

**TEACHERS PERCEPTION OF SUPERVISION PRACTICES: A CASE  
STUDY OF PUBLIC SECONDARY SCHOOLS IN NAIROBI  
COUNTY, KENYA**

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## ABSTRACT

Supervision is the nervous system of any organization and its main function is to improve the learning situation of children and teacher effectiveness in educational institutions. The degree of efficiency and effectiveness in the school system has long been dashed out because of various attitudes of teachers and school heads towards: Supervision of classroom instruction and supervision of instructional facilities. It was on this premise that this research set out to explore about what really constitute instructional supervision practices and procedures in schools and how to evolve a standard and more realistic way of ensuring better supervision practices in schools that are well understood by principals and teachers. The study sampled 10% of the schools and hence eight schools in Nairobi were selected: (One school from each of the 8 constituencies was randomly selected). Sixty-four (64) secondary school teachers and eight Principals responses were used to generate the necessary data. Descriptive statistics (frequencies, means, medians, modes, and standard deviations) was used to analyze the demographic data and the qualitative data was analyzed thematically by creating themes and sub-themes. The analyses of the findings showed that supervision had been regular to schools as indicated by majority of the respondents while some respondents disagreed. The difference in percentage of the teachers who agreed and those who disagreed was very minimal. Almost all the principals and teachers indicated that they preferred team supervisors to a single supervisors because they believe that each of the supervisors was likely to come out with different views and ideas on how they can improve their productivity. Majority of the respondents also agreed that schools were not mostly notified of the coming of supervisors except in exceptional cases. On the reactions of teachers and principals to supervision, the study revealed that the reactions of the respondents were positive because majority of them admitted that the supervision had helped them in a great deal to modify their teaching abilities rather than exposing their weaknesses or threats to their job security. Also, there is an urgent need to recruit more supervisors to cope with the strength of the ever increasing number of secondary schools most importantly now that the government has implemented the Free Primary Education (FPE) and Free Secondary Education (FSE).