervision. Stones advocates for development of other approaches in supervision. Consequently, western countries' focus on supervision is aimed at reducing feelings of teacher isolation and stress which demonstrate an increased level of professionalism developed by the participating teacher.

Supervision manipulates the instructional variables in which the teacher is made responsible for pedagogical preparations or operations in the classroom. When supervision deficiencies are attributed to heavy duty assignments, lack of adequate funds, poor roads, high and increased supervisor and the teacher pupil ratio, training in peer supervision seems appropriate and supervision generates a climate which pursues issues in support of teachers becoming self directing and self correcting (Hanko, 1990). Rhye and Byrans (1993), in their research on the state of teacher supervision in Africa, point out the weakness in the supervision methodology. They argue that supervision is not about grouping teachers together, but about making supervision a shared responsibility programme between the head teacher and the teacher.

According to Rugut (2003), in a review of teaching and learning state in Kenya, inspection services have been serving only particular schools thereby disadvantaging inaccessible and remote schools. Due to the increase of the number of secondary schools, inspection has been haphazard, sporadic and inadequate. Maranga (1977, p. 261) also emphasizes the same situation. He observes that it is not possible for few supervisors to adequately visit all schools and all classrooms to provide the instructional assistance required for improved quality education. To circumvent this situation, it would be economically and educationally viable for head teachers after adequate training in clinical supervision to provide instructional supervision.

Massive efforts have been made over the past few decades to reform supervision and approaches have been developed to assist both teachers and supervisors to come up with the intellectual content of tasks. Among the proposed and complementary approaches in the Western countries is peer supervision, school-based supervision and partnership supervision.

In Eldoret West District in particular, teachers interpret supervision in various ways. The author's previous experience as a teacher in the District reveals that supervision of female is difficult since some of these teachers are also spouses to the education officers in the district. Moreover, these female teachers prefer working in schools within the urban set-up compared to schools outside the urban set-up. This has resulted in uneven distribution of teachers based on gender thus making supervision difficult. Besides, there have been reported of conflicts between teachers and head teachers concerning the rationale and the modalities of supervision in some schools. As such, supervision is effective in some schools only and not in others. Therefore, the study sought to investigate the role of head teachers in ensuring quality and standards in their schools in Eldoret West District.

LIMITATIONS OF THE STUDY

The study confined itself to the role of head teachers in personnel supervision in their capacity as quality assurance and standards officers in secondary schools within Eldoret West District. The study also limited itself to the process of supervision by head teachers and head teachers' role in supervision. Because of time and financial constraints the school

Board of Governors (BOG), currently known as Board of Management (BOM), and Parents Teachers Association (PTA) were not included in the study.

2 MATERIALS AND METHODS

The study was conducted in Eldoret West District, Rift Valley Province. Descriptive survey was the means through which views, opinions and suggestions for improvements of educational practice can be collected. The target population was 54 head teachers and 437 teachers of all the schools in Eldoret West District. The head teachers were earmarked because they are the ones who carry out the supervisory roles in their schools. The teachers were also involved since they are the ones supervised. They are thus better positioned to rate the nature and quality of supervision by the head teachers. The target population was divided into two categories, i.e. private and public schools, through stratified random sampling. From each stratum, 30 per cent of the total number of schools was selected for inclusion in the study. All the head teachers from the selected schools automatically qualified to participate while the teachers were selected through simple random sampling.

Both primary and secondary sources of data were used in the study. For primary data, interrogation communication was adopted. Through this method, the author questioned the subjects and collected their responses by personal and impersonal means by using an interview schedule. This data was supplemented by use of the questionnaire. In secondary data, the author made use of the existing literature on the related fields, including inspection reports from the District Education Offices. Quantitative data from the study was analyzed through descriptive statistics with the help of the Scientific Packages for Social Scientists (SPSS) software. Quantitative data which was not coded was verified against known and published information to determine its validity and appropriateness for use in the study.

3 RESULTS AND DISCUSSION

ROLE OF INSTRUCTIONAL SUPERVISION WITHIN THE SCHOOL ENVIRONMENT

The study sought to find out the role of instructional supervision in schools. The responses were as summarized in Table 1 below.

Table 1: Role of Instructional Supervision with the school Environment

Statement	SA f(%)	A f(%)	N f(%)	D f(%)	SD f(%)	Total f(%)
Supervision is meant to improve teaching and learning	31(39.7)	39(50.0)	0(0)	6(7.7)	2(2.6)	78(100.0)
Supervision is meant to instil excellence in the quality of instructions	26(33.3)	42(53.8)	2(2.6)	6(7.7)	2(2.6)	78(100.0)
Supervision is a professional service involving, relevant educational personnel with the purpose of interacting with the teachers	22(28.2)	44(56.4)	4(5.1)	6(7.7)	2(2.6)	78(100.0)
Supervision is meant to improve service delivery and actualization of learning opportunities among students	27(34.6)	35(44.9)	8(10.3)	6(7.7)	2(2.6)	78(100.0)

From the results indicated in Table 1 above, half (50.0%) of the respondents agreed that supervision is meant to improve teaching and learning, 31(39.7%) strongly agreed while the remaining 7.7% and 2.6% disagreed and strongly disagreed respectively. Further, on whether or not supervision is meant to instil excellence in the quality of instructions, 42(53.8%) of the respondents agreed, 26(33.3%) strongly agreed while 6(7.7%) disagreed. An equal proportion of 2.6% each strongly disagreed and agreed. Consequently, 44(56.4%) of the respondents agreed that supervision is a professional service involving relevant education personnel with the purpose of interacting with the teachers, 22(28.2%) strongly agreed whereas 6(7.7%) disagreed. Another 5.1% were neutral whereas only 2.6% strongly disagreed.

When the respondents were asked to state whether or not supervision is meant to improve service delivery and actualization of learning opportunities among students, 35(44.9%) of them agreed, 27(34.6%) strongly agreed while 10.3%

were neutral. Those who disagreed were 6 respondents while only 2.6% strongly disagreed. It can be concluded from these findings that instructional supervision plays a significant role in enhancing excellence in teaching and learning.

TEACHERS’ PERCEPTION OF THE ROLE OF SUPERVISION IN SECONDARY SCHOOLS

The study also sought to establish the teachers’ perception of the role of supervision in secondary schools and their responses were as summarized in Table 2 below.

Table 2: Teachers’ Perception of the Role of Supervision in Secondary Schools

Statement	SA f(%)	A f(%)	N f(%)	D f(%)	SD f(%)	Total f(%)
A form of witch-hunting	6(7.7)	15(19.2)	7(9.0)	40(51.3)	10(12.8)	78(100.0)
A normal routine professional activity	2(2.6)	53(67.9)	6(7.7)	15(19.2)	2(2.6)	78(100.0)
A way of maintaining teaching standards	2(2.6)	62(79.5)	4(5.1)	8(10.3)	2(2.6)	78(100.0)
A way of managing lazy teachers	2(2.6)	7(9.0)	8(10.3)	50(64.1)	11(14.1)	78(100.0)
An interactive activity with the teachers	2(2.6)	61(78.2)	2(2.6)	11(14.1)	2(2.6)	78(100.0)
A learning activity for both the head teachers and the teachers	2(2.6)	62(79.5)	4(5.1)	8(10.3)	2(2.6)	78(100.0)
It only a requirement by the teachers service commission	5(6.4)	21(26.9)	4(5.1)	41(52.6)	7(9.0)	78(100.0)

As shown in Table 2 above, 40(51.3%) of the respondents disagreed that supervision is a form of witch hunting, 15(19.2%) agreed while 10(12.8%) strongly disagreed. Another 9.0% and 7.7% respectively were neutral and strongly agreed on this issue. Further, on whether or not they thought supervision is a normal routine in professional activity, 53(67.9%) of the respondents agreed, 15(19.2%) disagreed while 6(7.7%) were neutral. Another significant proportion (26% each) of the respondents strongly disagreed and strongly agreed respectively. Moreover, majority (79.5%) of the respondents agreed that supervision is a way of maintaining teaching standards, 8(10.3%) disagreed while 4(5.1%) were neutral. Equal proportions of 2.6% each further strongly agreed and strongly disagreed. The table also reveals that 50(64.1%) of the respondents disagreed while 8(10.3%) were neutral. The remaining 7(9.0%) agreed while 2(2.6%) strongly agreed.

On whether or not supervision is an interactive activity with the teachers, 61(78.2%) of the respondents agreed, equal proportions of 11(14.1%) each disagreed, strongly agreed and were neutral. On the other hand, majority (79.5%) of the respondents agreed that supervision is a learning activity for both the head teacher and the teachers; 8(10.3%) disagreed while 4(5.1%) were neutral. Equal percentages of 2.6% each strongly agreed and strongly disagreed. On whether or not supervision is only a requirement by the teachers’ service commission, 52.6% of the respondents disagreed, 21(26.9%) agreed while 7(9.0%) strongly disagreed. Another 5(6.4%) and 4(5.1%) strongly agreed and were neutral respectively.

4 CONCLUSION AND RECOMMENDATIONS

From the study findings discussed in this paper, it can be concluded that the perception of the teachers on the type of supervision is both negative and positive. Positively, the teachers view supervision as a learning activity both for them and the head teachers. Further, the teachers view supervision as an interactive activity in which the head teacher and the teachers engage each other constructively. As such, on a larger scale, supervision is viewed positively. However, some teachers feel that it is a mere routine and only cooperate so as to keep their jobs. Supervision is also seen as a way of pushing lazy teachers, thus the teachers being supervised are viewed as being lazy and unprepared. Besides, some teachers view supervision by the head teachers as a form of witch-hunting of teachers as opposed to maintaining standards and quality in teaching.

Therefore, the way teachers perceive supervision is a reflection on the quality and standards in teaching in different schools. Generally, the study findings clearly show that instructional supervision plays a significant role in enhancing excellence in teaching and learning. From the analysis of the results, it was further concluded that supervision is meant to improve teaching and learning, instil excellence in the quality of instructions hence most of the schools which adhere to supervisory instructions tend to perform better than those which ignore the supervision process. It is also concluded that supervision is of invaluable importance in instruction.

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