

**Exploring Teacher's Perception towards Head Teacher's Supervisory Practices: A Case of
Four Malawian Public Secondary Schools in Central West Education Division in Lilongwe.**

By

ROSEMARY MBEWE NKHONO

(MEdLM 1721)

A thesis submitted to the Faculty of Education in partial fulfilment of the requirements for
the degree of Master of Education in Leadership and Management

At

Mzuzu University

April, 2025

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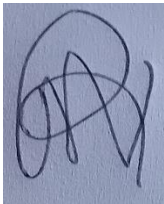
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STUDENT DECLARATION

I declare that the research work, “Exploring Teacher’s Perception towards Head Teacher’s Supervisory Practices: A Case of Four Public Secondary Schools in Central West Education Division in Lilongwe.” is my own work and that all the quotes or sources used have been appropriately acknowledged. It is being submitted in fulfilment of the requirements for the degree of Master of Education in Leadership and Management by Research Report at Mzuzu University. It has not been previously included in a thesis or dissertation submitted to this or any other institution for a degree, diploma or other qualification.



14/04/2025

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(Supervisor’s Signature)

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(Date)

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I would like to express my special gratitude to my husband Namson Nkhono (FACCA), I simply couldn't have done it without you.

DEDICATION

This work is dedicated to my husband Namson and to my children Alinafe Joy and Nashukuru William for their love, encouragement, support and patience.

ABSTRACT

The purpose of this study, was to explore perceptions of teachers towards head teacher's classroom supervisory practices so as to get a deeper understanding on how the techniques used during supervision, influences teachers' attitude towards classroom supervision. This study drew from a qualitative phenomenological inquiry of teachers' perceptions towards classroom supervision. Thirty One participants were involved in this study comprising, purposively sampled head teachers, deputy head teacher, heads of departments, and randomly sampled teachers, from four public secondary schools from the Central West Education Division, in Lilongwe, Malawi. The researcher conducted face to face semi-structured interview using a semi-structured interview guide as a research instrument. In addition, the researcher conducted classroom observation, in order to appreciate the supervisory practices first hand. For triangulation purposes, the researcher also conducted document review of all classroom supervision reports as found in the supervision file. Findings revealed that majority of teachers had a positive perception towards classroom supervision as the head teacher applies collaborative type of techniques. However, emphasis on one's weaknesses, selective treatment by some supervisors, and need for subject expert supervisor sometimes mars their perception. The study recommends that the Ministry of Education should arrange for refresher training for all the officers responsible for classroom supervision at school level, in order to help them update their supervisory skills as well as bring uniformity in the way it is done.

Key words: Supervision, Instructional Supervisor, Teacher's perception, Supervisory Techniques, Instructional Supervisory Theory.

ABBREVIATIONS AND ACRONYMS

CDSS	Community Day Secondary School
CPD	Continuous Professional Development
HT	Head teacher
HOD	Head of department
MIE	Malawi Institute of Education
MoE	Ministry of Education
MIP	The Malawi 2063 Implementation Plan
NEU	National Education Union
RISDP	Regional Indicative Strategic Development Plan
USA	United States of America
UK	United Kingdom
CWED	Central West Education Division
UN	UNITED Nations
UNESCO	United Nation Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children’s Education Fund
UNSDGs	United Nations Sustainable Goals
UNDP	United Nations Development Programme
USA	United States of America

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CHAPTER ONE:

1 INTRODUCTION

1.1 BACKGROUND INFORMATION

The attainment of quality education continues to be a global challenge to attaining the education-related United Nations Sustainable Development Goals (SDGs), especially in developing countries. SDG 4 is about the Quality of Education for All and calls for nations to ensure inclusive and equitable education and promote lifelong learning opportunities for all (UNSDGs 2015). According to UNDP, quality education means implementing effective curricula and measuring outcomes (UNSDGs, 2015). Africa, more significantly sub-Saharan Africa and the SADC region in particular, is lagging behind in achieving this goal due to various challenges affecting access to quality education, such as conflicts and crises, poverty, gender inequality and under-resourced fragile education systems (Mogoatlhe L, 2020).

Despite the challenges faced, within the SADC region, there is a continued commitment to improving access to quality education (SADC Protocol on Education & Training, 1997). The pertinence of equitable quality education has also been extensively highlighted in the Regional Indicative Strategic Development Plan (RISDP) 2020-2030, with the delineation of the strategic goal geared towards “increasing access to quality and relevant education and skills development, including science and technology, for SADC Citizens” which is expected to lead to enhanced equitable access to quality and relevant education and enhanced skills development for industrialization. (SADC/ESD Regional Strategic Framework, 2020).

The Malawi government is committed to the UN SDGs and SADC quality education agendas. Hence, the Ministry of Education as mandated by the Education Act 2013, created the National Education Standards (NES), (Malawi Government, 2015). The aim of the standards is to specify both minimum requirements and what constitutes effective practice in educational provision and practice. Therefore, all schools are expected to implement these requirements to promote the quality of education and the knowledge and skills of the general population will increase across the country.

It must be noted, however that, according Mathew et al. (2017), the quality of an education system depends on the quality of its teachers. The Malawi NES 20 requires that primary and secondary school head teachers and senior staff should regularly conduct classroom supervision to enhance the quality of teaching and learning. The findings at each classroom supervision are to be recorded, and oral and written feedback be given to the teacher (Malawi Government, 2015). This is also in line with The Malawi 2063 Implementation Plan (MIP-1) Enabler 5, Human Capital Development, under Education and Skills development, in which the government seeks to revitalize teacher development fund to support continuous professional development, as a prioritized intervention, so as to achieve improved quality education by 2063, (MIP -1, 2019).

Classroom supervision is one of the tools recommended worldwide in the education system to ensure that teachers are providing and maintaining high quality standards of education and support to teachers (O'Leary, 2014; Halim et.al, 2018). Hallinger and Murphy (1985), further add that classroom supervision is very important in the education sector as it provides feedback for teachers' professional development and helps learners achieve their academic goals through improved quality education service delivery. In addition, it ensures that teachers provide a satisfactory learning experience for the student and identifies weaknesses that can be improved with training. As an instructional supervisor, the head teacher is responsible for the overall management, control and maintenance of standards in the school and is accountable for all that happens in a school. He/she is the first supervisor because has to play a leadership role in checking and monitoring the teachers' classroom work and overall students' achievement (Halim, et.al 2018; Hallinger & Murphy, 1985).

During classroom supervision, the supervisor's behaviour matters, as it may have a lasting bearing on the supervisee. Hence, Gilbreath & Karimi, (2012), opined that it is important to create conditions that will make the teacher comfortable during the supervision process. For example, where the supervisor and the supervisee have cordial relations, there are high chances of the teacher feeling comfortable during the supervision process. Weerasuriya & Nishanthi, (2014), explains that supervision behaviour ranges from extremely autocratic, with all decision made at the top to extremely democratic, with decisions made by employees or subordinates at the lowest level. Such behaviours of supervisors can have a significant influence on how teachers feel about supervision (Gilbreath & Karimi, 2012). Hallinger, 2003; Leithwood et al., 2004, expresses that positive

learning environment promotes positive perception of teachers towards the teaching and learning process including classroom supervision

Apart from considering the behaviour of supervisor and the learning environment, supervision guidelines are also another important factor to consider. Literature reveals that different countries around the world, draw Guidelines on how to conduct classroom supervision. In England, for instance, the National Education Union (NEU), (2020), developed Guidance on classroom observation protocol to ensure that classroom observation is developmental and supportive, and that those involved in the process should carry out their role with professionalism, integrity and courtesy. Classroom supervision ought to be a collaborative effort of the teachers as well as the head teacher; hence mutual understanding is of essence if this exercise is to be carried out effectively. In situations where the relationship of both is strained, could impact learner's success, (Kalkan et.al, 2020; Brown, 2015). The study therefore, seeks to establish the perceptions of teachers towards supervisor practices, support and supervisor communication of feedback in secondary schools in Malawi.

1.2 THE STATEMENT OF THE PROBLEM

The National Education standard number 20 requires that head teachers in all Malawian schools conduct classroom supervision regularly to maintain quality teaching and learning (Malawi Government, 2015). This is in recognition that classroom supervision is one of the tools recommended worldwide in the education system to ensure that teachers are providing and maintaining high quality standards of education and support to teachers (O'Leary, 2014; Halim et.al, 2018). However, several studies have reported that teachers' perceptions towards classroom supervision by senior or head teachers impact their effectiveness, (Shukri, 2014; Ampofo, Onyango & Ogola, (2019); Wairimu, (2016). For instance, Gilbreath & Karimi, (2012) observes that there is a general belief that teachers tend to associate classroom supervision with criticizing and fault-finding elements. As a result, it is argued that most teachers tend to become anxious and resentful of the process of supervision hence, their protective reactions. This observation seems to indicate that the supervisory practices employed by head teachers do have a bearing on how teachers perceive classroom supervision. Unfortunately in Malawi, there is little evidence of studies which have assessed the teachers' perception toward classroom supervision since the National Education Standards were implemented in 2015.

On the other hand, while it was hoped that the classroom supervision of teachers would lead to improvement in student's performance, Malawian schools continue to experience poor performance. There is continued fluctuation in student's performance in national examinations both in Junior Certificate and Malawi School Certificate examinations, (Malawi National Examination Board report 2022, 2021, 2020 & 2019). Some have attributed this to lack of knowledge concerning the perception which teachers have towards the classroom supervision process following the implementation of National Education Standards in the schools in 2015. It is against this background therefore that this study was conceived in order to explore teacher's perceptions towards head teacher's supervisory practices.

1.3 STUDY OBJECTIVES

1.3.1 The purpose of the study

The aim of this study was to explore the perceptions of the teachers towards head teacher's classroom supervisory practices.

1.3.2 Specific objectives

1. To investigate the techniques used by head-teachers in schools during classroom supervision.
2. To assess the teachers' understanding of the importance of classroom supervision by head teachers or heads of department.
3. To examine how classroom supervision, affect the teaching and learning process.
4. To find out the perception of teachers towards the techniques as employed by the head teacher during classroom supervision.

1.4 SIGNIFICANCE OF THE STUDY

The importance of this study stemmed from the fact that it attempted to identify and establish the views of teachers which are prevailing in our schools about classroom supervision. Supervision is very important in the development of our educational system and how teachers perceived it is equally important. It is hoped that the findings of this study will help the Ministry of Education to arrange for refresher training for all the officers responsible for classroom supervision at school level, in order to help them update their supervisory skills as well as bring uniformity in the way it is done. The study will also help heads of schools realize the feelings of teachers towards

classroom supervision so that they properly guide them in their lesson delivery. Thirdly, this study also hopes to enable teachers realize the positive role played by classroom supervision towards their professional development and improvement of student achievement. Finally, the findings will significantly contribute to knowledge in that the study established that the techniques and practices employed during supervision, play a major role in enhancing how teachers feel about classroom supervision. This study has proved that when collaborative approach is applied, teachers cooperate and respond positively. Locally there is little literature on this topic.

1.5 THEORETICAL FRAMEWORK

This qualitative study will be guided by Instructional Leadership theory as developed by Hallinger & Murphy (1985). According to Hoy & Miskel, (2013), the premise of instructional leadership is to lead teachers and students to reach their full potential by creating conducive learning environments, defining and communicating shared goals, monitoring and providing feedback on the teaching and learning process, and providing continuous professional development to teachers and other stakeholders. Instructional leadership has been divided into three dimensions (Hallinger 2000) namely: Defining the School Mission, Managing the Instructional Program, and Promoting a Positive School Learning Climate.

The two functions, Framing the School's Goals and Communicating the School's Goals, comprise the dimension defining the School's Mission. These concern the head teacher's role in working with staff to ensure that the school has a clear mission and that the mission is focused on the academic progress of its students. The second dimension is managing the Instructional Program. This incorporates three leadership functions: Supervising and Evaluating Instruction, Coordinating the Curriculum, and Monitoring Student Progress. This dimension focuses on the role of the head teacher in "managing the technical core" of the school, the head teacher is expected to ensure that these tasks are carried out.

The third dimension, promoting a Positive School Learning Climate, includes several functions: Protecting Instructional Time, Promoting Teacher Professional Development, Maintaining High Visibility, Providing Incentives for Teachers, and Providing Incentives for Learning. (Hallinger, 2003; Leithwood et al., 2004). Positive learning environment promotes positive perception of teachers towards the teaching and learning process including classroom supervision. These three dimensions and their composite functions represent a research-informed framework describing the

head teacher's role as an instructional leader. Effective instructional leaders demonstrate the behaviors described above from each of these dimensions.

According to George, (2022), a theoretical framework is a foundational review of existing theories that serves as a roadmap for developing arguments one will use in their own work. Instructional leadership theory has been relevant to this study as it helped the researcher develop arguments touching on head teacher's supervisory practices, support and supervisor communication of feedback to teachers. In addition, it also helped the researcher understand what teachers think about the head teacher's classroom supervisory practices, their comprehension of the whole process and its importance in relation to teacher professional development, as well as effective curriculum implementation. This theory therefore enabled the researcher develop data collection instruments such as interview guides for the supervisor and the supervisee, classroom observation notes, and document review guides. It also helped to equip the researcher with the existing knowledge that helped to direct the researcher's focus during the study based on the research objectives, thereby enabling the researcher probe the behavior as exhibited by the head teacher, as an instructional supervisor.

Based on the three dimensions of instructional leadership, the researcher probed deeper to establish if at all the head teacher exudes these behaviours and was able to establish how these behaviours impacted on the teacher's attitude towards the researcher's areas of study by answering the following questions: How has the head teacher managed to create a conducive learning environment and how is it impacting their attitude towards his techniques in monitoring of teaching and learning? What sort of techniques does the head teacher employ when monitoring teaching and learning? How do teachers perceive the head teacher's communication skills? Is the head teacher promoting continuous professional development? Is the head teacher leading the teachers and students to reach their full potential? Has the head teacher created a conducive learning environment that allows teachers to thrive professionally? Finally, the instructional leadership theory helped the researcher, to analyze and interpret the results of this study and make possible recommendations.

1.6 OPERATIONAL DEFINITIONS OF TERMS

Teacher Perceptions: It refers to the cognitive, emotional and attitudinal perspectives and beliefs held by educators regarding various aspects of their professional roles, the teaching and learning process, and the educational environment which can significantly impact their motivation, professional development, and ultimately, student learning (Seyithan & Ayse, 2023).

Supervision: Refers to a process of assisting, directing, stimulating and motivating teachers to enhance teaching and learning process in educational institution and help teachers to improve their teaching activities through adherence to professional documents (Tesfaw & Hofman, 2012).

Supervisory Techniques: A method of achieving something or carrying something out, especially one requiring some skill or knowledge (Eleta & Endale, 2019).

Head Teacher: A teacher appointed by the Teachers Service Commission (TSC) and entrusted with the overall instructional supervision functions of a given school.

Instructions: The strategies for teaching and learning utilized by a teacher to facilitate classroom lessons.

Supervisor: A teaching staff member who is assigned a responsibility.

Professional documents: Documents that all teachers should prepare before, during and after instruction, for instance, record of work books, teaching aids, lesson notes, lesson plans and schemes of work.

1.7 CHAPTER SUMMARY

This chapter has presented the background to the study on exploring teacher's perception towards head teacher's supervisory practices. In addition, it presented a statement of the problem that necessitated this study. It also justified the need for research on the perception of teachers towards head teacher's supervisory practices. Finally the chapter has presented the theoretical framework that guided it and has also provided definitions for operational terms. The next chapter presents literature review.

CHAPTER TWO

2 LITERATURE REVIEW

2.1 Overview of the chapter

This chapter provides a review of literature based on the objectives of the study and other themes generated during the review. It begins by defining the concepts of supervision then followed by a review on the types of supervision. This shall then be followed by a section which reviews Research Objective One, on Techniques used by head teacher. Next will be Research objective Two, on Teacher's understanding of the importance of classroom supervision. This will then be followed by Objective Three, on the effects of classroom supervision on teaching and learning. Finally, the chapter ends by reviews on objective Four, on the teacher's perception towards Head Teachers Supervisory Practices.

2.2 The Concepts of Supervision

Supervision is a process of assisting, directing, stimulating and motivating teachers to enhance teaching and learning process in educational institution and help teachers to improve their teaching activities through adherence to professional documents (Tesfaw & Hofman, 2012). Boma, (2023), further adds that supervision is conceived as a task of improving instruction through regular monitoring and in-service education of teachers. In other words, supervision involves providing expert assistance to teachers to be more skilful and competent in their respective area of specialization. On this note, head teachers are to supervise, guide and direct the instructional activities of teachers in line with the professional conduct (Edo & David, 2019).

The goal of supervision is that of quality control that in a school, every teacher uses his optimal capability to achieve the expected level of performance (Sergiovanni & Starratt, 2012). A number of studies (Tesfaw & Hofman, 2012; Akinfolarin et.al, 2017; Aleta & Endale, 2019; Boma, 2023) have shown that supervision helps the teacher to understand the purposes, responsibilities and relationships of his position and the directions of his efforts. Supervision also give guidance to members of the school system, so that they can be self-directing and thus function effectively with minimum supervision. Supervision aims at promoting growth, interaction, fault-free problem solving and commitment to build capacity in teachers. In line with the necessity of supervision,

Zepeda, (2013), opined that the intent of supervision is to promote face-to-face interaction, building of relationship between the teacher and supervisor, promotion of capacity building of individuals who are fundamental for the coordination and planning of the school goals and objectives. Teseme (2014) expressed that supervision leads to the improvement of students' learning through improvement in instructional practice, promotion of changes that results in a better developmental life-styles for teachers and students in the learning environment. Teacher supervision plays a pivotal role in ensuring the overall development of students, maintaining a positive learning environment, and supporting educators in their professional growth (Leng, 2023).

2.3 Types of Supervision: External and Internal supervision

According to Dewodo, Agbetorwoka & Wotordzor, (2019), there are two types of supervision; Internal and External supervisions. Dewodo et.al (2019), describes External supervision as basically dealing with supervision by officers from the education offices whether district, regional or national. External supervision can best be described as a top-down approach which is aimed at controlling and evaluating the improvement of schools, based on stated standards set. Tesfaw & Hofman (2012), observes that external supervision is also referred to as School Inspection, in many developed countries, such as United Kingdom (UK), United States, and other European countries and some African countries such as Lesotho, Senegal, Tanzania and Nigeria, the terms “inspector” and “inspection” are used to refer to inspectional supervision which is carried out by external inspectors aimed at evaluating and controlling the performance of schools, (Onyango 2020). In Malawi, external supervision is carried out by The Directorate of Inspection and Advisory Services (DIAS). DIAS has a duty under the Education Act, (2013) to measure compliance with the Standards and reports to the Ministry of Education, Science and Technology on the quality of education and how well the standards are being implemented. Among others, DIAS provides advice on educational priorities to a variety of audiences, and it monitors and evaluates the quality of education in schools, local areas, and across the country. (Malawi Government NES, 2015, DIAS Handbook, 2015)

Still on the external supervision, Dewodo et.al (2019) further explains that during the course of school inspection or external supervision, every effort is made to fulfil the objectives of the visit

by diagnosing all the environmental conditions necessary for effective teaching and learning and giving the school staff and all concerned with the educational enterprise, the necessary guidance and advice as well as encouragement. These environmental conditions include physical facilities like classrooms, furniture and equipment, teaching/learning materials and creation of teaching/learning situations (methodology) by teachers, discipline among teachers and also among pupils and pupil/teacher relationship. Alimi & Akinfolarin, (2012), saw external supervision as playing a complementary role in the supervisory process in that it complements the role and duties of the internal supervisor by providing professional advice and guidance to teachers. Additionally, they state that the duties of the external supervision include making the work of teachers more effective through such things as improved working conditions, better materials for instruction, improved methods of teaching, preparation of courses of study, supervision of instruction through direct contact with the classroom teacher.

On the other hand, Internal supervision has been described by Tesfaw & Hoffman, 2012, as being a type of school-based supervision carried out by the school staff (principals, department heads, senior teachers, and assigned supervisors) and is aimed at providing guidance, support, and continuous assessment to teachers for their professional development and improvement in the teaching-learning process. Additionally, Dewodo et.al, (2019), express that internal supervision could be classified as that type of supervision that takes place within the school itself. The role of the head teacher is to ensure that adequate teaching and learning take place in the classroom. He also gives professional advice and guidance to the teachers. He is also expected to organize in-service training courses for the teachers. The Head teacher is expected to observe teachers while they are teaching and also go through the exercise they do with the pupils. This should be done at least with one subject a week. Alimi & Akinfolarin, (2012), opined that the head teacher, as an administrator, is to ensure that the necessary resources like textbooks, stationery, equipment and tools are available in the school. In Malawi, the head teacher is the overall supervisor of teaching and learning activities in the school, as stipulated in the National Education Standards, (2015), the head teachers plan, coordinate, direct school activities and programs; supervise teaching and learning. This study therefore confined itself to the internal type of supervision otherwise also known as school-based supervision conducted by the head teacher as the instructional supervisor.

2.4 Head Teachers' Instructional Supervision Techniques & Practices

The head teachers are bestowed with the duty of supervising the teachers in their respective schools and seeing to it that they carry out their responsibilities effectively (Gilbreath & Karimi, 2012). Iloh, Nwaham, Igbinedion & Ogogor, (2016), further asserts that the main duty of the head teacher, as an instructional supervisor, is to ensure that adequate teaching and learning takes place in the classroom. He also gives professional advice and guidance to the teachers and is expected to organize in service training courses for the teachers. The head teacher is expected to observe teachers while they are teaching and also go through the exercise they do with the pupils. This assertion is in agreement with a study by Usman (2015), in Nigeria, that revealed that regular instructional supervision using robust supervision strategies like checking of students' notebooks, classroom visitation/inspection by school administrators, checking teachers' lesson plan/notes and inspection of teachers record keeping have significant correlation with teachers' performance and academic achievement of students in Secondary Schools. Gilbreath & Karimi, (2012) and Matete, (2021), also agrees that Supervisors can be a key influence on what teachers experience at work and their work outcomes including performance by applying different techniques.

There are numerous and endless supervisory techniques that head teachers can use in the effort to improve teaching-learning and consequently impact on students. A Technique is a method or way of doing certain things (Eleta & Endale, 2019). In addition, Al;imi & Akinfolarin (2012) opines that a good technique is skilled and quick to obey a supervisor must choose special techniques that are harmonious and can be used to complete the task according to plans, specifications or objectives. Supervision techniques are tools used by supervisors to achieve the goals of supervision itself which can ultimately improve teaching appropriate to the situation and conditions. According to Sule, Eyiene & Egbai (2015), such techniques include classroom observation, micro-teaching, workshops, conferencing, demonstration, checking teachers' regularity in class, teachers' punctuality, pupils' notes, schemes of work, lesson-notes, among others. Sule, et.al, (2015) further asserts that it is incumbent upon the head teachers to develop as well as maintain the competence of their juniors and their confidence, through these instructional

supervisory practices and techniques. Various studies have been conducted on the effectiveness of each these techniques as follows:-

2.4.1 Classroom observation technique

According to Iloh et.al, (2016), Classroom observation involves live observing of a teacher and analyzing his or her classroom practices, the teaching - learning process, teachers' personality, student-teacher interactions, lesson notes and lesson presentation. All these are observed by the supervisor who is present as a witness. Boma (2023) says that classroom observation involves information gathering concerning the extent teachers' are actually meeting the set objectives. Scholars perceive classroom observations as a valuable tool which is employed to understand classroom realities and achieve high standards of effective teaching methodologies. The most recent work by Murphy (2013) highlights various aspects of classroom observation. For instance, it offers an opportunity for supervisors to assess teachers' styles, their classroom management skills and various aspects of teaching that are hard to obtain through other forms of evaluation. Moreover, it allows teachers to receive constructive feedback on their teaching techniques and methods in a bid to improve them further.

A study by Mwinyipembe & Orodho (2014) revealed that teachers plan good records just to show the head teachers, yet they teach using textbooks, using prefects to write notes on the chalkboard and even send work to be done by pupils while they were either in or out of school running their personal needs. Hence according to Al;imi & Akinfolarin, (2012), it is expedient for the head teacher to know what is happening in the classrooms and develop the capacities of their staff by building on their strengths and reducing their weaknesses. Additionally, Tesfaw & Hofman (2014), opined that classroom visits by head teachers or other delegated supervisors are one of the most common forms of teacher evaluation, involving live observation of a teacher and analyzing his/ her class practices, pedagogical skills, personality and student or teacher interactions in the lesson. This technique involves face-to-face contact between the head teacher as a supervisor and the teacher and is followed by post-classroom observation conference analysis to help the teacher improve and give feedback which is very important for teachers to perform.

In order to ensure that classroom supervision is developmental and supportive literature reveals that there is classroom observation guide to ensure that those involved in the process through the adherence to those guidelines will carry out their role with professionalism, integrity and courtesy (NEU, 2020). According to DIAS (2015), the process begins with a pre-observation conference, followed by Classroom observation and finally the Post-observation conference. These guideline are consisted with Classroom Observation Guide of England (NEU, 2020). During the pre-observation conference is where the supervisor and the teacher collaboratively define the parameters of the supervision process. This conference is a valuable opportunity for negotiation, allowing both parties to discuss the focus of observation and its anticipated duration. Before the observation, the supervisor negotiates with teachers and academic supervisors to gather information. This information informs the observation process and helps set the stage for constructive feedback (DIAS, 2015, NEU, 2020). This is in line with the findings of Tarimo & Lekule's (2024) study in Tanzania, which indicated that when instructional supervision is conducted appropriately it significantly contributes to teacher professional growth which in turn contributes to optimizing the quality of education. Additionally, the study found maximum cooperation between supervisors and supervisees to be paramount in instructional supervision, as classroom visits should be regarded as supporting and encouraging teachers rather than a faulty finding strategy.

During Classroom observation is the stage where the supervisor as a professional practitioner observes the teacher, based on areas agreed upon. NEU, (2020), emphasize the supervisor should ensure that classroom observation will be undertaken solely by persons with qualified teacher status (QTS) and the appropriate training and professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues. The main emphasis during the exercise is to collect as much information as possible about the teaching and learning situation. The following should be noted at this stage: (i) the lesson plan should be available, (ii) the supervisor should take objective notes of events as the lesson unfolds (iii) during lesson observation, attention should be paid to the areas as agreed in the pre-observation meeting. In addition, the Supervisor should report accurately and fairly (DIAS, 2015; NEU, 2020).

The post-observation conference is grounded in the reality of the teacher's world-the classroom, where learning occurs for both students and teachers. At its core, the post-observation conference presents forum where teacher and supervisor talk about the events of the classroom observations, targeting areas for improvement or enrichment, and developing an action plan for continuous improvement performance (Iroegbu & Eno, 2016). The overarching goal is improvement and motivation for the teacher. According to NEU, (2020), the supervisor should respect the confidentiality of the information gained. Additionally, oral feedback should be given as soon as possible after the observation and no later than the end of the following working day. It should be given during directed time in a suitable, private environment. Written feedback should be provided within five working days of the observation. The written record of feedback should include the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. The supervisor should be given sufficient time within the school day to put in written form the conclusions agreed with the supervisee on the outcomes of the classroom observation. Teachers should have access to all written accounts of the observation after their lessons and, if they request, copies should be provided.

2.4.1.1 Advantages of Classroom observation technique

A number of studies reveal that classroom supervision is very effective in improving teacher as well as learner performance. To begin with, a study conducted in Nigeria, by Nnebedum & Akinfolarin, (2017) on the Principals' Supervisory Techniques as Correlates of Teachers' Job Performance in Secondary Schools in Ebonyi State, the result of data analysis indicated that there is a high positive correlation between classroom observation techniques and teachers' job performance. This finding is supported by Sule, Aropand, & Alade (2013) and Usman (2015), who reported that there was a significant influence of principals' classroom visitation/observation strategies influence on teachers' performance. This implies that there was a moderate instructional delivery in the classroom in terms of mastery of the subject matter, application of teaching strategies and aids, classroom management and organization among other have positive influence on teachers' job performance. Another study in Nigeria, by Iroegbu & Eno, (2016), on Principals' Instructional and Teachers' Effectiveness revealed that teachers' who are adequately observed in the classroom, perform more effectively than their counterparts who are not adequately observed.

In their opinion, they attributed these positive results to the fact that one who is observed would put in effort to please the one who is observing. Besides, when one is observed, mistakes are noted and corrections given by the observer.

In other studies conducted in Kiribati by Owen et.al (2020), revealed successful case studies consistent with school leaders visiting the classrooms of their teachers on a regular basis and giving feedback., the head teacher as a leader, indicated that the teachers were initially resistant about regular observations happening (especially those observations which were unscheduled), however, through persistent discussion, the teachers came to view classroom observation as being their school leader's important role to help them identify their weaknesses and as they slowly embraced it soon there were improvements. In addition, these studies revealed that teachers came to appreciate how the classroom supervision helped them to prepare detailed student-centered lesson plans that included games, group work and written questions for the students in their lesson plans to suit the learning of students with different learning abilities. Hence, their understanding of the importance of classroom supervision helped to boost their performance as evidenced in the examination of teacher observation data available from the coaches and technical adviser notes indicated that there was generally improvement over the year in teacher classroom skills in terms of lesson planning, student-centered learning and student behavior, as well as in teachers being more inclusive in their classroom practices.

In addition, Owen et.al, (2020) studies, further revealed that as the leaders undertook classroom observations, in various teachers' classrooms on a weekly basis, giving feedback to teachers to improve more on the lesson planning so as to improve standards of learning of the students. Teachers indicated the usefulness of feedback, as it helped them to improve management on the group work, provide more resources to facilitate student learning, use of the student-centered approach and improved interaction of students through group work. These case studies further reveal that when the teacher's started responding to principal feedback on using more group work and student-centered approaches, examination of school data about teacher observations undertaken by coaches and principals that there was improvement in teacher skills over the twelve-month period of being observed. Studies conducted in Ghana by Mensah et.al, (2020), to investigate the perception of teachers on instructional supervision in public basic schools revealed

that classroom observation is indeed impactful as among other benefits their findings indicated that it promoted effective classroom instruction, teacher professional development and effective classroom management.

2.4.1.2 Disadvantages of classroom observation technique

Although classroom observations are designed to help improve both the teacher and the student and is considered as one of the strategies used in enhancing school discipline among teachers and students (Boma, 2023), however, according to Granström, Kikas & Eisenschmidt (2023), classroom observations can be very stressful to those involved. The teacher probably hates the idea of being observed in an environment which they regard as being their own. Usually, they are in charge of what happens in the classroom and they are the authority. Now, that authority is not only being undermined, it's being scrutinized. This can cause added stress to an already stressful job and, as a result, the teacher may not perform to their usual high standards meaning that the results of the observation are incorrect. These assertions are similar to the findings of a study done in Jeddah, Saudi Arabia by Zaidi (2017) on Factors that Affect teacher's success during Classroom Observation, large majority (80%) of the instructors that responded, believed that the formal classroom observations causes undue anxiety in the observed instructor, that can affect the teaching negatively, while only a negligible number of 8% of instructors expressed that there was no negative effect. Another study in Iran, on Exploring EFL teachers' perception, done by Moradi et.al (2014), the findings revealed that teachers in those observations tried to please their supervisors and assure them that they adhered to the program policy simply because they were worried about the consequences of getting the 'unsatisfactory' rating by supervisors and even of being fired. A study carried out in Malaysia by Sharma & Kannan, (2012); which also revealed that teachers felt that classroom supervision serves as a weapon for punishment rather than a tool for improvement.

2.4.2 Demonstration technique:

According to Harappa, (2022), Demonstration involves teaching and learning activities presented for the purpose of illustrations, descriptions, narrations, suggestions, drawing of comparisons and to concretize teaching and learning contents. It reflects on procedures or strategies to accelerate the level of instructional processes. Thus, demonstration method as part of the supervisory strategy had been discovered to be one of the most effective tools in stimulating teachers' growth. Mbipom

(2016) opined that it is useful in improving teachers' competency when it involved innovation such as: use of new equipment or a new textbook or module and a new orthography. Such a demonstration offer viewers skills required in carrying out their role's responsibilities.

2.4.2.1 Advantages of Demonstration technique

Demonstration strategy has been shown to be effective with both large and small groups. The greater the degree of participation and sensory involvement by the learner, the more effective learning will be. Principals' demonstration technique involves teaching and learning activities in which principal who is skilled and experienced illustrate educational materials, procedures or strategies in order to improve instruction (Sule, 2013). During demonstration, principals clearly explain the subject matter using vivid examples. Mbipom pointed out that demonstration technique of supervision gives teachers the opportunity of asking probing questions that can lead to discovering new methods and ideas. In terms of enhancing performance, some studies have revealed that demonstration technic has a positive influence on the teacher's performance. For instance, a study conducted in Nigeria, by Nnebedum & Akinfolarin, (2017) on the Principals' Supervisory Techniques as Correlates of Teachers' Job Performance in Secondary Schools in Ebonyi State, revealed that there is a high positive and significant relationship between principals' demonstration techniques and teachers' job performance in secondary schools. Additionally, the findings of this study established that Principals' demonstration or illustration of a concept provides opportunity for teachers to discover new methods and ideas to be applied during instructional delivery in order to enhance their performance.

2.4.2.2 Disadvantages of Demonstration technique

Although demonstration has been known to be as one of the most effective techniques teaching and learning, other scholars have pointed out some of the disadvantages in using this technique. In his study Eze, (2016), discovered that the principals as supervisors found little or no time to practice teaching demonstration and providing other supervisory services for instructional improvement. Similarly, Harappa, (2022), observes that demonstration is time-consuming when it comes to planning and conducting demonstrations, especially if they need to be repeated multiple times for different teachers. This can be a drawback in situations where time is limited. Eze, (2016), further argues that, common experiences reveals that it is not possible for anyone or

supervisor to be competent enough in the various subjects of the school. In agreement to Eze, (2016), Harappa, (2022), observes that the effectiveness of a demonstration can be limited by the skill level of the person performing the demonstration. If the demonstrator lacks proficiency or expertise in the skill being taught, the trainee may learn incorrect techniques or practices. Schon (2017) advised that it was the duty of the principal to plan and organize for teaching demonstration and not oblige to do all the teaching. Other challenges Harappa (2022), opined that watching a demonstration can sometimes lead to passive learning, where teachers simply observe without actively engaging with the material. This can hinder retention and application of the skill. In addition, demonstrations may not provide enough opportunities for teachers to actively participate, practice, and apply the skill themselves. Hands-on practice is often crucial for skill development.

2.4.3 Workshop technique

Workshop as an instructional supervisory technique is a platform where the supervisor, teachers and subject specialists are brought together to exchange ideas and share teaching experiences in order to acquire knowledge and skills to meet current and emerging demands of teaching profession (Sule, 2013). To support this, Ekpoh & Eze (2015) pointed out that workshop is a technique in which teachers are brought together in an organized way to enable principals communicate with them on the matters of school and classroom management and most especially on instructional improvement.

2.4.3.1 Advantages of Workshop technique

During workshops, ideas are exchanged, analyses of new ideas are achieved, evaluations of concepts and suggestions are made, conclusion are drawn and decision taken (Sule, 2013). A study on Principal's Supervisory Techniques as Correlates of Teachers' Job performance in secondary schools in Nigeria, revealed that there was a moderate positive relationship between principals' workshop techniques and teachers' job performance in secondary schools in Ebonyi State. This finding implies that those workshop supervisory techniques which entail practical discussion and work on a particular topic or subject has positive influence on teachers' job performance. During workshop, group of teachers share knowledge and experience under the supervision of principal to improve their instructional delivery (Chidi & Akinfolarin, 2017). The finding of this study also revealed that there is significant relationship between principals' workshop techniques and teachers' job performance in secondary schools in Ebonyi State. This finding is in agreement with

Ekpoh & Eze (2015) who reported that a significant difference exists between principals' workshop supervisory technique and teachers' job performance. According to Harrapa (2022), workshop supervisory technique users are usually very motivated and may have flexibility over length and frequency of sessions so much so that one can offer a series of workshops that build on one another

2.4.3.2 Disadvantages of Workshop technique

Like all the other supervisory strategies, Workshop technique has its own disadvantages. Harrapa (2022), opined that using this strategy can be challenging in that users attending may have a broad range of skills and this may result in posing difficulty getting a room if classroom space is in short supply. In addition, it may be hard to fit everything that you want to cover into a single workshop, hence handling large classes for hands-on practice may be difficult.

2.4.4 Micro-teaching technique

Jebungei (2017) defines micro teaching as a process in which novice teachers gain knowledge of the teaching fundamentals to know what they need before going out into the classroom to practice teaching. According to Otsupius (2014), Micro-teaching, is a teaching situation which is scaled down in terms of time, class size and teaching complexity to allow the teacher focus on a selected teaching strategy. New skills are developed and old ones are refined. Usually it involves a small group of 5-10 pupils where the teacher employs a particular skill within say ten minutes involving content and skill. Emphasis is on the issue of immediate feedback where the teacher is evaluated by the supervisor in form of replaying a recorded lesson or actual discussion (if it was not recorded). When corrections are made the teacher re-teaches the lesson to the same group or a different group for improvement. Similarly, Ambili (2013) states that microteaching proves to be an effective approach to improve abilities and build skills and trust, as well as to try out different lecturing/tutoring methods and offering positive feedback.

2.4.4.1 Advantages of Micro-teaching technique

Harapa, (2022), posits that Micro-teaching helps teachers practice their skills with a small group of students before teaching a bigger group. It focuses on sharpening and developing specific teaching skills and eliminating errors. This helps them build confidence and be prepared for a variety of classroom scenarios. A study by Mukuka et.al. (2023) agrees with Harapa, (2022) that the use of micro teaching helps teacher candidates to overcome their reservations, make them more

relaxed during lesson presentations, solve problems faced during lesson presentations, develop classroom mastery skills, be more cautious about their sentences and tones of their voices, be more aware of the need for attracting student attention and interest, be less reserved to try out implementations, be patient toward students in the class, to have ease in communicating and not to experience any problems while ending the class. These findings by Mukuka et.al (2023) are similar to those of Koroso, (2016), confirming that micro teaching helps the teacher to overcome problems related to getting ready for class and presenting the lesson; it gives positive results related to professional adaptation of teachers, preparation of lesson plans and acquiring classroom management skills; it is effective in relaxing teachers, helping them to overcome their reservations and making them grasp the need to use different methods according to lesson presentation.

2.4.4.2 Disadvantages of Micro-teaching technique

Despite its many advantages, Harapa (2022) observes that Micro-teaching comes with its drawbacks too. She points out that if not planned right, it can convey unrelated concepts, in that the techniques applied in the micro-teaching sessions may fail in some situations while handling a large group of students. She further points out that in some cases, micro-teaching can reduce the creativity of the teacher. Additionally, a study by Mukuka et.al, (2023), revealed that Microteaching activities require more time, more supervisors, and more resources to function at its maximum capacity.

Existing literature reveal that head teachers around the world, use these techniques differently when supervising their teachers in schools. However, there is lack of evidence as to which of these techniques do head teachers in secondary schools in Malawi use, hence the study seeks to understand which ones are being used by head teachers in Malawi. Or if most of these techniques are being used; this study would want to see which one is more effective on teachers in Malawi.

2.5 Teachers' understanding of the importance of classroom supervision by head teachers

Across the globe, various studies agree that understanding the importance of classroom supervision is crucial for teachers as it fosters a safe, engaging, and effective learning environment, ultimately leading to improved student outcomes and teacher professional development (Vijayaamalar & Suhaida, 2013; Ampofo, 2019). In his article on The Crucial Role of Teacher Supervision in

Education, Leng, (2023) opined that teacher supervision plays a pivotal role in ensuring the overall development of students, maintaining a positive learning environment, and supporting educators in their professional growth”. Leng, (2023) further adds that “one of the primary purposes of teacher supervision is to enhance the quality of instruction. Supervisors observe teachers in action, providing valuable feedback on teaching techniques, content delivery, and classroom management. This process helps teachers refine their skills and adapt their methods to better meet the needs of their students’. This section will look at various studies that have explored the importance of supervision in teacher’s professional development and growth.

2.5.1 Understanding the importance of supervision in enhancing Professional Growth and Development:

Literature shows that instructional supervision contributes to the enhancement of teachers’ professional development. This practice of supervision contributed to enhancing teachers’ professional development in different instructional areas such as improved quality of teachers, improved teaching performance and improved teaching methods. According to Leng (2023), Supervision provides opportunities for teachers to learn new skills, strategies, and approaches to teaching, leading to enhanced competence and confidence. Through observation, feedback, and mentorship, teachers can identify areas for improvement and refine their teaching methods, leading to more effective instruction thereby develop improved teaching practices. Similarly, another study in Tanzania by is a study by Mwakajitu & Lekule (2022), examined the extent to which instructional supervision contributes to the enhancement of teachers’ professional development in public secondary schools, their findings indicate that instructional supervision contributes to enhancing teachers’ ability to use different instructional methods, ability to prepare teaching materials and enhances teaching performance. Hence their study recommended that instructional supervisors continue providing feedback and giving suggestions for improving timely supervision process as intervention strategies to ensure teachers’ professional growth.

Mwakajitu & Lekule (2022), opined that “quality teaching needs quality teachers, and to get quality teachers, quality supervision is needed to oversee, advise, support and direct teachers. After teachers have been supervised several times, they grow and develop professionally in their carrier”. Supporting the same, Musa (2020), in his study, noted that the improved quality of teachers in Malaysia is the product of frequent instructional supervision of teachers. In other words, frequent

instructional supervision improves teachers' quality by updating teachers' instructional skills and improving their ability to use different instructional methods.

2.5.2 Understanding the importance Professional documents during classroom supervision

Professional documents are necessary materials that are supposed to be prepared by the teachers for the purpose of attaining education objectives in their lesson, the documents include schemes of work, lesson plans, log books, class journals, lesson notes, progressive records book and attendance registers (Kostina, 2019). According to Professional documents are the teacher's road map of what students need to learn and how it will be done effectively during out and class time. Professional documents are necessary because they help the teacher to focus clearly on the content to be covered and the way it should be taught thus avoiding vagueness and irrelevance, to organize the content to be taught in advance, to plan, prepare and assemble teaching/learning resources. Anyango (2020), additionally emphasize that, Professional documents are very important and must be prepared by teacher and checked by the instructional supervisors for effective implementation of the curriculum.

Additionally, study by Assefa, (2016) also expressed that the head teacher, the deputy head teacher and the HODs as instructional supervisors have designated function of checking these professional documents, such as: seeing teachers' lesson notes; checking their instructional materials; watching teachers do the actual teaching; evaluating the ability of teachers; identifying instructional problems; introducing changes; helping teacher realize their potential to improve instruction; ensuring that teachers keep accurate and up to date records as well as mandating teachers to provide students with feedback on their performance. Stressing further, Ampofo (2019), opines that teachers' schemes of work and lesson plans are the most vital instructional documents that aid effective instructional delivery. Schemes of work and lesson plans clearly define the structure and content of a course and map out how resources, class activities and assessment.

While in Kenya, as observed by Onyango, (2020), it is in scripted within the Performance Contract between the Teachers Service Commission (TSC) and principals of secondary school has the mandate to ensure that teachers prepare, use and maintain updated professional documents. This is a way to maintain teaching standards in the implementation of the curriculum. The TSC has also

mandated heads of institutions through the Head Teacher's Appraisal and Development Tool to ensure that all the required professional records are maintained. She further observes that these persons are required to use the checklist of teacher professional documents, Lesson Attendance Register among other tools and that all these teacher professional documents should be checked on a weekly basis. Similarly, Mwakajitu & Lekule's (2022) study revealed, through checking teaching documents such as schemes of work and lesson plans has improved teaching because there is a considerable difference between teachers' performance before and after checking their teaching documents. In other words, teachers' teaching performance improves if they are confident and competent. Confidence and competence are possible if teachers are well trained in preparing and using their teaching documents, which eventually leads to improved teaching and learning

2.5.3 Understanding the importance of supervision through Implementation of Feedback

According to the observations by Leng, (2023), supervised teachers are more likely to employ effective teaching methods, which results in improved learning experiences for students. This can lead to higher academic achievement and a deeper understanding of the subject matter. He further confirms that teachers who receive constructive feedback through supervision are better equipped to engage their students. Engaged students are more likely to participate actively in class, ask questions, and develop a passion for learning. This observation is in consonance with the results of the studies conducted in Kiribati by Owen et.al (2020), on school leadership capacity building which reveal successful case studies consistent with instructional leadership principles Key aspects of the program concerned school leaders visiting the classrooms of their teachers on a regular basis and giving feedback. In the case study 1, the leader indicated that the teachers were initially resistant about regular observations happening (especially those observations which were unscheduled), however, through persistent discussion, the teachers came to view classroom observation as being their school leader's important role to help them identify their weaknesses and as they slowly embraced it soon there were improvements.

In addition, Owen et. al's (2020) case studies revealed that teachers came to appreciate how the classroom supervision helped them to prepare detailed student-centered lesson plans that included games, group work and written questions for the students in their lesson plans to suit the learning of students with different learning abilities. Hence, their understanding of the importance of

classroom supervision helped to boost their performance as evidenced in the examination of teacher observation data available from the coaches and technical adviser notes indicated that there was generally improvement over the year in teacher classroom skills in terms of lesson planning, student-centered learning and student behavior, as well as in teachers being more inclusive in their classroom practices.

More observation in Owen et.al, (2020) Case studies 2 and 3, further revealed that as the leaders undertook classroom observations at Fishway and Coconut, in various teachers' classrooms on a weekly basis, giving feedback to teachers to improve more on the lesson planning so as to improve standards of learning of the students. Teachers indicated the usefulness of feedback, as it helped them to improve management on the group work, provide more resources to facilitate student learning, use of the student-centered approach and improved interaction of students through group work. These case studies further reveal that when the teacher's started responding to principal feedback on using more group work and student-centered approaches, examination of school data about teacher observations undertaken by coaches and principals supported teacher and leader interviews that there was improvement in teacher skills over the twelve-month period of the leadership program.

Studies conducted in Ghana by Mensah et.al, (2020), to investigate the perception of teachers on instructional supervision in public basic schools revealed that classroom supervision is indeed impactful as among other benefits their findings indicated that it promoted effective classroom instruction, teacher professional development, and effective classroom management. One of the respondent in their study was quoted as saying:

“Classroom supervision helps me to assess my performance. During supervision, I get to know my areas of strength as well as weaknesses, and the supervisor supports me to address the challenges that I face in doing my work as a teacher. With this, I become effective in my instruction.”

In Tanzania, a study by Tarimo & Lekule, (2024), on the Effectiveness of Instruction supervision in secondary schools in Khama district revealed that classroom visits, as a component of instructional supervision, are crucial for fostering teacher professional development, enhancing

teaching and learning, and ultimately achieving high-quality education. In their study, a respondent was quoted emphasized this point that:-

“Timely and effective classroom visits and observations, combined with prompt feedback, boost teachers' confidence, improve classroom management, enhance content competence, and contribute to professional development and competence in the teaching process”.

Additionally, Kotride (2014) emphasizes the pivotal role of instructional supervision in optimizing the quality of education, fostering individual growth, and enhancing societal functionality.

Basing on the available literature, there is little information on this topic both international and local studies. Numerous scholars have explained the importance of supervision however, very few have delved it from the teacher's own perspective on how teacher's themselves have been impacted professionally by classroom supervision. This study therefore sought to explore the teacher's understanding on the importance of classroom supervision in their own voice.

2.6 The effects of classroom supervision on the teaching and learning process

2.6.1 Effect on Preparation of professional documents

Findings of a study done by Seraphine et al (2022) on Perceptions of Teachers, Towards Head teacher's Instructional Supervision on Preparation of Professional Documents in Rombo, District Tanzania, revealed that head teachers' supervision on preparation of professional documents help teachers to improve content delivery when teaching pupils. The study established that teachers prepared their professional documents effectively when their head teachers implement instructional supervision well at their schools. Implementation of instructional supervision by the head teachers enables them to get instructional feedback through teachers' professional documents. Head teachers as an instructional supervisor check teachers' professional documents to make sure the syllabus is covered adequately and on time. Additionally, in a study conducted in Tanzania by Mwakajitu & Lekule (2022), one of the participants commented in an interview that feedback and suggestions given after the observation of classroom instruction contribute to the improvement of teaching performance. For instance, they guide and assist teachers in properly preparing teaching materials, including schemes of work and lesson plans, which has improved their teaching performance, confidence, and competence. Most of the interviewed participants

commented so because they believe that sometimes teachers themselves demoralize their teaching performance regardless of how competent they are.

Still in Tanzania, a study by Tarimo & Lekule (2024), adds that instructional supervisors are tasked with scrutinizing the use of teaching materials such as schemes of work, lesson plans, and notes to identify areas of improvement in teaching methods as ensuring quality education necessitates meticulous monitoring of teacher attendance, adherence to teaching guidelines, and timely coverage of syllabi. This approach, as also advocated by Benigno (2016), involves supervisors' active participation in class observations, note-taking, and evaluating teaching alignment with content expectations. He further asserts that, by utilizing logbooks, supervisors, play a crucial role in pinpointing and rectifying absenteeism issues, underscoring the importance of regular follow-ups to prioritize teaching commitments over personal endeavors. The ultimate objective is to foster an atmosphere where teachers demonstrate unwavering dedication to their profession, thereby enriching the overall quality of education and fostering academic excellence among students.

Echoing on the effectiveness of professional documents is another study by Owen et.al (2020) on School leadership capacity building in the developing country of Kiribati has some successful case studies. Key aspects of this program concerned school leaders supervising the classrooms of their teachers on regular basis and giving feedback. Although initially the teachers were resistant, with persistence, the teachers started registering improvements especially due to feedback given on their professional documents. The feedback helped them to write learner-centered lesson plans as the head teacher carried out the observation, he was able to identify the weaknesses of the teachers and when he carried on the next observation with the same teachers, he found out that there were improvements. So to support quality lessons, the head teachers in this study were clear with teachers about expectations that for every lesson, all teachers needed to prepare detailed student-centered lesson plans. This meant teachers including “games, group work and written questions for the students in their lesson plans” (Owen et.al, 2020). In this study even teachers attested to the fact that their head teacher outlined expectations that there needed to be a “variety of activities to suit the learning of students with different learning abilities”. Hence beyond interview information, examination of teacher observation data available from the coaches and technical adviser notes indicated that there was generally improvement over the year in teacher classroom

skills in terms of lesson planning, student-centered learning and student behavior, as well as in teachers being more inclusive in their classroom practices.

In Kenya, another study by Wanjiku, (2018) on Influence of Instructional Supervisory practices of head teacher on student's outcomes, reveals a contrary opinion, according to the respondents, observing teachers as they teach has got no influence on their performance which in essence means that it will have no influence on the students' academic performance. Wanjiku further explains that perhaps this could be explained by the fact that people tend to alter their behavior if they are aware of the fact that they are being observed, a phenomenon that has been referred to as the Hawthorne effect (McCambridge, Witton, & Elbourne, 2014). Ordinarily, people do not like being observed while discharging their duties and this definitely would have a negative effect on their performance. Contrary to Wanjiku's (2018) findings, in Nigeria, a study that examined the impact of instructional supervision on secondary school students' academic performance in English Language, revealed that there were significant impacts of checking of students' notes, class visitations, checking of teachers' punctuality and attendance and moderation of examination questions and marking scheme on students' academic performance (Alimi & Akinfolarin, 2012). These findings are in agreement with Tarimo & Alekule's (2024) findings that revealed that when instructional supervision is conducted appropriately, it significantly contributes to teacher professional growth, which in turn contributes to optimizing the quality of education.

2.6.2 Effect of Feedback

Another positive effect of supervision and classroom observations, is on the usefulness of feedback as observed in the Kiribati Studies by Owen et.al (2020). These studies as head teachers visited various teachers' classrooms on a weekly basis, giving them feedback to improve more on the lesson planning so as to improve standards of learning of the students. Teachers indicated the feedback helped them to improve management on the group work, provide more resources to facilitate student learning, use of the student-centered approach and improved interaction of students through group work. This case study further reveal that when the teacher's started responding to principal feedback on using more group work and student-centered approaches and planning for diverse groups and using proper group work activities. In this study one teacher gave an example of responding to principal feedback and using more group work and student-centered approaches:

“I read the story to students to listen and then allowed students to explore the text on their own and ask questions . . . I organized students into groups, working according to mixed abilities. . . I allocated different teaching resources to each group to use and walked around to facilitate the groups. Also, I used signals like tapping as an indication to students to move to another station to work in another activity”.

Hence the examination of school data about teacher observations undertaken by coaches and principals supported teacher and leader interviews that there was improvement in teacher skills over the twelve-month period of the leadership program. Again, Seraphine et al’s (2022) study, revealed that head teacher’s supervisory practices that had an influence on performance of teachers by way of mean were providing teaching/learning materials followed by provision of in-service courses for the teachers. In addition, meeting and discussing the observed lesson with the teachers also had an influence on performance. Studies done in Kenya by Ngunjiri (2012) asserted that effective instructional supervision results in students getting higher grades in national examinations, while fewer instances of supervision or lack of it leads to laxity of teachers hence poor performance. In addition, Thunguri & kiongo (2014) study found that instructional supervision ensures that goals of schools are well articulated; learning environment is safe and teachers’ efforts are focused on teaching hence improving their professional skills and classroom teaching. Furthermore, other studies by Glanz & Heinemann (2019) and Oluremi & Oyewole (2013) affirms that supervision enhances the teaching and learning process by checking professional records, giving teacher’s feedback, and monitoring timetables, leading to good academic performance.

Another study in Nigeria on Principal’s Instructional Supervision and Teacher Effectiveness conducted by Iroegbu & Eyo (2016) revealed that teachers who are adequately observed in the classroom, perform more effectively than their counterparts who are not adequately observed in the classroom, meaning that teachers differ in their effectiveness based on principals’ classroom observation. In the same study, findings also revealed that teachers whose classroom observational data are adequately analyzed and appropriate strategies developed, perform more effectively than their counterparts whose data are not adequately analyzed and strategies developed by the principals. This means that teachers differ significantly in their effectiveness based on analysis/strategy. In addition, this study further revealed that teachers who undergo adequate post-

observation conference with their principals, perform more effectively than their counterparts whose post-observation conference is inadequate, meaning that teachers differ in their effectiveness based on post-observation conference. Finally, findings of this study also revealed that teachers whose principals carry out adequate post-observation conference analysis, perform more effectively than their counterparts whose principals 'post-conference analysis is inadequate,; meaning that teachers differ in their effectiveness based on post-conference analysis.

Even though some teachers do not understand the importance of classroom supervision, however, according to Wahid, et al (2018), classroom observation plays a central role in providing teachers with constructive critical feedback in order to improve their classroom management and instructional techniques. For teachers, it is important to observe the interaction between teacher-learner within the classroom because it can determine the learning opportunities that students get. Not only that, classroom observation encourages colleagues to collaborate to improve teacher practice and student learning. Feedback from classroom observations is an effective way for providing teachers with the information they need about their classroom behavior, and it can help them in their continuous professional development (CPD). Additionally, Tarimo & Lekule (2024), states how the positive impact of fostering instructional supervision, plays a pivotal role in ensuring and enhancing the quality of education. The findings also highlight the positive impact of fostering professional development among teachers. As such encouragement not only allows them to update their professional skills but also contributes to the enhancement of competence and confidence in teaching. Ultimately, it plays a crucial role in facilitating the provision of quality education within the school context.

Additionally, Tarimo & Lekule (2024), findings also revealed that the implementation of instructional supervision plays a crucial role in enhancing students' academic excellence, serving as an indicator of quality education, as school heads are responsible for overseeing teaching effectiveness to ensure quality education in schools. This was evidenced when a significant portion of the respondents emphasized that thorough supervision in educational settings empowers students to achieve their aspirations of high academic performance. Highlighting this point, one of the respondents anonymously wrote,

“School heads should oversee the implementation of lesson plans and schemes of work during classroom instruction. This monitoring is essential to ensure the effectiveness of teaching and learning, ultimately leading to the improvement of students' academic performance”

In a study done by Ozioma & Ezeala, (2022), aimed at investigating the principals' supervisory strategies as correlate of teachers' effectiveness in public secondary schools in Anambra State, in Nigeria. The result of data analysis indicated that there is a high positive significant correlation between classroom visitation strategy and teachers' effectiveness. Implying that principals' regular observation of teachers' instructional delivery in the classroom in terms of teacher personality, mastery of the subject matter, application of teaching strategies and aids, classroom management and organization among others have positive relationship with teachers' effectiveness. This finding is similar to the finding of Ubulom, Nnunuzwe & Dambo (2016) who also found a significant relationship between supervisors' visitations to observe teaching and learning process as an aspect of supervisory strategies and teachers' effective instructional delivery in secondary schools in Etche Local Government Area, Rivers State, in Nigeria. Additionally, these finding also conforms with the finding of Edo & David (2019) who examined influence of school supervision strategies on teachers' job performance in senior secondary schools and found that both teachers and principals perceived that classroom visitation and demonstration supervisory strategies contributed to a very high extent to teachers' job performance. This implies that principals' demonstration of a concept provides opportunity for teachers to discover new methods and ideas to be applied during instructional delivery in order to enhance their performance.

Again, local literature has very little knowledge on this topic. Hence this study is going to fill the gaps on issues of the role of supervision on teaching and learning process in Malawi.

2.7 Perception of teachers towards the techniques as employed by the head teachers during classroom supervision

In the context of academic studies, “teacher perception” refers to the cognitive, emotional and attitudinal perspectives and beliefs held by educators regarding various aspects of their professional roles, the teaching and learning process, and the educational environment. These

perceptions are subjective and can influence teaching practices, decision-making, interactions with students, colleagues and administration (Seyithan & Ayse, 2023). Pickens, (2018) perceptions creates attitude and attitudes and perceptions are important because all decisions and behaviors in organizations are influenced by how people interpret and believe. In this case therefore, perceptions of teachers is very essential if supervision is to develop the quality education as it determines performance of the concerned bodies. The way teachers view classroom supervision, their acceptance of and interaction with the supervisory practice as well as their perception towards the classroom supervision not only provide the catalyst for any supervisory success but also will determine the outcomes of the supervision process (Adeolu, 2012). Hence this objective reviewed literature on the perceptions of teachers towards supervision across the globe.

2.7.1 Teacher's perception towards the element of Supervisor Knowledge and Skills

A number of studies acknowledges that it is important for each supervisor to have the right supervisory skills if they are to be effective. The instructional supervisory skills of school heads and the teacher's performance are crucial in fostering a culture of excellence, continuous improvement, and student success within educational institutions. Stressing on the importance of the teachers instructional supervisors exhibiting desirable instructional supervisory skills Zachariah (2013) observes that for instructional supervisors to be effective in their interactions with teachers, they need to exhibit major desirable competences of conducting instructional supervisor practices such as; knowledge about public relations, ability to lead by example, high integrity, and competence in teaching subjects or technical skills., Effective instructional supervision supports teachers in meeting their professional goals, enhance the overall quality of teaching and learning, and contributes to achieving the school's objectives. (Wanzare, 2013, Dea, 2016, Donkoh & Baffoe, 2018 and Makin, Salwat, & Abdullah, 2018). The teaching and learning supervision theory adapted from the Development Supervision Model "Development Supervision" by Glickman *et al.*, (2004), posits that the pre-requisite to be fulfilled by a supervisor in conducting teaching and learning supervision is related to supervisory knowledge and skills which include confidence in supervisors, supervisor support towards active teaching and supervision that functions as a development. Therefore, in order to facilitate knowledge in supervision, supervisors need to acquire the knowledge either directly or seek help through curriculum development, professional development, action research or group development. These aspects can help supervisors achieve organizational goals and meet the needs of teachers and the end result can

improve student learning (Glickman et.al, 2004). The stated pre-requisite element that is confidence in supervisor and supervisor's support for teaching is the element that is the basis in determining the effectiveness of implementing teaching and learning supervision in the classroom. The basics have also been suggested by scholars who state that knowledge and skills can determine the quality of supervision highlighted by a supervisor in order to guide the teachers' teaching (Wanzare, 2013; Winoyo et.al, 2017; Makin, et.al. 2018).

Additionally, Glickman, Gordon, & Ross-Gordon, (2010), posits that instructional supervisory duties require the right supervisory skills in order to improve the capacity of teachers through effective supervision. The skills needed include knowledge, interpersonal skills, and technical skills as the basis for competence in supervision. In terms of Knowledge, it is a fact that every supervisor needs knowledge. In this case, the principals and supervisors in schools need to have the right instructional leadership, and understand the policies and directions of the school so that they can achieve the school's desired goals. Makin et.al, (2018), further add that in order for instructional supervisors to ably help develop teachers, they also need to be knowledgeable about methods related to adult learning or andragogy and the development of teachers and to apply supervisory practices that can help improve the instructional supervision practices in schools. In a study conducted in Malasia, on The Art of Supervision: Role of Supervisory Skills in developing Teacher Capacity, findings proved that supervisory skills in conducting instructional supervision are important. In addition, the findings showed the level of supervisory skills as a prerequisite to being a supervisor in secondary school (Makin, et.al 2018).

2.7.1.1 Perception towards Supervisor's Interpersonal skills

Supervisors need to know how their interpersonal behaviour will affect teachers. According to Obakpolo, (2015), Interpersonal skills are related to establishing human relationships and the ability to work with other individuals. In their study, Ahmad, Idris, & Zuraidah, 2015, opined that supervisors need to understand and motivate teachers so they will want a good performance at the end of the day, either as individuals or as group. Supervisors also need to know the forms of interpersonal behaviour that can be used to promote more positive relationship orientation within the organization. Another skill that needs to be mastered is technical skills.

2.7.1.2 Perception towards Supervisor's Technical skills

Technical skills refer to the ability to make decisions and consider the important relationships with organizational goals (Dea, 2016; Wanzare, 2013). Supervisors need to be knowledgeable about the whole organization and know how to coordinate, plan, control the system of records and information within the organization, as well as knowledge needed to plan, assess, observe, and evaluate teaching improvements. Technical skills also refer to the specialized knowledge and skills needed to conduct supervision. These skills include the ability to use appropriate tools, procedures or techniques to carry out job-know-how to work by specific fields, (Donkoh & Baffoe, 2018). The combination of these three skills enables supervisors or individuals to engage the entire organization as an entity and see the relationship between all sections, branches or units. These acquired skills will enable supervisors to see issues that arise critically and maturely. A study conducted by Wanzare (2013) shows the six key skills and attributes that instructional supervisors should possess at the school level namely i) the ability to demonstrate leadership by example; ii) high integrity; iii) knowledge about delegating tasks; iv) knowledge of public relations; v) supervisory skills; and vi) efficiency in teaching subjects. In addition, the principal or headmaster, as a supervisor, should also be qualified and experienced teachers.

In Ethiopia, a study done by Kurka & Berhanu (2019), revealed that the teachers believe that their Supervisors, were incompetent to carryout effective school-based instructional supervision. This finding only confirms other studies on the same topic that confidence in the supervisor element has a significant relationship with the teachers' perception towards the supervisor (Mahmud & Rawson, 2013). The study further reveal that, teachers were complaining that they had the same qualification with that of their supervisor and this posed a challenge as it proved difficult to carry out supervision effectively. Similar sentiments have also been shared in study conducted by Kurka & Berhanu (2019), which revealed that, teachers felt dissatisfied with the approaches of school-based instructional supervision used in their schools. The finding confirmed that, the major factors that negatively affect teachers perception towards school-based instructional supervision were: inappropriate approaches of supervisors; lack of basic skills and knowledge in supervisors to carry out effective school-based instructional supervision; lack of awareness of teachers to the importance and usefulness of school based supervision; low trust between teachers and supervisors; lack of pre and post observation conference and inadequate feedback from

supervisors; influence on age and gender; poor communication among teachers, principals and supervisors; lack of motivation and commitment in experienced teachers to work collaboratively with conduct of school based supervision. The findings of the study indicated that teachers have negative perception towards school-based instructional supervision.

Similar findings are shared in another study conducted in Malasia by Sharma & Kannan (2020), whereby a majority of teachers view instructional supervision as an area where only skilled and subject experts can understand the dynamics of subject and pedagogical techniques used. They expect their meaningful involvement as they have specialized knowledge in field of teaching and command over subject along with their supervisors who need to have such understanding and competencies on subject and teaching methods. During this study the researchers observed from the following comments as made by the teachers

*‘How can a language graduate supervisor help me to improve in science subjects?
What can be difficulties in teaching particular subject, only supervisor with experience in teaching that subject can understand? Methods of teaching languages differ from teaching accountancy that a supervisor needs to realize’.*

While on the same topic existing literature, the Teaching and Learning Supervision Theory posits that a supervisor needs to have supervisory knowledge to determine the effectiveness in improving the teachers’ teaching in the classroom. This clearly demonstrates that supervisors must have a high level of knowledge and skills in carrying out supervision that is to provide confidence in the teachers in their efforts to improve the teachers’ classroom teaching (Glickman, Gordon & Ross-Gordon, 2004). Abebe, (2014), explains that, teachers’ positive perception towards supervisors can have a positive impact in enhancing the potential of teaching tasks as well as demonstrating communication effectively in the direction of excellence in teaching professionalism. This statement supports the findings of Mardhiah & Rabiatul (2016) which revealed that it is the element of confidence in the supervisors is in keeping with the supervisory aspect in the classroom that contributes to positive perception towards supervisory process is expected to increase the teachers’ teaching competence in schools.

In the course of this study the researcher sought to understand how supervisor's knowledge and skills impacted on the teacher's perception towards classroom supervision in general and how, this helps to improve their capacity as well as that of students, as the previous studies in Malawi did not really focus on this topic.

2.7.2 Teacher's perception towards the element of Supervisor/Supervisee working relationship

According to Campoli et.al (2016) it is important for supervisor to create an environment that is marked by supportive, trusting and respectful relationship, in order to make the supervisee comfortable during the supervision process. For example, where the supervisor and the supervisee have cordial relations, there are high chances of the teacher feeling comfortable during the supervision process. Studies have shown that supervision behavior by head teachers ranges from extremely autocratic, with all decisions made by head teacher to the extremely democratic with decisions made by teachers (Weerasuriya & Nishanthi, 2014). Such behaviors of supervisors can have a significant influence on teachers' morale and their work behavior, affecting teacher's psychological well-being. Ibrahim (2013), suggests a collaborative approach, whereby the supervisor and teacher together agree to set the structure, process, and criteria in carrying out the process of conversation towards problems faced by the teacher. Interaction between the teacher and supervisor will greatly affect the results of supervision, especially in terms of the effectiveness of learning consisting of educative, supportive, and evaluative abilities (Long et al 2013).

In the implementation of classroom supervision, collaborative supervision will build a more positive atmosphere where interactions will be better established (Ibrahim, 2013). Good collaboration will be realized if there is good cooperation between the head teacher and the teacher. To realize good cooperation between school head teacher and teachers, trust is needed; the belief in question is the trust of teachers towards the head teacher (Balyer 2017). If the teacher has trusted the head teacher, all tasks assigned to the teacher will definitely be carried out as well as possible by the teacher (Li et al 2016). To form this trust, a school head teacher must have competency, consistency, reliability, openness, respect, and integrity (Handford & Leithwood 2013).

A research conducted by Faikhamta & Clarke (2018) found that the level of supervisor motivation will affect the results of supervision. In addition, research conducted by Moradi et al (2014) also found that the teachers hoped that in the implementation of supervision, supervisors should

position themselves as learning partners and make the supervision process a shared responsibility so as to create a family but still professional relationship. Furthermore, in the implementation of supervision, there must be a collegial relationship between supervisors and supervised teachers where supervisors can help teachers to improve their performance not just looking for teacher errors without providing clear input and assistance (Kemmis et al, 2014). In addition, in order to obtain optimal results from the implementation of supervision, the head teacher is required to be able to direct and motivate teachers and education personnel, to always carry out their duties and obligations seriously in order to achieve the targeted vision and mission (Meraku, 2017).

In Iran, the overall findings of a study on Exploring EFL teachers' perception, done by Moradi et.al (2014) study, showed that teachers in those observations tried to please their supervisors and assure them that they adhered to the program policy simply they were worried about the consequences of getting the 'unsatisfactory' rating by supervisors and even of being fired. Further analyses and interview findings indicated that teachers sometimes feel that they are not being sufficiently challenged, and that the observation and feedback is only superficial. This study also further revealed that teachers believe many observers almost automatically look for things to criticize and also that their bad practices during observation only cause them great problems and damage their confidence. In this study majority of the respondent still believed that supervision is mostly for paperwork formalities and regulations. From the teachers' point of view, supervisory practice is mostly characterized by inspection and evaluation.

Echoing the same sentiments are the findings on a study done in Ethiopia by Kurka & Berhanu (2019), on Attitude of Teachers Towards School-Based Instructional Supervision. Findings revealed that most of the respondents believes school-based instructional supervision is not used to assist them but rather their supervisors, act like bosses and use it as a means to control teachers. Most of the respondents further described how they disliked supervisors enter their classroom because they consider them to be just fault finders, who do not give any constructive ideas and they do not have knowledge more than teachers. In addition, the respondents revealed that they believe that most of supervisors only try to show superiority over them, as teachers and that most of them do not have knowledge of effective supervisory system. Hence teachers assume that school-based instructional supervision does not assist them in any way. In the same vein, the findings by Moradi et.al (2014) further echoes that teachers believe that it is hard to talk about

mutual understanding, participation and involvement where there is fear and feeling of being controlled and penalized. Hence for the majority of the teachers involved in this study, view it as an inspection rather than a collaborative process, indicating that the relationship between the two sides is based on a hierarchical structure in which the supervisor dominates the whole process and there is not an appropriate atmosphere for involvement and collaboration in real sense.

Findings by Moradi et.al, (2014) further revealed that teachers feel that supervision fails to assist them in providing guidance in finding solutions to their problems in classroom that can help them grow and improve professionally. Basing on the responses given in this study, there is a strong indication that in general, teachers perceive that supervisors exercise their own power and authority over teachers. This obviously does not create a friendly atmosphere in which both sides discuss the issues in relation to the quality of instruction openly and fruitfully. According to the teachers in this study, supervision is far from providing leadership to them to be better able to improve their classroom performance. Supervision which is supposed to be an important element of in-service training for the professional growth of teachers only serves to decrease teachers' motivation and confidence. For the supervision to be effective and be of pedagogical value, the first meeting prior to the classroom visit is of utmost importance to ensure collaboration, participation, and mutual understanding (Glickman 2004). In addition, findings revealed how the teachers feel about how classroom supervision deals with the periods during and after the supervision that a substantial number of teachers feel irritated and tense due to the presence of the supervisor and the fact that a great number of teachers are well aware of supervisors' taking notes while observing, may serve enough to alert the teachers. As in the pre-conference, the post-conference also appears to be lacking a systematic, well-planned session, supervisory process is expected to increase the teachers' teaching competence in schools (Moradi et.al 2014).

In addition, the findings also show that the supervisory support element has a significant and positive relationship to the perception of the teacher. This finding also explains the support of supervisors towards teacher teaching in the classroom and creates a positive perception in the teachers, where teachers are able to provide co-operation during supervision (Shamsudin & Kamarul, 2011). The supervisor's support in teachers' teaching can encourage teachers to improve teaching techniques in the classroom by creating an effective learning environment by using a

diverse and systematic approach (Rahimi & Yusri, 2015). When supervisors can support teachers' teaching, teachers will be more motivated to intensify teaching strategies, techniques and teaching methods as well as to create active student participation in the classroom (Yusri & Aziz, 2014; Rahimi & Yusri, 2014).

In Zimbabwe, Alfani (2022) did a study on teachers' perceptions towards classroom instructional supervision: A Case Study of Nkayi District. The study purposively sampled 48 qualified teachers from Nkayi District in Matabeleland North in Zimbabwe. The sample had 31 males and 17 females. The findings indicate that school teachers in the sample perceived classroom instructional supervision in a positive way. The preferences for the frequency of supervision of instruction, types of supervisors and purposes of supervision all pointed to the fact that teachers perceive supervision in a positive way. However, findings revealed that in spite of their positive perceptions towards supervision, teachers felt that the way it was carried out in their schools left a lot to be desired. This study does not reveal exactly how it is done that ends up impacting the perceptions of teachers in a negative way, hence this is the researcher's area of interest for carrying out this current study.

In conclusion, findings of Kurka & Berhanu's (2019) study confirmed that, the major factors that negatively affect teachers' perception towards school-based instructional supervision were: inappropriate approaches of supervisors; lack of basic skills and knowledge in supervisors to carry out effective school-based instructional supervision; lack of awareness of teachers to the importance and usefulness of school-based supervision; low trust between teachers and supervisors; lack of pre and post observation conference and inadequate feedback from supervisors; influence on age and gender; poor communication among teachers, principals and supervisors; lack of motivation and commitment in experienced teachers to work collaboratively with conduct of school-based supervision. Similarly, Zachariah (2013) further notes that, the perceptions and satisfaction of teachers toward instructional supervision depends largely on a harmonious teacher-supervisor relationship and availability of supervisory choices based on teachers' needs, as well as mutual trust, respect and collaboration among supervisees and supervisors. In this regard therefore the effectiveness of instructional supervision of teachers can be assessed using the yardstick of teachers' perceptions of instructional supervisors' skills of conducting instructional supervision.

2.8 Chapter Summary

In this section, the existing literature has revealed a lot on how teachers across the globe feel about head teacher's supervisory practices during classroom supervision. However, there is little knowledge on this topic from Southern Africa let alone Malawi, hence the researcher found this to be an expedient area of study. The next chapter discusses the methodology that was employed in the study.

CHAPTER THREE

3 METHODOLOGY

3.1 Research paradigm

This study was grounded in interpretivism research paradigm which reflects interpretivist philosophy. Interpretivism is built on the belief that recognizes that there are many different ways of interpreting the world (Creswell, 2014). It emphasizes the significance of exploring and representing the ways in which different stakeholders in social setting construct their beliefs and knowledge (Creswell, 2014). As contended by Creswell, (2012), interpretivist philosophy is a belief that reality is socially constructed and it is from people where meaning is obtained. Therefore, this paradigm was assumed to be the most suitable since the researcher gradually developed a shared perspective on participants' experiences in trying to understand their perceptions towards classroom supervision. Creswell (2014), further contends that different individuals understand things or events differently, these are their realities, hence, this study required to explore the different ways in which teachers constructs their beliefs and knowledge.

3.2 Research Approach and design

To find out the perceptions of teachers towards the techniques as employed by the head teacher during classroom supervision, this study used a qualitative research design. According to Creswell, (2012), following the qualitative approach, researchers seek to understand meaning in events and in human interactions. Further, the context is important to the interpretation of data. This approach requires that the researcher "centers on the attempt to achieve a sense of the meaning that others give to their own situations" (Creswell, 2012). In addition, it was found suitable because qualitative study seeks to understand the actual ways that a social world functions and how the participants in a particular social world go about living, working, interacting, and feeling about their place in that setting (Creswell, 2014). As for the research design, this study used phenomenological research design. According to Bliss, (2016), phenomenological research is a qualitative research approach that seeks to understand and describe the universal essence of a phenomenon. This approach was found suitable in the sense that it investigates the everyday experiences of human beings while suspending the researcher's preconceived assumptions about the phenomenon. In other words, this approach studies the lived experiences, in an attempt to

interpret the participants' feelings, perceptions, and belief to clarify the essence of the phenomenon under investigation

3.3 Research Site

The study was conducted in four selected public secondary schools of Lilongwe district, in Central West Education Division. Lilongwe being the capital city, has considerably a largest number of secondary schools in Malawi, provided a rich source of data. The study targeted national and conventional secondary school which have the capacity to house quite a large number of teachers.

3.4 Study Population, Sample size and Sampling techniques

The participants of this study came from four selected public secondary schools and comprised, head teachers, deputy head teacher, heads of departments and teachers. The head teacher, the deputy head teacher and the heads of department (HODs) were purposively sampled by virtue of their being members of the school-based supervision team, as mandated by NES 2015. On the other hand, the teachers were randomly sampled since they are the key informants and they were many of them in a school. These participants were presumably considered more likely to provide enough data that is detailed and relevant to the research objectives (Creswell, 2014).

The sample size projected to involve 40 participants however only 31 participated comprising 11 heads of department (HODs) with 3 HODS from each of the four schools, 20 teachers, with approximately 6 teachers from each of the four schools. The size of teachers took into consideration that conducting interview-based study is challenging and may take a bit of time to interview one person at a time. However, this being a qualitative study, the actual sample size was decided once the researcher reached the saturation point on the basis that the data collected responded to all research questions. Urquhart, (2013) and Given (2016), defines saturation as the point at which additional data do not lead to any emergency of new codes or themes.

3.5 Data collection methods and instruments

3.5.1 Face to face interviews

The researcher conducted Face to face semi-structured interview and semi-structured interview guide [Appendix 4 and 5] were used as research instrument to collect data from all the participants. Semi-structured interview guide involved the use of closed and open-ended questions whose aim was to explore the respondent's thoughts, feelings and beliefs about a particular topic, (Creswell

2012). Semi-structured interview was considered suitable because it allowed the researcher to use probe and spontaneous questions to explore, deepen understanding, and clarify answers to questions (Wilson 2014).

3.5.2 Classroom Observation

In addition, the researcher also conducted about four classroom observations, in order to appreciate the supervisory practices first hand. O’Leary (2014), posits that classroom observation method enables the researcher to observe, interact and gain a rich picture of participants in this case teachers, in their natural environment. During the study, the researcher with the help of Classroom Observation check list [Appendix 3] took down classroom observation notes. About four sessions were conducted with one session per school.

3.5.3 Document Analysis

For triangulation purposes, the researcher also conducted document review of all classroom supervision reports as found in the supervision file, following the Document review Guide [Appendix 4]. This was meant to verify the supervisory practices so as to compare with what was shared during the Face to face interview by both the supervisor as well as the supervisee.

3.5.4 Data collection tools

The researcher, also used other data collection tools, such as a note pad and an audio recorder to record all the interview proceedings both manually as well as electronically. Recording was done after seeking due consent of the interviewee. According to Rita & Rohman, (2013), recording helps researchers keep accurate records of interviews, which in turn assists them during their data analysis.

3.6 Data analysis

This study, analyzed the data through thematic data analysis according to research objectives. Thematic data analysis is the method of analyzing qualitative data whereby the researcher closely examines the data to identify common themes, topics, ideas and patterns of meanings that come up repeatedly (Creswell, 2013). Caulifield, (2022), posits that thematic analysis is a good approach to use when one is trying to find out something about peoples’ views, opinions, knowledge, experience or values from a set of qualitative data. According to Creswell, (2014), data analysis in qualitative research is the process of categorization, description and synthesis of the collected information. The researcher analyzed the content of the field notes collected through semi-

structured interviews using a six-step process involving familiarization, coding, generating themes, and writing up as developed by Braun and Clarke (2006). Below is the breakdown of how the researcher utilized the six-step process as guided by Caulfield, (2022): -

Step 1: Familiarization

This step involved transcribing the audios, reading through the text and taking initial notes, and generally looking through the data to get familiar with it.

Step 2: Coding

Coding means highlighting sections of the text usually phrases or sentences – and coming up with shorthand labels or “codes” to describe their content. The codes allowed the researcher to gain a condensed overview of the main points and common meanings that recurred throughout the data.

Step 3: Generating themes

After creating the codes, the researcher then identified patterns among them, and started coming up with themes. The themes are generally broader than the codes and the researcher found other codes to be not relevant enough and in such instances, several codes were combined into a single theme.

Step 4: Reviewing themes

This step helped the researcher verify if there is anything missing and if the themes are really present in the data, so as to see if there are any changes to be made to make the themes work better. If the researcher encounters a problem with the themes then the themes shall be split up, combined, discarded or shall create new ones just to make them useful and accurate.

Step 5: Defining and naming themes

Defining themes involves formulating exactly what the researcher meant by each theme and figuring out how it will help to understand the data. Naming themes involved coming up with a succinct and easily understandable name for each theme.

Step 6: Writing up

The write up has started with the introduction containing the research question, aims and approach. Followed by the methodology section, describing how the researcher collected the data (e.g. through semi-structured interviews or open-ended survey questions) and explaining how the thematic analysis itself was conducted. This then has been followed by the results or findings section addressing each theme in turns. Finally, in the conclusion researcher has explained the main takeaways and has shown how the analysis has answered the research question.

3.7 Ethical Considerations

Ethics are important in every research. Creswell (2014) has defined ethics as the questions of right or wrong. The researcher ensured that all research ethics were considered. The researcher first got permission from Mzuzu University, the Education Division Manager and the head teacher of the respective secondary schools where the study will be conducted before commencing the research. To ensure confidentiality, the researcher kept the answers strictly confidential and pseudonyms have been used instead of real names. To render the study ethical prior permission was obtained from the targeted respondents before conducting the research and the participants signed a consent form for acceptance.

3.8 Credibility and Trustworthiness

The final results of the study will be taken to the participants for them to check whether the results reflects what they contributed to the research in the first place. In addition, all tape-recorded interviews, transcribed notes and personal diary will be kept for audit trail to ensure that the findings are consistent and could be repeated. The researcher will also provide an audit trail highlighting every step of data analysis to ensure that the data accurately portrays participants' responses.

3.9 Chapter Summary

The study on the exploring on the teacher's perception towards head teacher's supervisory practices, used qualitative approach and employed a phenomenological research design. The study purposefully and simple randomly sampled the site, schools and participants. It also used document review and face to-face interviews as instruments for collecting data. Data was analyzed using the thematic analysis method.

CHAPTER FOUR:

4 PRESENTATION OF RESULTS AND DISCUSSION

4.1 Chapter overview

This chapter presents results of the data analyzed from interviews conducted to explore the perceptions of teachers towards the head teacher's supervisory practices. Based on the data generated during interviews with heads of departments and teachers, a number of categories were generated which were further put into five major themes that explain the perception of teachers.

Interviews composed of open-ended questions 17 for teachers and 15 for heads of department. This chapter also include a detailed discussion about the response rate, data analysis, findings, results and interpretation of the qualitative data for each of the four objectives of this study.

4.2 Sample characteristics

4.2.1 Responses rates

Table 1: Participants' demographic data

Respondents	Frequency
HODs	11
Teachers	20
Total	31
Gender	
Males	9
Females	22
Total	31

4.2.2 Details of the respondents

This section provides a description of the demographic profiles of the 31 respondents who participated in this study. The study was meant to interview head teachers as the official supervisor at an institution. However, in all the four schools it was revealed that supervision exercise has been delegated to heads of department in order to create room for the head teacher to manage other administrative affairs of the school that are equally important. Table 1 shows that out of 31

respondents who participated in this study, 11 were heads of department while 20 were teachers. In terms of gender, there were 9 males and 22 females.

4.2.3 HOD's profile

The Respondents were classified according to age profile, the number of years of service as well as the number of years as a HOD and their highest academic qualification. The table shows that in terms of age, the oldest HOD is 56 with the youngest being 38 years old. In terms of years of service from 5 to 35 years, while number of years as a HOD ranged from 2 to 10 years at the same institution. The category of highest qualification with 10 being Bachelor's degree holders and only one with Master's degree. The results are presented in Table 4.2

Table 2: HOD's demographic data

Variable	Category	N
Age group	38 – 56	11
Gender	Male	2
	Female	9
Years of teaching	5 – 35	11
Area of specialization	Science	3
	Humanities	4
	Language	3
	Technical drawing	1
Years as a HOD at the place of study	2 – 20	11
Academic qualification	Bachelor's degree	10
	Master's degree	1
Total number of HODs		11

Table 2 shows HOD's age, gender, area of specialization, teaching experience, their experience as HOD at the time of study and their academic qualification. From the analysis, females formed the majority as there were 9 respondents while male respondents were only 2. In terms of teaching experience none had less than 5 years. This implies that more than half of the respondents had over 5 years of teaching experience. With regard to experience as a HOD, the table also shows that 2 had less than 5 years' experience, while 8 respondents had more than 5 years and only 1 had

more than 10 years' experience as a HOD. As for the academic qualification, 10 had a bachelor's degree while only 1 had a master's degree. This implies that most of the HODs were bachelor degree holders and above. As for the area of specialization, 3 were form Science, 4 humanities, 3 Languages and 1 Technical Drawing. This indicates that humanities had the highest number of respondents, seconded by Science and Language.

Table 4.2 shows that 12 (19%) of the respondents had been academic staff in their particular schools for less than 1 year whereas 13 (20.6%) of the respondents had been in service for a period of between 1-5 years. In addition, 22 (34.9%) of the respondents cited having been in service in their respective schools for a period of between 6-10 years whereas 16 (25.4%) of the respondents indicated having worked for a period of more than 10 years in their schools. The finding implies that 51 (80.9%) had been in their respective schools for a period that can be considered adequate for them to be familiar with instructional supervision practices in their schools. Furthermore, the findings mean that the respondents would be able to provide responses based on their knowledge and experience as this is an activity that they have engaged in before. Additionally, it could be generalized that the respondents may be highly conversant with instructional supervision matters if at all they have practiced the same. The length of service could have impacted on their ability to carry out instructional supervision.

4.2.4 Teachers' profile

The Respondents were classified according to age profile, the number of years of service as well as their highest academic qualification. The table shows that in terms of age, the oldest teacher is 55 with the youngest being 26 years old. Teachers' years of service ranged from 2 to 38years, while number of years at the same institution ranged from 2 to over 15. The category of highest qualification with 10 being Bachelor's degree holders and only one with Master's degree. The results are presented in Table 3 below.

Table 3: Teachers' profiles

Variable	Category	N
Age group	26 – 55	20
Gender	Male	6
	Female	14
Years of teaching experience	2 – 35	20
Area of specialization	Science	6
	Humanities	8
	Language	6
Number of years at the place of study	2 - 18	20
Academic qualification	Diploma	2
	Bachelor's degree	18

Table 3 shows teacher's age, gender, area of specialization, teaching experience, how long they have been teaching at the school under study and their academic qualification.

The age profile was as follows: Between 26 -35 years, there were 5, 36 – 45years 6 and between 46 – 55 years 9. The age group with the highest number of respondents was 46 -55 years which had 20 respondents while age group 25 – 35 had 6 as the lowest number of respondents as shown in Table 2 above. The study also sought to find out the cumulative experience that the respondents have acquired in their teaching career. This was necessary because the cumulative years of service as teachers would help gauge how well the respondents are familiar with the concept of classroom supervision. In terms of teaching experience 5 % had less than 5 years, had 5 -15 years, had 16 – 25 years%. This implies that more than half of the respondents had over 5 years teaching experience. In terms of how long they have been at the school under study, more than half of the respondents had over 5 years' experience at their duty station. At least 60% of the respondents had cumulatively worked for a period of more than 11 years, the finding essentially means that they are more knowledgeable on matters of instructional supervision. Furthermore, if the teachers have been supervised for this period, then it would be appropriate to note that it may have contributed to their professional growth and development (Blumberg & Weimer, 2008) and also to the improvement in their performance in educational matters particularly in instructions of

teaching and learning. Additionally, it could be generalized that the respondents may be highly conversant with classroom supervision matters if at all they have practiced the same. The length of service could have impacted on their ability to carry out classroom supervision.

From the analysis, females formed the majority of the respondents at 70%, while male respondents, at 30%. It was observed that in almost all the schools under study with exception of but one, had more male respondents, for the reasons best known to themselves, male teachers showed no interest to participate in the study. However, this gender imbalance did not have any significant negative bearing on the results of the study. With regard to academic qualification, the table shows that 18 had Bachelor's degree while 2 were Diploma holders. This implied that most of the teachers were Bachelor's degree holders. Their academic and professional qualification also helped the researcher to conduct the interview with ease as the respondents could converse in English and had a better understanding on the topic of study.

4.3 Thematic Analysis

As designed, this study involved conducting one-on-one interviews with the officers responsible for conducting classroom supervision in public secondary schools, in this case the heads of department and two teachers from each department. Semi-structured interviews were carried out involving eleven HOD's and twenty teachers. To be considered, the participants had to have been in the school under study for at least not less than two years and that the HODs must have served in that capacity at least for two years. Questions in the interview guide sought to analyze the techniques used by head-teachers in schools during classroom supervision and how teachers perceive those techniques so as to determine whether those techniques have an influence on the teacher's attitudes towards classroom supervision and how their perception impact their participation in the exercise. The interview questions also meant to establish the teachers' understanding of the importance of classroom supervision and how it affects the teaching and learning process.

The interview guide was piloted, reviewed and evaluated. Based on the pilot study, some questions were revised and modified. The study conducted separate interviews for the supervisors and the supervisees, however, some of the questions were similar for triangulation purposes. Most of the

interviews lasted between 15 to 30 minutes. Each interview was recorded and transcribed. Based on the data generated during interviews, a number of categories were generated which were further put into four major themes that explain the perceptions of teachers. The process of data analysis has been presented in chapter three.

The insights obtained from the analysis constitute part of the findings of this study. The findings sought to answer the following specific research questions of this study:

1. What sort of techniques do head teachers employ during classroom supervision?
2. How do the teachers' understand the importance of classroom supervision by head teachers or heads of department?
3. How do the teachers perceive the techniques as employed by the head teacher during classroom supervision?
4. How does classroom supervision affect the teaching and learning process?

The themes, categories and sub categories that were found have been presented in the table below:

Table 4: Showing Themes, Categories and Sub-categories

Theme	Category	Sub category
Techniques used	<ul style="list-style-type: none"> ➤ Prior notice ➤ Surprise visit ➤ Consent ➤ Submission of records and lesson plan ➤ Lesson observation ➤ Feedback 	
Negative contributing factors	<ul style="list-style-type: none"> ➤ Faced by HODs ➤ Faced by teachers 	<ul style="list-style-type: none"> ➤ Resistance ➤ workload ➤ Selective treatment ➤ Need for an expert teacher ➤ Emphasis on weakness
Impact & importance of supervision	<ul style="list-style-type: none"> ➤ On learners ➤ On Teachers ➤ On the department ➤ On the school as a whole 	<ul style="list-style-type: none"> ➤ Enhanced performance ➤ Professional development ➤ Subject allocation ➤ Resource allocation ➤ INSET ➤ Appraisal ➤ Improved performance ➤ Enhances competition ➤ Improved performance
Perception of teachers	<ul style="list-style-type: none"> ➤ Perceived by HODs ➤ Perceived by teachers themselves 	<ul style="list-style-type: none"> ➤ Negative ➤ Positive and negative

The study findings indicated that the schools under study conducted school-based classroom supervision using agreed upon operating procedures which each individual school developed for their use during supervision.

4.4 Supervisory Techniques and practices used during classroom supervision

This section presents the supervision techniques that are employed by head teachers during classroom supervision in Lilongwe public secondary schools. Under the theme of Techniques, it was established that all the four schools under study mostly use classroom observation technique as their mode of supervision and six supervision practices emerged from this theme and these are: Prior notice, consent, surprise-visit, submission of schemes and records of work and lesson plan, lesson observation and communication of feedback. In addition, the study also found out that each individual school developed their own supervision form which they use for rating during the exercise (Appendix 6). This is what HoD from school X had to say:

“As a school, we developed our own supervision form we use for rating, among others the form indicates the date and time of the supervision and also has a place where the supervisee signs before (when seeking their consent) and after the exercise, this form is then photocopied in order to give the supervisee a copy for their records and the other one is kept in their personal file kept by the HoD”

The researcher was able to establish that the techniques used are communicated to the members during staff meetings, departmental meetings and the supervision plan is also included in their calendar of events for all teachers to follow through.

4.4.1.1 Prior notice, Consent and surprise visit

According to the findings part of the operating procedures involves having a pre-observation conference, where the supervisor discusses the supervision process as well as giving the supervisee prior notice to get their consent, then the supervisor calls for schemes and records of work. On the day of the supervision the supervisor asks for a copy of the lesson plan to enable them follow through the lesson. The supervisor then sits in the back while observing the lesson quietly without interrupting the supervisee. After observing the lesson, the supervisor then conducts a post-supervision conference where feedback is communicated to the supervisee immediately after the lesson. Then finally the supervisee is made to sign on the supervision form to show that they are in agreement with what has been written on the supervision form. After signing other supervisors

keep one copy in the supervision file while the supervisee is given the other copy for their own personal file. In his own words HOD from school Z had this to say:

“Supervision is not meant to feel like an ambush, so we normally engage the teacher a week prior to the day, this is when we personally seek their consent and also remind them about what is expected of them like putting their professional documents in order, you literally walk through the process with them so as to make them feel at ease”

Another HOD from school Y had this to say:

“With supervision, feedback is the most important part of the whole process, so before I share what I observed, I always give the supervisee a chance to share their own reflection of the lesson, then I come in with what I observed starting with their areas of strength and then their areas of weaknesses”

When asked about whether they give prior notice to the supervisee and how they communicate it to them, at least more than half of the participants, including the HODs indicated that the supervisee’s consent is always duly sought prior to the day of supervision so that they are not seen as carrying out a witch-hunting exercise. Some of the HODs in school X had this to say.

“First we announce through the departmental meeting that this term we’re going to have the work plan and one of the items is classroom supervision and then we approach them on individual basis, This means that members of the department are aware that they are going to be supervised and they become ready”

Another HOD from school Y had this to say

“I first of all inform the teacher to alert them so that we agree on the date and time to be supervised. Then I asked them to show me their schemes and records of work and also the Lesson plan, so that I check where they are at. So we always seek their consent and not surprise visit, it’s what we agreed at departmental level”

The researcher further inquired whether sometimes the HODs do conduct a surprise visit without seeking any consent of the supervisee at all. Only two out of the eleven said they do conduct surprise supervision. Those two HODs argued that surprise visits gives them a true reflection of what actually happens in the classroom whereas the other HODs argued that classroom supervision

is meant to promote teacher's professional development as opposed to fault finding. One HOD from school Z had this to say

“Whenever I do a surprise visit it's when I get to find out that the teachers don't have the necessary professional documents especially the lesson plan sometimes they also don't even have the lesson notes, they are busy teaching directly from the text book!, to me this gives the true reflection of what actually happens unlike the times they're given prior notice”

Another HOD from school W had this to add

“During the surprise visit I get to find out that teachers don't follow learner-centered methods of teaching as should be the case in the modern era, most of the teachers continue to use the same old teacher-centered methodologies, yet when you give them prior notice they tend to use a variety of methods!”

In a bid to triangulate, the supervisees were also asked if at all they are given prior notice and how it is communicated to them. Almost all of them confirmed that they are indeed given prior notice. One of the supervisee in school X had this to say,

“Yes, we're told in advance, they don't ambush us”.

However, it was also noted that while all of them expressed their need to be given prior notice, there were some individuals who said that they were flexible with surprise visit as well, one supervisee from school Y had this to say:

“Yes, I like to be given prior notice but I wouldn't mind a surprise one”

Probing further, the supervisees were also asked what they would prefer whether to always be given prior notice or sometimes to have a surprise visit without prior notice. Almost half the participants said either of the two was alright for them. However, some felt that a surprise supervision felt like witch-hunting and it only serves to embarrass the teacher rather than helping them develop professionally. One supervisee from school M had this to say

“The surprise one makes you feel uncomfortable, but as a teacher you have to be ready all the time as we're always reminded during staff meetings”.

On the other hand while appreciating the fact that they are given prior notice another teacher from school Z added that;

“Sometimes it would be better for the supervisors to just walk in the classroom if they are to get a more realistic view of what happens in classroom but it must be done with caution and not just focus on the negatives”

These practices are consistent with literature, as posited by NEU, (2020) that the supervisor ought to consult teachers on the pattern of classroom supervision and seek agreement with them to ensure that those being observed should be notified at least five working days in advance and that the supervisor arrange, as far as possible, for the observations to take place at a time agreed between the supervisor and the supervisee (NEU, 2020: Halim et.al 2018). In addition, Brown (2015) points out that classroom supervision is a collaborative effort of the teachers as well as the head teacher, hence mutual understanding is of essence if this exercise is to be carried out effectively. On the contrary however, literature also support surprise visits as giving a true reflection based on the phenomenon called the Hawthorne effect which observed that people are likely to change their behavior given the fact that they are aware of being monitored (McCambridge et.al. 2014), as a result the supervisor therefore is likely to measure performance of a behavior that is concealed as opposed to evaluating their actual behaviour.

While the researcher established that more than half of the participants preferred to give and or be given prior notice when conducting classroom supervision, still, it was also noted that there were some individuals who said that they were flexible with surprise visit as well. The proponents of this view argued that surprise visits give them a true reflection of what actually happens in the classroom whereas those that were against argued that classroom supervision is meant to promote teacher’s professional development as opposed to fault finding. However, literature supports surprise visit as cited by Halim et.al, (2018), “unannounced observations may seem desirable because they can show an instructor’s typical teaching style, and they can identify instructors who are unprepared for class”. In addition, other studies argue that there is some evidence that indicates that teachers have also been known to dramatically alter their instruction when observers are present in the classroom (Halim et.al, 2018).

4.4.1.2 Lesson Observation experience

Under this section, the researcher wanted to find out how the supervisor handles themselves during lesson observation. Findings indicate that on the day of classroom supervision, some HOD's go straight to the classroom having collected the supervisee's lesson plan prior to the lesson time and sit at the back, the supervisee finds them already seated in the classroom. On the other hand, other HODs prefer to walk together with the supervisee to the classroom. This is what some of them had to say:

“Going straight to the classroom is part of my supervision strategy, I want to observe everything starting from the teacher's punctuality and not just the lesson, that's why I always ask my supervisee to submit their schemes of work and lesson plan a day before”.

Another supervisor from school Z had a different approach:

“On the day I'm supervising, I like to meet my supervisee before the lesson to collect my copy of their lesson plan and also to just assure them that I'm not there to find faults with them but rather to help them develop professionally, so I always tell them to feel at ease, after this pep talk we then walk to the classroom together”

The study also sought to find out how the supervisor handles the supervisee's seemingly pedagogical incompetence in the course of observing the lesson. On this issue, all the eleven participants said that they do not interrupt the lesson; they allow them to finish, they only point it out later during the post-supervision conference. One of the HODs from school X had this to say;

“Interrupting the lesson to correct the teacher in front of the learners would be very unprofessional and the teacher would feel embarrassed and disrespected”

For triangulation purposes, the researcher with the help of observation guide and a check list tool (appendix 4) also had the privilege of observing some lessons first hand, where it was observed that both the supervisor and their supervisee's handles the exercise professionally. The researcher observed that prior to the lesson there was a pre-supervision conference where among others the supervisor checked all the professional documents (schemes and records of work, the lesson plan, lesson notes, teaching aids and the lesson attendance register) and was also handed one copy of the lesson plan to enable them follow through the lesson. Having done that, then the supervisors

encouraged the supervisee to be at ease and then they entered the class together with the researcher. The supervisor and the researcher proceeded to sit at the back.

During the lesson delivery (as was the case in all the lessons observed), the researcher could tell that the teachers' body language portrayed confidence and composure. They did not seem to feel at all intimidated by the presence of the supervisor and a visitor in their classroom, they felt at ease. All the lessons observed were effectively delivered as the teachers portrayed a mastery of the subject matter and applied a variety of learner-centered methods as could be witnessed by the involvement and active participation of the students. On the part of the supervisor, the researcher observed (with one exceptional incident) they observed the class quietly without any interference or interruptions, they could only be seen to be jotting down notes from time to time. The only time the researcher observed something contrary that had a negative impact on the supervisee, was when the supervisor was checking students exercise books in the course of the lesson, this attracted some noise as and caused disruption, as other students were not cooperating, nonetheless the lesson carried on and the supervisor apologized during the post-supervision conference. The researcher quietly observed the lessons from the back seat and only took down notes of what was being observed. During the post-supervision conference where feedback was given, the researcher, observed that in all the instances, only oral feedback was readily given and that the supervisee were only shown what was written on the supervision form and were made to sign, while being promised to wait for a day for written report.

According to literature, this behaviour is consistent with the acceptable code of conduct expected of any supervisor as the supervisor's behaviour in the course of classroom supervision matters as it can have a significant influence on how the supervisee feel about supervision (Gilbreath & Karim, 2012; Weerasuriya & Nishant, 2014). Similarly Sidhu & Fook (2010) in Malaysia indicated that supervision should be viewed as a process of observing, nurturing and giving feedback on the professional activity of teaching and learning to teachers. Studies by Long et.al (2013); Ibrahim (2013) further supports a collaborative approach whereby the supervisor and the supervisee together agree to set the structure, process, and criteria in carrying out the supervision process. These two studies posits that interaction between the teacher and the supervisor greatly affect the results of supervision, especially in terms of the effectiveness, as collaborative supervision build a more positive atmosphere where interactions will be better established. In

addition, the theoretical framework of this study Hallinger, (2003); Leithwood et.al, 2004), posit that, positive learning environment promotes positive perception of teachers towards the teaching and learning process including classroom supervision.

4.4.1.3 Communication of feedback

Another supervision practice that the study assessed is about when and how feedback is communicated to the supervisee. The findings on this issue indicate that they communicate immediately after the lesson and it is done both orally and written using the supervision form (Appendices 8 - 11). It was also noted that in all the schools both the HODs and the supervisees indicated that they do have post-supervision conference where feedback is communicated using a supervision form. This is where they discuss the strength and weaknesses of the lesson and the supervisor gives a chance to the supervisee to share their experiences and also the supervisor explains how they arrived at the grade given to the supervisee. At the end the supervisee is given a chance to sign if they agree with what has been written on the supervision form before the form is kept in a file. Some of the supervisees said they are given their own copy of the supervision form for their personal record while others said that they are not given anything. One participant from School M had this to say

“Yes, we do have post-supervision conference soon after the lesson where we discuss the strengths and weaknesses of the lesson, however, communication is mostly done orally, I’ve never been given any written document”.

In order to triangulate the researcher also conducted a document review. Document review revealed some inconsistencies in some of the claims by supervisors and supervisees. It was discovered that some supervisors did not keep the said supervision file up to date. Others had loose copies of the previous supervision exercise not properly filed but kept together with other blank (unused) supervision forms for later use. In some cases, the supervisee kept their copies of the previous supervision, yet their Supervisor did not have any copy of the same in their files. This was the trend in almost all the schools with a few exceptions. Upon enquiry this is what one of the HODs from school Y had to say

“Filing is a bit challenging for me due to my work load, I keep telling myself that I’ll do it later but never really get to doing it, but I have those loose copies on my desk, I just have to find time to organize myself”

The findings on communication of feedback are consistent with existing literature as posited by NEU (2020, Halim et.al, 2018), which explains that oral feedback should be given as soon as possible after the observation and no later than the end of the following working day. It should be given during directed time in a suitable, private environment. Time for preparation and feedback for classroom observation should be made available, in addition to planning, preparation and assessment (PPA) time. Written feedback should be provided within five working days of the observation and that the teacher has the right to append written comments on the feedback document. Teachers should have access to all written accounts of the observation after their lessons and, if they request, copies should be provided.

4.5 Importance of classroom supervision

The findings indicate that most teachers understand the importance of classroom supervision however there were some who felt that only when it is done with the right motive. As one teacher from school Z lamented

“The way I see it, in most cases, supervision is done just to fulfill paperwork, you literally see that someone is just trying to create an impression that they’re hardworking when in reality they’re not. They just want to have something in their files to show their superiors especially School inspectors from the division when they come, it has lost its essence.

While there were a number of those that shared the above perspective, there were also quite a good number of them that said that classroom supervision is very helpful to them as well as their learners. As one had this to say

“Yes, I find supervision very helpful to my professional development as they say that learning is a continuous process. You may be teaching but when the supervisor walks in may remind you some other areas you may have forgotten. Let me also add here that with supervision, even learners tend to benefit a lot because as I’m being supervised, they too know that they have to be in their best behaviour and participate actively to impress the visitor, in this case the supervisor, they also have to write notes and exercises as the supervisor also check their exercise books during classroom supervision”

Another respondent also shared the same sentiments when she said that

“Whenever I’m informed that I’ll be supervised, I try my best to prepare thoroughly in every area so that I deliver my lesson effectively as opposed to when I’m not being supervised, I tend to relax a little bit. In my five years of teaching, I’ve also observed that my learners tend to participate actively whenever they see a visitor in the classroom as their way of trying to make an impression. I believe in the long run, this enhances their performance”

The researcher wanted to find out how the HODs use the findings of the supervision, all the HODs said that the results helps them in a number of ways like subject allocation, placement of teachers and identifying topics for an INSET. This is what one of the HODs from school X had to say

“Supervision helps us to identify the areas that our teachers need to improve and if necessary we arrange for an INSET whereby we involve an expert on the topics from other schools to help us. So such kind of training contributes positively towards the teachers’ professional development”

Another HOD from school Y had this to add on the same issue

“Supervision helps us when it comes to subject allocation, through supervision we’re able to tell whether the teacher is competent enough to handle that subject and whether they should be placed in an examination class or not”.

Commenting further on the use of findings another HOD from school W highlighted on the following areas

“It is supervision that exposes our lack of teaching resources in that some of our teachers especially in the science department use this as an excuse not to be supervised. In addition, the findings also helps to advise the administration on who to consider for position like HOD should there be a vacancy in the department, I myself, was appointed as a HOD when the then HOD left suddenly, the HT used the supervision notes to identify me a suitable replacement”

Another importance almost all the HODs mentioned was the fact that supervision helps to promote competition among the departments. The findings revealed that whenever the results of national

examinations are out, awards are given to the best performing department and individuals at a school level and also in the long run at national level This is what one of the HODs from school Z had to say:

“Supervision helps me as a HOD to see to it that members of my department are abiding by the set teaching standards and that they are covering their work according to the recommended-syllabus, I want us to always scoop awards for the best performing and also highest scoring department. It’s a competition and I want us to be at the top always, it feels good to have teachers in my department as the highest performing teachers”

The findings of this study are in consonance with studies conducted in Ghana by Mensah et.al, (2020), on the opinions of the teachers towards the benefits of supervision revealed that classroom supervision is indeed impactful as among other benefits their findings indicated that it promoted effective classroom instruction, it also promoted teacher professional development and effective classroom management. One of the respondent in their study was quoted as saying:

“Classroom supervision helps me to assess my performance. During supervision, I get to know my areas of strength as well as weaknesses, and the supervisor supports me to address the challenges that I face in doing my work as a teacher. With this, I become effective in my instruction.”

4.6 Effect of supervision

This section examined the impact of supervision on the learners, teachers, on the departments and on the school as a whole.

The findings indicate that most teachers’ classroom supervision impactful, there were also quite a good number of them that said that classroom supervision is very helpful to them as well as their learners. As one had this to say

“Yes, I find supervision very helpful to my professional development as they say that learning is a continuous process. You may be teaching but when the supervisor walks in may remind you some other areas you may have forgotten. Let me also add here that with supervision, even learners tend to benefit a lot because as I’m being supervised, they too know that they have to be in their best behaviour and participate actively to impress the

visitor, in this case the supervisor, they also have to write notes and exercises as the supervisor also check their exercise books during classroom supervision”

Another respondent also shared the same sentiments when she said that

“Whenever I’m informed that I’ll be supervised, I try my best to prepare thoroughly in every area so that I deliver my lesson effectively as opposed to when I’m not being supervised, I tend to relax a little bit. In my five years of teaching, I’ve also observed that my learners tend to participate actively whenever they see a visitor in the classroom as their way of trying to make an impression. I believe in the long run, this enhances their performance”

When the supervisors were asked how classroom supervision contributes to effective teaching and learning, one of them had this to say.

“It helps the teacher to prepare thoroughly, they make sure they have all the teaching and learning resources like charts ready, they update their schemes and records of work and they prepare their lesson plan. They also try to use a variety of teaching methods, in fact they try their best to earn themselves a good grade so in the long run the learner gets the best learning experience”

Another HOD from school X had this to add;

“My presence in that classroom does not only impact the teacher but the learners as well. I see that both the teacher and the learners try their best to impress me respectively in the sense that as the supervisee is trying to impress the supervisor, they tend to prepare thoroughly and this enables them to deliver their lesson effectively for the benefit of the learners”

Commenting on the impact of classroom supervision on the learners in particular one of the HODs from school Z remarked;

“Yes, from my observation, it contributes positively because learners know they have to write notes and exercises. As a supervisor I also check their exercise books during classroom supervision, my presence also helps them to be in their best behaviour while actively participating in the lesson”

These findings resonates with a study conducted in Nigeria by Usman (2015), that there is a significant effect of classroom visitation by the school head teachers on students' academic performance. Similarly, the finding of a study done in Tanzania by Mwakajitu & Lekule, (2022) also indicate that instructional supervision contributes to enhancing teachers' ability to use different instructional methods, ability to prepare teaching materials and enhances teaching performance. Studies done in Kenya by Ngunjiri (2012) asserted that effective instructional supervision results in students getting higher grades in national examinations, while fewer instances of supervision or lack of it leads to laxity of teachers hence poor performance. On the contrary, a similar study in Kenya by Wanjiku, (2018), revealed that the practice of observing teachers in class as they teach had the least influence on student's performance.

4.7 Teachers' Perception towards supervision

This section assessed teacher's general perception towards classroom supervision from the supervisor's point of view.

When the HODs were asked how they view their supervisee's perception when they approach them for supervision. The findings revealed that majority of them said that teachers do not like to be supervised for various personal reasons. This is what some of the HODs had to say

“Whenever I approach a teacher to book them for supervision, they don't readily agree to be supervised, it takes a lot of persuasions and negotiations to get them on board. They keep telling me they're not ready. They don't seem enthusiastic about it, so I try my best to assure them that I'm not going to be harsh with them, rather I want to help them develop professionally, it's only after the lesson that they say it was not as bad as they had anticipated after all”

Another HOD from school M, further commented that

“In my ten years as a HOD, I rarely meet teachers who are willing to be supervised. Most of them take supervision as a witch hunting exercise. Some of them just don't like to write lesson plan so they know during supervision it's a must that they produce one. Some of them are not flexible to adopt new methods of teaching that are learner centered, so they know if they're supervised they'll have to use variety of teaching methods. Others simply

because they're lazy they don't take time to prepare thoroughly for their lesson. In short teachers don't like to be supervised."

These findings are in consonance with the findings of similar studies as conducted in Tanzania by Chiwamba & Kigobe, (2022); on Challenges head teachers face when carrying out Instruction Supervision, one head teachers was quoted as saying

"Honestly, I encounter various challenges in performing my instructional supervisory roles, for example not all teachers want to be supervised by head of school...visiting teacher in classroom and observe him/her while teaching is not welcomed by many teachers... as well teachers perceive supervision negatively...they think is an evaluation hence they dislike it."

Additionally another head teacher in the same study, was quoted as saying

"Some teachers show their resistance against the supervisory activities. They miss their regular teaching classes during classroom observation. Because; they suspect supervisors will find out about their poor performance".

Thus, from the above analysis, the researcher concluded that negative perception of teachers towards heads of schools classroom visit adversely affects the practice of supervision in secondary schools in Lindi region (Chiwamba & Kigobe, 2022).

4.7.1 Factors that contribute to negative perception of teachers towards classroom supervision from Supervisor's point of view

4.7.1.1 Resistance

The HODs were asked to share the challenges they face in the course of classroom supervision. While some teachers were applauded for their cooperation, almost all of them complained about most teachers being resistant when they are approached to get their consent. Additionally, the HODs also mentioned that there are some teachers that readily give their consent but they do not show up on the day of supervision. Others feign their own sicknesses or that of their child, in worst scenarios others fake funerals. Echoing the same findings, a study by Olima et.al (2020) in Kenya, and another one by Chiwamba & Kigobe (2022) in Tanzania, lamented that most of them tend to give a lot of excuses so as not to be supervised. One of the HODs from school M, with more than five years of experience, had this to say

“Most teachers don’t like to be supervised, although some of them may give you consent, yet on the actual day, they either report in very late while some end up not reporting for their duties at all, just to avoid being supervised”

Another HOD from school X added that

“most of the teachers find supervision too demanding as it requires them to provide documentation like updated schemes and records of work, the Lesson Plan and also they know that they’ll have to vary their teaching methods and make good use of teaching and learning resources, most of them are not flexible hence they show resistance”

The researcher further wanted to know how the HODs handle cases of teachers that show resistance. Almost all of them said that they keep pushing and engaging that particular teacher, until they finally succeed in supervising them. However, if the said teacher continues to show resistance they end up referring the matter to the head teacher for disciplinary action.

4.7.1.2 Work-overload

A number of HODs cited work overload as another challenge they face every day. The findings revealed that due to work over load as emanating from double stream system of operation and high enrollment the supervisors find themselves overwhelmed with attending to a number of departmental demands. This affect their work plan as they are not able to supervise as planned. One of the HODs from school M had this to say,

“Classroom supervision is mandatory, as such I have to supervise each and every teacher at least twice in every term in my department as this act as one of the indicators of the success of the department. However, due to workload, I fail to reach this target as planned”

Existing literature proves that these challenges are not unique to Malawian schools only, rather they are a global challenge as other studies have also registered it. For instance in Srilanka, a study conducted by Weerankoni, (2017) reported that , nearly 46.1 % of Vice Principals and 30.4% of section heads faced the problem of other administrative workloads, so much so that It has been identified that nearly 60% of principals had difficulty in allocating time for instructional supervision process while treating it as a second important issue. Again the same study further revealed that negative perception and unhappiness of teachers concerning instructional supervision

was another important issue faced by principals (50%). negative perception concerning supervision of teachers and absenteeism of teachers during supervision. Nearly 47.0 % of subject heads had faced problems such as absence of teachers at the point of supervision. Similar challenges were also echoed in studies conducted in Ghana by Mensah et.al (2020); in Kenya by Olima et.al (2020); and in Tanzania by Chiwamba & Kigobe (2022), confirming that supervisor work overload, and, negative perception of teachers toward supervision as being among the top most challenges.

4.7.2 Factors that contribute to negative perception of teachers towards classroom supervision from teacher’s own point of view

4.7.2.1 Selective treatment

To establish what the teachers consider as a challenge in the way supervision is handled at their school, the researcher asked what the supervisee would like to see done differently. The findings revealed that the majority of the supervisees said that there was nothing to add or subtract from the way the supervisors apply their techniques, however, some supervisees expressed their dissatisfaction in the way some of their supervisors handles supervision in their respective schools.

One lady teacher who has been at that same institution for close to three years now, lamented that she has on a number of occasions, observed that the supervisors target the new members of staff. In her opinion, she claimed that the supervisor seems to be afraid to approach those who have been at the institution for a longer period to be supervised. In her own words she said

“Allow me to say this in Chichewa, Supervision ya pano amapezelerera omwe abwera kumene chifukwa amati ndi opusa sangakane (they target new members taking them for fools because they lack the courage to refuse to be supervised), I feel this is not right and it’s not fair. A good leader must be able to treat all members of staff equally and must master the courage to confront any type of insubordination”

According to existing literature, portraying selective treatment goes against the accepted code of conduct of the supervisor. NEU (2020), posits that in order that classroom observation is developmental and supportive, the supervisory team should among other requirements ensure that those involved in the process should carry out their role with professionalism, integrity and courtesy. In addition, the supervisor should evaluate objectively and should report accurately and fairly. Zachariah (2013) observes that for instructional supervisors to be effective in their

interactions with teachers, they need to exhibit major desirable competences of conducting instructional supervisor practices such as; knowledge about public relations, ability to lead by example, high integrity, and competence in teaching subjects or technical skills. Selective treatment has great potential to affect the teacher's perception towards supervision. Stressing on the effect of teacher's perception, Abebe, (2014), explains that, teachers' positive perception towards supervisors can have a positive impact in enhancing the potential of teaching tasks as well as demonstrating communication effectively in the direction of excellence in teaching professionalism. This statement supports the findings of Mardhiah & Rabiatul (2016) which is the element of confidence in the supervisors is in keeping with the supervisory aspect in the classroom that contributes to positive perception towards supervisory process is expected to increase the teachers' teaching competence in schools.

4.7.2.2 Need for an expert supervisor

Adding to the list of the areas teachers feel should be handled better, one teacher from school Z, had this to say

“For me the techniques are ok, however, I wish the HOD supervising you should be an expert in the subject matter he is supervising. For instance, I'm a mathematics teacher yet my HOD is a Home Economics major. So I feel to have maximum benefit the one supervising should know the subject matter.”

The same sentiments were shared by another History teacher who feels that the one supervising him should also share the same background and not just because someone is the HOD of humanities for them to appreciate his approach and style of teaching. He said

“When handling this subject one has to try their best to make it as interesting and as relevant as possible. We have some politically sensitive topics and when you're trying to relate the events that happened in the past to the present day events, one may think you're pointing fingers or attacking the government. This may affect the way you're graded by someone who may not understand the nature of the subject.”

Similar findings are shared in another study done in Malasia by Sharma & Kannan (2020) and another one in Ghana by Mensah et.al (2020); a majority of teachers view instructional supervision as an area where only skilled and subject experts can understand the dynamics of subject and

pedagogical techniques used. They expect their meaningful involvement as they have specialized knowledge in the field of teaching and command over subject along with their supervisors who need to have such understanding and competencies on subject and teaching methods. During this study the researchers observed from the following comments as made by the teachers

*‘How can a language graduate supervisor help me to improve in science subjects?
What can be difficulties in teaching particular subject, only supervisor with experience in teaching that subject can understand? Methods of teaching languages differ from teaching accountancy that a supervisor needs to realize’.*

These findings are consistent with the Teaching and Learning Supervision Theory which posits that a supervisor needs to have supervisory knowledge to determine the effectiveness in improving the teachers’ teaching in the classroom. This clearly demonstrates that supervisors must have a high level of knowledge and skills in carrying out supervision that is to provide confidence in the teachers in their efforts to improve the teachers’ classroom teaching (Glickman, Gordon & Ross-Gordon, 2004). The findings also advocated for need of instructional supervision to be conducted in more systematic manner by involving teachers, principals, subject teachers and subject specialists. So as to make practices more meaningful, the supervision processes need to be mundane and, the head teacher s need to upgrade themselves with skills of supervision.

4.7.2.3 Emphasis on weaknesses

While commending the other techniques some teachers lamented on the way the supervisors handle the post-supervision conference. They observed that their supervisors tend to emphasize more on one’s weaknesses while neglecting their areas of strength and this they said is rather very demotivating.

“I get discouraged every time I’m supervised because I feel my supervisor only focuses only on my weaknesses. In my opinion giving someone feedback should aim at encouraging them on what they are doing right and should also point out the areas they need to improve, so that one should not have to feel like they’re being attacked, supervision shouldn’t make you lose your self-esteem”.

4.8 Chapter Summary

This section has presented the techniques used by head teachers during classroom supervision, importance of classroom supervision as observed by the teachers, impact of classroom supervision on the teachers as well as the students, and finally, this section presented the perceptions of teachers towards head teacher's supervision. The next section summarizes, concludes and offers recommendations based on the findings of the study.

CHAPTER FIVE:

5 SUMMARY OF RESULTS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In chapter 4, I presented the findings of this study, themes and their categories. This chapter will further outline the summary of the findings, conclusion, contribution made by this study, limitations of the study, recommendations, and suggested areas for research.

5.2 Summary of Results

This study has unveiled a number of findings which have been summarized below based on the research objectives.

The first objective aimed at analyzing the techniques used by head-teachers in schools during Classroom supervision. According to this study, it has been established that the most commonly used technique for classroom supervision is classroom observation, compared to the other techniques such as Demonstration, Workshop and Microteaching found in literature. The study further established that head teachers do apply collaborative approach whereby the supervisor and the supervisee, both agree to set the structure, process, and criteria in carrying out the supervision process. Studies have shown that a collaborative supervision build a more positive atmosphere where interactions will be better established (Long et.al, 2013; Ibrahim 2013; Mensa et.al, 2020). Hence the interaction between the teacher and the supervisor in this study greatly contributed to the teachers' positive attitude towards head teacher's supervisory practices in this study.

Secondly, the study intended to assess teachers' understanding of the importance of classroom supervision by head teachers or heads of department. The study established that classroom supervision has had a positive impact on the learning and teaching, the findings indicate that most teachers understand the importance of classroom supervision, especially when done with the right motive, it helps them develop professionally, it also increase their motivation and helps to improve their innovative ability and creativity in their lesson delivery.

Furthermore, the study investigated the perception of teachers towards the techniques as employed by the head teacher during classroom supervision. The findings from the teachers' own point of

view revealed that majority of them had a positive perception towards classroom supervision. This has been attributed to a collaborative approach as employed by their schools, whereby the supervisor and the supervisee together agree to set the structure, process, and criteria in carrying out the supervision process. The supervisor gets the consent of the supervisee, so it is not imposed on them rather they have mutual agreement prior to the exercise. This kind of approach created a more positive atmosphere where interactions was established between the supervisor and the supervisee and in the long run, it greatly contributed to the teachers' positive perception towards supervision in this study. However, the findings from some of the HODs' point of view, revealed a negative attitude on the part of the teachers, they claimed that majority of teachers do not like to be supervised for various personal reasons thereby contradicting the teachers' positive assertions.

Despite the majority's positive perception, some teachers pointed out some three problems that mars their perception towards classroom supervision namely:- Emphasis on ones weaknesses which destroys ones confidence and self-esteem, Selective treatment whereby the supervisor only targets new members of staff, thereby exposing poor leadership skills, and need for subject expert supervisor for fair assessment. The researcher believes that these problem partially explains the contrary opinion on the teacher's perception between the supervisor and supervisee.

Finally, the study was aimed at examining how classroom supervision affect the teaching and learning process. The findings indicated that almost all the participants with the exception of 3 believe that supervision positively affect teaching and learning. Participants cited that, supervision motivates them to prepare thoroughly and this enables them to deliver their lesson effectively for the benefit of the leaners.

5.3 Conclusion

The findings of this study show that majority of teachers have a positive perception towards HT's supervisory practices especially when they are given prior notice so that they are able to give their consent. The finding reveal that prior notice helps them to prepare thoroughly and enable them to deliver their lesson effectively. On the other hand, the findings also reveal that some teachers do not mind surprise supervision, they claimed to be ready all the time even without prior notice. The finding further revealed that almost all the teachers were flexible in the way their schools were handling supervision with a few exceptions as revealed in the challenges faced by teachers. In this

study, supervision has been hailed as an important tool for teacher's professional development as well as effective teaching and learning experience.

As a way of concluding, this research was able to find out that the perception of teachers towards head teacher's supervisory practice is positive. The results also indicate the techniques used contributes a lot to how teachers feel about classroom supervision. According to this study the collaborative approach created a positive outlook towards classroom supervision, hence, teachers were not made to feel that they were being ambushed rather they freely gave their consent to have their lessons supervised. These findings proved to be consistent with Instructional Leadership theoretical framework that guided this study (Hallinger & Murphy, 1985).

5.4 Contribution made by this study

To the best knowledge of the researcher, this is the first study undertaken in Malawi to explore the perception of teachers towards the head teachers' supervisory practices in a bid to understand how those practices contribute towards how teachers feel about classroom supervision. The lessons learned from this research is that the techniques and practices employed during supervision, play a major role in enhancing how teachers feel about classroom supervision. This study has proved that when collaborative approach is applied, teachers cooperate and respond positively. Hence, this study, do have relevance to the participating schools and the entire education sector in Malawi.

5.5 Recommendations:

It is recommended that:

- The ministry of education should arrange for refresher courses for all the officers responsible for classroom supervision at school level, in order to help them update their supervisory skills as well as bring uniformity in the way it is done.
- Schools should consider involving experts in the subject one is supervising and not just because he or she is a HOD.
- Schools should avoid selective treatment when handling supervision, no one should get preferential treatment.

5.6 Recommendation for further research

Further research could look at studying the following:

- To what extent does conducting regular classroom supervision contribute to the schools' performance during national examinations?
- To explore the reasons why CDSS are not actively taking part in classroom supervision.

5.7 Limitations of the study

The study focused on exploring the Perception of teachers towards head teacher's classroom Supervisory practices. This study did not cover other issues that are considered as one of the factors affecting classroom supervision. A more conclusive study needed to include all other factors, but due to the length restrictions this was not possible. Hence, the results will not be generalized and will not be used to measure the practices of all head teachers during classroom supervision who do not belong to the population of this study.

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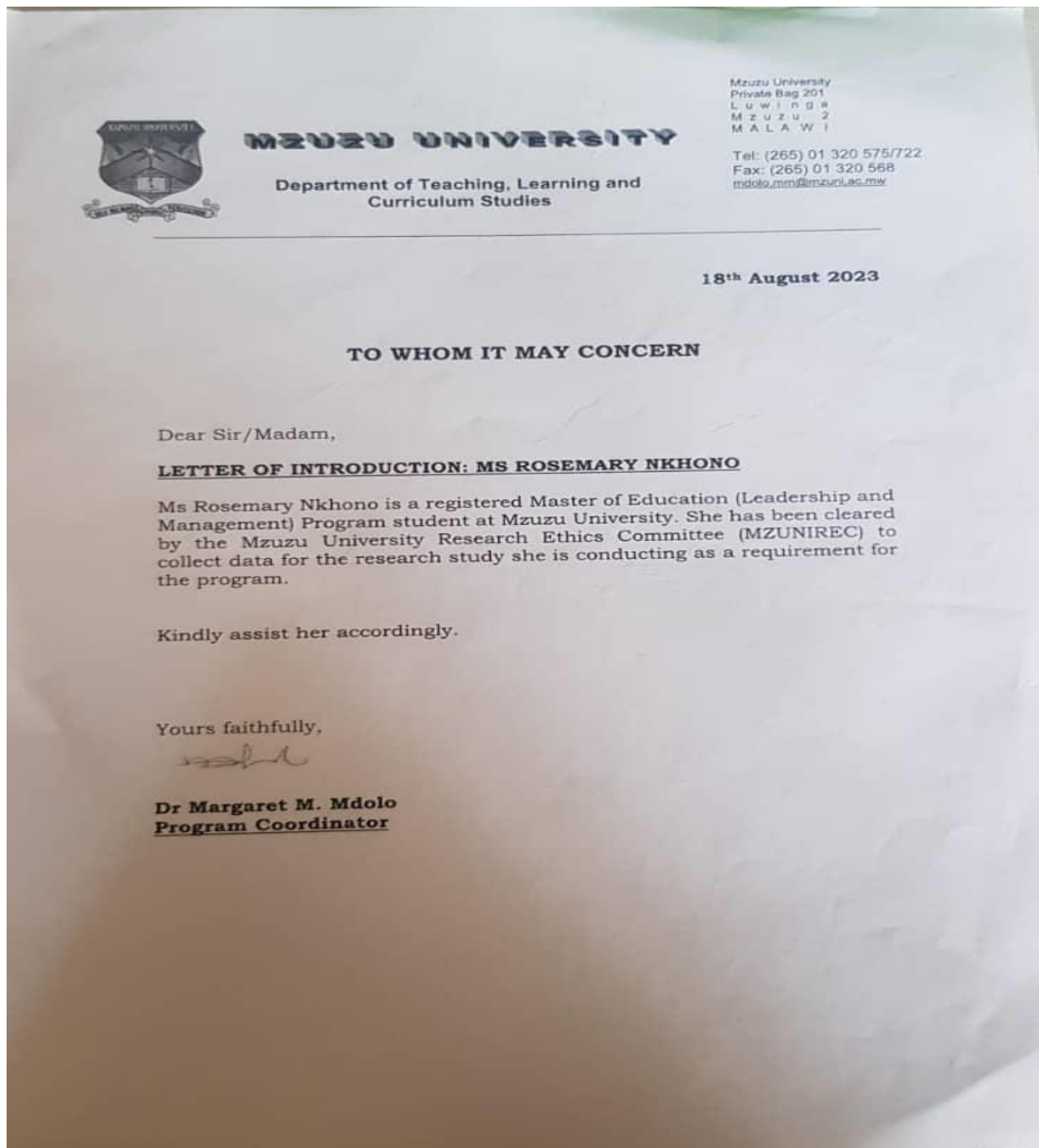
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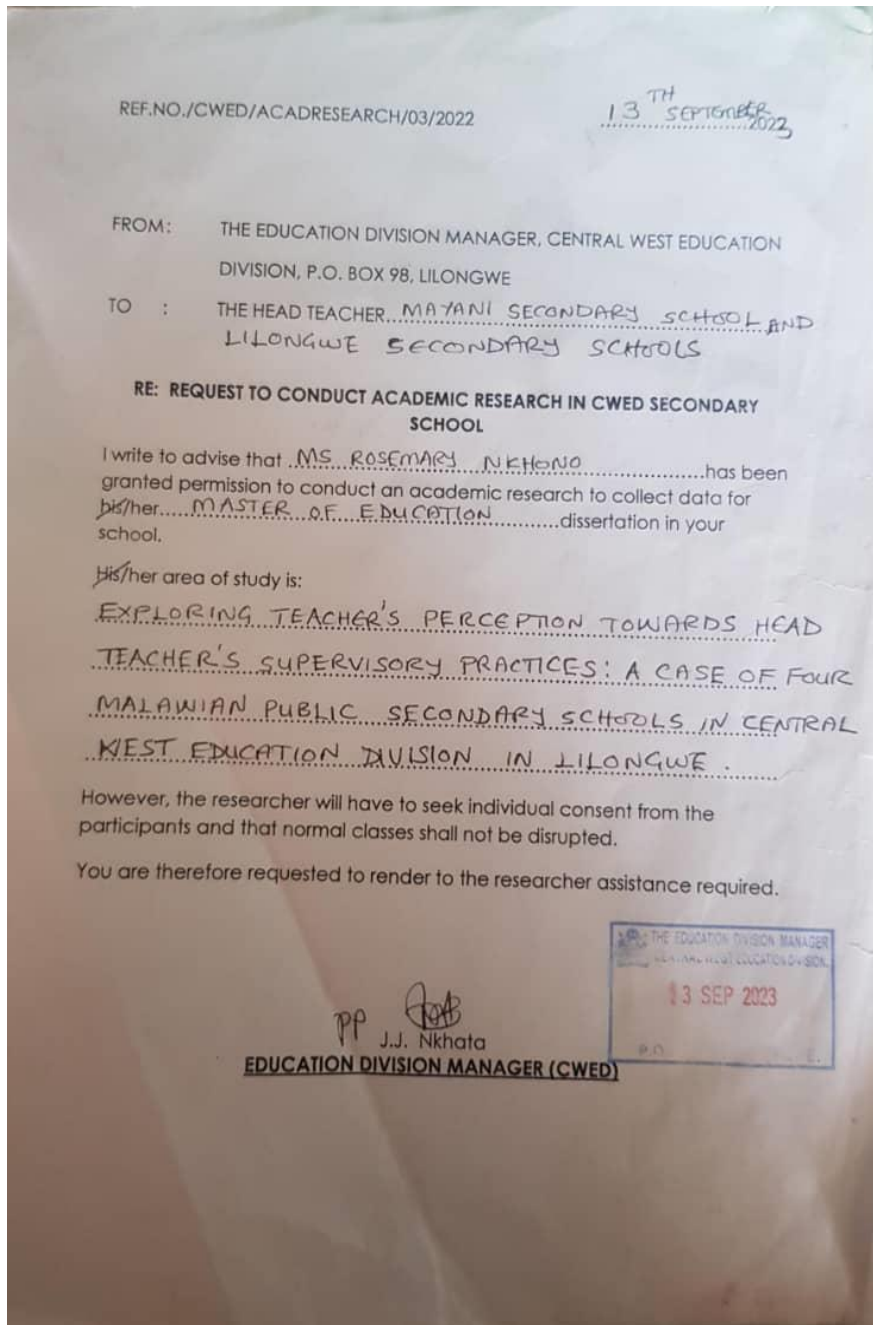
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APPENDICES

Appendix 1: Letter of introduction from Mzuzu University



Appendix 2: Permission to conduct Academic Research in CWED Secondary schools



Appendix 3: Informed consent form



Mzuzu University Research Ethics Committee (MZUNIREC)

Informed Consent Form for Research in Masters of Education in Leadership & Management

Introduction

I am **Rosemary Mbewe Nkhono**, a Master of Education in Leadership and Management student from Mzuzu University. I am doing research titled *“Exploring Teachers perception towards Head teacher’s Classroom supervisory practices, a case of Lilongwe Public Secondary schools in Central West Education Division”*. This consent form may contain words that you do not understand. Please ask me to stop as we go through the information and I will take time to explain. If you have questions later, you can ask them of me or of another researcher.

Purpose of the research

This research aims to Explore Teachers’ perception towards Head teacher’s Classroom Supervisory Practices.

Type of Research Intervention

This research will involve your participation in answering a questionnaire/interview questions.

Participant Selection

You are being invited to take part in this research because you are one of the head teachers/heads of department/ teachers in Lilongwe.

Voluntary Participation

Your participation in this research is entirely voluntary. It is your choice whether to participate or not.

If you choose not to participate nothing will change. You may skip any question and move on to the next question.

Duration

The research may take a period of about 3 months from May to July 2023.

Risks

You do not have to answer any question or take part in the discussion/interview/survey if you feel the question(s) are too personal or if talking about them makes you uncomfortable.

Reimbursements

You will not be provided any incentive to take part in the research.

Sharing the Results

The knowledge that we get from this research will be shared with you and your community before it is made widely available to the public. Following, we will publish the results so other interested people may learn from the research.

Who to Contact

If you have any questions, you can ask them now or later. If you wish to ask questions later, you may contact: Rosemary Mbewe Nkhono. Phone (+265) 0999258657/0882167833.

This proposal has been reviewed and approved by Mzuzu University Research Ethics Committee (MZUNIREC) which is a committee whose task it is to make sure that research participants are protected from harm. If you wish to find out more about the Committee, contact Mr. Gift Mbwele, Mzuzu University Research Ethics (MZUNIREC) Administrator, Mzuzu University, P/Bag 201, Luwingu, Mzuzu 2, Phone: 0999404008/0888641486

Do you have any questions?

Part II: Certificate of Consent

I have been invited to participate in research about “Exploring Teachers’ perception towards Head teacher’s Classroom Supervisory Practices, a case of Lilongwe Public Secondary schools in Central West Education Division”.

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study

Print Name of Participant: Rosemary Mbewe Nkhono. Phone

Signature of Participant

Date:

24th April, 2023

Day/month/year

*If illiterate*¹

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness _____

Thumb print of participant

Signature of witness _____

Date _____

Day/month/year

Statement by the researcher/person taking consent

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands the research project. I confirm the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

Signature of Researcher /person taking the consent

Date _____

Day/month/year

¹ A literate witness must sign (if possible, this person should be selected by the participant and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

Appendix 4: Interview Guide for Head teacher and the supervisory team

Dear Participant,

My name is **Rosemary Mbewe Nkhono**, a student at Mzuzu University. I am carrying out a research on **Exploring Teachers' perception towards Head teacher's Classroom supervisory practices, a case of Lilongwe Public Secondary schools in Central West Education Division**". This research study is a requirement for Masters of Education (Leadership and Management). I humbly request you to participate honestly. The information that will be gathered from you be confidential and solely for academic purposes.

Time of interview:

Date of interview:

Place of interview:

Interviewer:

Qualification:

Gender:

Age:

Years of service:

1. How long have you held the position of Head teacher/ Head of Department?
2. How long have you been head teacher/HOD at this school?
3. According to NES 20, part of your role as a head teacher/HOD is to conduct classroom supervision for teacher's professional development – does classroom supervision take place at this school? Have you ever conducted classroom supervision?
4. How often do you carry out classroom supervision per academic year?
5. May you please, take me through the process of the techniques you use during classroom supervision?
6. Do you take time to have a pre-supervision conference with the supervisee to get their in-put and consent?

7. Do you always conduct formal classroom supervision or sometimes you just do impromptu supervision?
8. After the exercise, do you take time to have a post-supervision conference with the Supervisee?
9. How do you communicate the feedback to the supervisee, is it orally or written; and how long does it take you to communicate the feedback?
10. How do you perceive the teacher's attitude towards classroom supervision in general, do they seem up-beat or resistant?
11. Does the supervisee seem in any way affected by your presence in his/her classroom?
12. Do you face any challenges with the teachers in conducting classroom supervision?
13. In your opinion, do you think teachers enjoy being supervised during their lesson delivery?
14. How do you handle teacher's seemingly pedagogical incompetence while supervision is in progress?
15. Do you think classroom supervision has any impact upon learner's performance?
16. How do you use the findings of the classroom supervision to promote teacher's professional development?
17. How do you rate your own supervisory techniques that you use, do you think they have any effect towards how teachers perceive classroom supervision?

End of Interview

Thank you for sparing your time to answer these questions.

Appendix 5: Interview Guide for teachers

Dear participant,

My name is Rosemary Mbewe Nkhono, a student at Mzuzu University. I am carrying out a research on Exploring Teachers' perception towards Head teacher's Classroom supervisory practices, a case of Lilongwe Public Secondary schools in Central West Education Division". This research study is a requirement for Masters of Education (Leadership and Management). I humbly request you to participate honestly. The information that will be gathered from you be confidential and solely for academic purposes.

Time of interview:

Date of interview:

Place of interview:

Interviewer:

Qualification:

Gender:

Age:

Years of service:

1. How long have you been teacher at this school?
2. According to NES 20, part of the head teacher/HOD's role is to conduct classroom supervision for teacher's professional development – does classroom supervision take place at this school?
3. Have you ever been supervised either by the head teacher or the head of your department?
4. How often do you get supervised per term or per academic year?
5. Are you given a chance to have a pre-supervision conference where you're able to give your input and your consent?
6. Are you given any formal notice of an impending classroom supervision? If no, how do you take it?
7. Do they always conduct formal classroom supervision or sometimes they just do impromptu supervision?

8. What would you prefer, to be given prior notice or rather an impromptu classroom supervision?
9. Between the head teacher and the HOD, who do you prefer to supervise you and why?
10. Apart from classroom supervision by the head teacher or HODs, do you also ever have peer supervision? If yes, please compare the experience.
11. After the exercise, are you given a chance to have a post-supervision conference with the Supervisor where you are given a chance to share your experience and get the supervisor's feedback?
12. How do the Supervisors communicate the feedback to you, is it orally or written document?
13. How long does it take the supervisors to communicate the feedback after classroom supervision?
14. How does classroom supervision contribute to your learner's performance?
15. Do you find classroom supervision helpful to your professional development as a teacher? Please explain.
16. In your honest opinion, how do you rate the strategies as used by the head teacher during classroom supervision, do you think they have any effect towards how you as a teacher perceive classroom supervision?
17. Is there anything you think could be done differently during classroom supervision?

End of interview

Thank you for sparing your time to answer these questions.

Appendix 6: Document Review Guide

During the Document Review the researcher checked if the school keeps a track record of all classroom supervision exercise with teachers and look for the following information from those files:

- The procedure followed in conducting classroom supervision like
 - Notes on Pre-supervision conference
 - A copy of prior notice served to the supervisee, and the time it took before the actual supervision
 - Notes on pre-classroom supervision conference between the supervisor and the supervisee
 - Supervisor's observation notes
 - Notes on how the supervisor communicated the feedback after the exercise whether through oral or written
 - How long it takes the supervisor to communicate the feedback
 - How the supervisee responded to the feedback

- How often does the school conduct classroom supervision in one academic year?
- How the school uses the findings to promote teacher professional development.
- The impact of classroom supervision on learner's performance.
- Challenges faced in conducting classroom supervision with teachers

The researcher will also check examination results for the period covering the past five years, how learners have been performing both at school level as well as at national level.

Appendix 7: Classroom Supervision Observation Guide

During the Classroom Supervision, the researcher observed the following|

- The behaviour (the body language) of the supervisor at the beginning, during and after classroom supervision.
 - The techniques used by the supervisor
 - The behaviour of the supervisee throughout the entire exercise
 - The supervisee's attitude (through observing the body language) towards the head teachers supervisory behaviour during the exercise.
 - How the supervisee responds to feedback
-
- **Notes on Pre-supervision conference**
 - **A copy of prior notice served to the supervisee, and the time it took before the actual supervision**

Appendix 8: Classroom Supervision Form

CHIPASULA SECONDARY SCHOOL

TEACHER'S NAME _____ CLASS _____

SUBJECT _____ TOPIC _____ DATE _____ TIME _____

NUMBER IN CLASS (BOYS) _____ (GIRLS) _____ TOTAL _____

1. WELL PLANNED LESSONS (1)

	AVAILABLE	NOT AVAILABLE	UP TO DATE	NOT UP TO DATE	RELEVANT	NOT RELEVANT
SCHEMES						
LESSON PLANS						
RESOURCES (T/L)						

2. TEACHING FOR EFFECTIVE LEARNING (12)

	EXCELLENT	GOOD	AVERAGE	TO IMPROVE
USE LESSON PLANS				
USE OF APPROPRIATE TEACHING METHODS				
EFFECTIVE TIME MANAGEMENT				
EFFECTIVE USE OF TEACHING AND LEARNING MATERIALS				
PUPILS (LEARNERS) PARTICIPATION				

COMMENT _____

1

3. EFFECTIVE MANAGEMENT OF BEHAVIOUR (CLASS MANAGEMENT) (14,8)

A		EFFECTIVE CLASS MANAGEMENT APPROACHES	
		DONE	NOT DONE
1	APPROPRIATE TO LEARNERS NEEDS		
2	APPROPRIATE TO LEARNERS INTEREST		
3	APPROPRIATE TO STAGE OF DEVELOPMENT		

B. ESTABLISH CLEAR RULES AND EXPECTATIONS FOR BEHAVIOUR

COMMENT/REMARKS _____

C. EQUAL TREATMENT OF STUDENTS

COMMENT _____

Appendix 9: Classroom Supervision Form

Bwaller SS

SCHOOL - BASED SUPERVISION INSTRUMENT/ DAILY RECORD OF WORK

Teacher' name : _____ Subject _____ Topic _____

Date: _____ Time _____ Class: _____

Type of record	Available	Not available	Remarks
Schemes and Records of Work			
Lesson Plan			
Progress/Assessment Records (Mark Books)			

1.0 LESSON PREPARATION

- Lesson objective achievable not achievable
- Organization of content good to improve
- Pupils activities adequate not adequate
- Teaching notes adequate not adequate

2.0 LESSON PRESENTATION

1. TEACHING

	excellent	good	average	to improve
Introduction and sequence of content				
Use of basic teaching skills				
Evaluation of group work				
Subject knowledge				
Effectiveness of resources				
Achievement of lesson objectives				
Giving clear instructions and asking questions				
Class management and control				
	excellent	good	average	to improve

Appendix 10: Classroom Supervision Form

MKWICHI SECONDARY SCHOOL LESSON OBSERVATION FORM

CLASS: _____ DATE: _____ TIME: _____

SUBJECT: _____ TOPIC: _____

SUPERVISOR'S NAME: _____

AREA OF OBSERVATION	REMARKS
A. PREPARATION Schemes of work, lesson plan, Teaching and Learning Materials (15 Marks)	
B. PRESENTATION Subject matter delivery and learning materials (15 Marks)	
C. STUDENT BEHAVIOR AND INVOLVEMENT IN SCHOOL LIFE Interest in the lesson, arrival time, respect for rules (20 Marks)	
D. TEACHING FOR EFFECTIVE LEARNING Use of lesson plan, appropriate teaching and learning methods, using lesson time effectively, using TLM effectively, student inclusive involvement on learning activities (20 Marks)	
E. TEACHING WHICH MEETS THE NEEDS OF ALL STUDENTS e.g identification of special needs students, appropriate methods to support special needs students, adapt teaching and learning approaches to meet the needs of slow learners. (20 Marks)	
F. PROFESSIONALISM Articulatensness and presentability (10 Marks)	

TOTAL SCORE: _____

SUPERVISEE: _____ SIGNATURE: _____

SUPERVISOR: _____ SIGNATURE: _____

MKWICHI SECONDARY SCHOOL LESSON OBSERVATION FORM

CLASS: _____ DATE: _____ TIME: _____

SUBJECT: _____ TOPIC: _____

SUPERVISOR'S NAME: _____

AREA OF OBSERVATION	REMARKS
A. PREPARATION Schemes of work, lesson plan, Teaching and Learning Materials (15 Marks)	
B. PRESENTATION Subject matter delivery and learning materials (15 Marks)	
C. STUDENT BEHAVIOR AND INVOLVEMENT IN SCHOOL LIFE Interest in the lesson, arrival time, respect for rules (20 Marks)	
D. TEACHING FOR EFFECTIVE LEARNING Use of lesson plan, appropriate teaching and learning methods, using lesson time effectively, using TLM effectively, student inclusive involvement on learning activities (20 Marks)	
E. TEACHING WHICH MEETS THE NEEDS OF ALL STUDENTS e.g. identification of special needs students, appropriate methods to support special needs students, adapt teaching and learning approaches to meet the needs of slow learners. (20 Marks)	
F. PROFESSIONALISM Articulatness and presentability (10 Marks)	

TOTAL SCORE: _____

SUPERVISEE: _____ SIGNATURE: _____

SUPERVISOR: _____ SIGNATURE _____

LILONGWE GIRLS SECONDARY SCHOOL

LESSON OBSERVATION/CLASS SUPERVISION FORM

Teacher's Name Form

Supervisor Date

Subject Time: From to

Topic No. of Students

Instruction: Write a + or - sign in the spaces provided after each item.

AREA OF OBSERVATION	REMARK
<p>A. PLANNING AND PREPARATION</p> <p>1. Choice of Success Criteria Specific measurable attainable realistic time manageable of different levels</p> <p>2. Selection of Lesson content Match objectives of lesson related to subject syllabuses</p> <p>3. Selection of Teaching Methods Relevant match levels of learners varied in nature</p> <p>4. Selection of Teaching and Learning Aids Suitability creativity/talular used simple to use</p>	
<p>B. LESSON PRESENTATION</p> <p>5. Introduction of the Lesson Brief arouses interest fixes the success criteria for the Lesson</p> <p>6. Use of Teaching and Learning Aids Promote learning arouse and hold learners' interest</p> <p>7. Oral Communication/Use of voice Audible speaks facing the class simple and grammatically correct language modulates tone friendly</p> <p>8. Written Communication/Chalk board use Neat orderly legible correct spellings sentences grammatically and structurally correct</p> <p>9. Use of Non-Verbal Communication Maintains appropriate body posture and gestures modifies eye contact evenly uses appropriate facial expressions avoids distractive mannerisms</p> <p>10. Questioning Techniques Clear and relevant questions reinforces learners' contributions accordingly spreads to the whole class limited use of chorus answers</p> <p>11. Learners' activities Varied encourage critical and creative thinking majority actively involved relevance</p>	

