



Strategies for Effective Teacher Supervision in the Implementation of the Early Years Education Program in Lurambi Sub-County, Kenya

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Abstract: This study examined stakeholder perceptions of effective teacher supervision strategies and explored the association between perceived strategy effectiveness and perceived Early Years Education (EYE) program implementation status in Lurambi Sub-County, Kenya. A cross-sectional survey design was adopted. The population comprised 65 schools, 65 EYE teachers-in-charge, 65 head teachers, 165 assistant teachers, 65 parent representatives, one Program Officer, and six ward representatives. Stratified random and purposive sampling techniques selected 85 respondents, of whom 66 returned completed questionnaires. Questionnaires, interview schedules, and document analysis guides were used for data collection. Because formal implementation records in the sub-county are inconsistent, stakeholder perceptions were treated as the most viable indicator of systemic functioning. Data were analysed and the findings showed that current teacher supervision practices are perceived as less effective (Mean: 1.9–3.0). A strong, positive, and significant association existed between perceived supervision strategy effectiveness and perceived program implementation status ($r = .613$, $p < .05$). The three strategies perceived as most effective are promoting professionalism ($M = 4.25$), instituting classroom visitation ($M = 4.09$), and providing targeted in-service training ($M = 4.04$). The study concludes that these strategies are perceived as essential for supervision, yet a severe perceived implementation gap undermines their practical impact. It is recommended that education authorities strategically empower administrators, reduce barriers to execution, and prioritize these evidence-based strategies to close the perceived supervision–implementation gap and ensure the EYE program delivers on its national objectives in Lurambi Sub-County.

Keywords: Early years education, Instructional leadership, Perceived program implementation, School administrators, Stakeholder perceptions, Teacher professionalism, Teacher supervision

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1. Introduction

Early Years Education (EYE) constitutes the critical developmental foundation that shapes a child's physical, social, emotional, and intellectual capacity (Nakpodia,

2011). Globally, EYE is recognized as the essential first step toward achieving subsequent educational goals (Kim et al., 2020), a truth long acknowledged by educational pioneers such as Pestalozzi and Fröbel (Nuugwedha, 2014). Consequently, international guidelines prioritize EYE and urge governments to allocate adequate resources

to support this phase (Kim et al., 2019). Despite significant global investments, successful program implementation remains frequently hampered by systemic weaknesses (Glickman et al., 2017). As Ameli et al. (2024) noted, without competent supervision and appropriate oversight, such investments often fail to yield expected outcomes. Teacher supervision serves as a professional intervention designed not merely to identify weaknesses but to improve teaching practice (Acheson & Gall, 2001). In the United States and India, stringent supervision guidelines have been formalized to boost educational quality and accountability (Marshall, 2013). The global consensus, reinforced by initiatives such as the World Conference on Education for All (Nguyen & Winsler, 2021), calls for sound supervisory practices; however, the structural challenge of executing these practices persists, particularly in resource-constrained contexts.

In Kenya, the devolution of EYE responsibility to county governments following the 2010 Constitution, while well-intentioned, created significant capacity gaps at the local level. The Ministry of Education issues quality standards, yet discrepancies between policy expectations and actual classroom practice remain pronounced, leading to documented declines in service quality (Momanyi & Rop, 2020; Ameli et al., 2023). Preschool programs across the country struggle with persistent operational anomalies, a failure well-documented in the 2008 KIE/NACECE report on the negative effects of Free Primary Education on the fledgling EYE program (Momanyi & Rop, 2020). The problem is acutely experienced in Lurambi Sub-County, Kakamega County, where a single Program Officer is tasked with overseeing 65 schools. This is an organizational constraint that cripples effective oversight before it begins. Furthermore, supervisors may lack familiarity with the preschool curriculum or modern instructional methods, rendering their feedback generic and unhelpful. Empirical data from neighboring Khwisero Sub-County confirms this failure, with at least 43 out of 61 school administrators complaining of inadequate teacher supervision (Ameli et al., 2024; Ameli et al., 2024). This widespread failure compromises the integrity of EYE program implementation.

While existing literature confirms the general importance of supervision (Terziev & Vasileva, 2022; Marshall, 2013), it has often fallen short of providing clear, empirically validated strategies that link directly to successful EYE program implementation in the Kenyan context. Administrators require a specific, actionable framework grounded in local evidence. Therefore, there is an urgent need to move beyond general supervisory rhetoric and identify the most impactful, high-leverage strategies for Lurambi Sub-County. Because formal monitoring records in the sub-county are fragmented and classroom-level audits are rarely conducted, the lived experiences and perceptions of teachers, head teachers, and community representatives offer the most immediate and reliable window into how supervision is experienced and how implementation is functioning on the ground. This study

therefore sought to examine stakeholder perceptions of effective teacher supervision strategies and their relationship to perceived EYE program implementation status in Lurambi Sub-County, Kakamega County, Kenya.

1.1 Research Questions

The study was guided by the following research questions:

- a) What teacher supervision strategies are perceived as effective for the implementation of the Early Years Education (EYE) program in Lurambi Sub-County?
- b) To what extent do stakeholders perceive teacher supervision strategies as being currently utilized in the implementation of the EYE program in Lurambi Sub-County?
- c) What is the current perceived status of EYE program implementation in Lurambi Sub-County?
- d) Is there a significant relationship between stakeholder perception of effectiveness of teacher supervision strategies and their reported implementation status of the EYE program in Lurambi Sub-County?

2. Literature Review

This section reviews literature on teacher supervision strategies from global to local perspectives, focusing on classroom visitation, post-observation conferences, professional documentation, staff development, and the instructional leadership role of supervisors.

2.1 Strategic Pillars of Effective Supervision

Effective teacher leadership must be strategic, encompassing instructional planning, adherence to program specifications, staff competency maintenance, resource provision, and clear behavioral guidelines (Sule et al., 2015). The literature consistently identifies several pillars of effective supervision, including classroom visitation and observation, post-observation conferences, teacher professional documents, and staff development programs.

2.2 Classroom Visitation and Observation

Classroom visitation is an essential supervisory strategy whereby the supervisor observes the teacher delivering instruction (Acheson & Gall, 2001; Ameli et al., 2023). The supervisor requires a detailed plan to assess classroom order, student differentiation, subject knowledge display, student involvement, and teaching strategy variety (Sule et al., 2015). Recording sessions can depersonalize feedback, allowing supervisors and teachers to review lessons collaboratively (Usman, 2015). Teachers inherently increase effort when they know they are being observed (Usman, 2015). In Nigeria, Usman found that head teachers' classroom visits significantly impacted student

academic achievement, while Harbison and Hanushek (2008) established a similar correlation in the United States. Ogunsaju (2006) specified that administrators should focus on planning and preparation, presentation skills, engagement with pupils, and teacher personality. Zaare (2013), in Iranian research using an observation checklist, demonstrated that observing the teaching process influences academic outcomes. Ultimately, focused feedback enables teachers to enhance their pedagogical practices. Unfortunately, Kenyan studies reveal a failure in executing this crucial strategy. Nyamwamu (2010) and Duflo et al. (2011) claimed that head teachers rarely provide on-the-job supervision because administrative duties overwhelm them. Jared (2011) corroborated that head teachers often make only casual classroom visits rather than structured observations. This inability to conduct significant visits prevents them from comprehending the methods and student attitudes affecting teaching quality (Wellington, 2001; Ameli et al., 2024). When structured observation fails, instructional quality drops, directly impacting child academic development.

2.3 Post-Observation Conferences

Post-observation conferences facilitate the development of mentoring relationships between managers and teachers (Heyneman, 2009). Chapman (2001), studying Nigeria, suggested head teachers organize these conferences to discuss supervision reports, allowing teachers to air grievances and discuss challenging areas, thereby encouraging professional pride and correcting oversights. Wall and Hurie (2017) investigated post-observation conferences in Texas and found that in supportive, dialogic settings, these conferences assisted pre-service teachers in practicing and re-voicing complex classroom interactions, establishing their credentials as qualified instructors. Teachers genuinely value this dialogue. Harbison and Hanushek (2008) found that American teachers preferred post-observation conferences to pre-observation conferences, valuing contemplation, helpful criticism, and trustworthy relationships where the administrator acts as a supportive coach rather than a judge. Constructive criticism is therefore key to teacher improvement.

2.4 Teacher Professional Documentation

Teacher certification and professional document drafting are essential strategies for accountability (Wilson & Floden, 2003). In Kenya, head teachers must rigorously check lesson plans, schemes of work, and attendance registers. Robertson (2010) described professional documents as the roadmap to effective teaching. Sule et al. (2015) found a strong correlation between teachers' effectiveness and the checking of lesson plans in Nigerian secondary schools. Peretomode (2004) and Ameli et al., (2023) asserted that frequent and constant checking, as opposed to sporadic monitoring, leads to better classroom performance. Chapman (2001) confirmed that frequent observation leads teachers to better plan and structure their classes. Supervisors must ensure learning resources align

with the syllabus in scope, depth, and suitability (Gachoya, 2008). While Gachoya found positive guidance in Nyeri District, Abdinoor (2013) found the opposite in Isiolo County, where head teachers failed to ensure correct professional paperwork, which was linked to declining academic expectations. The quality of feedback on these documents also matters. According to Usman (2015), supervisors' comments, whether encouraging or harsh, have a measurable impact on teacher performance.

2.5 Staff Development Programs

Active design and implementation of efficient staff development programs constitutes another critical supervisory strategy (Acheson & Gall, 2001). This represents a non-negotiable investment in teacher professional capital. Without targeted development, other supervision strategies become moot, particularly when teachers are expected to implement complex EYE curricula. Effective staff development entails organizing workshops and targeted courses; the topics must address areas needing improvement identified during observation or feedback conferences (Fischer, 2011). When development is relevant and needs-based, it directly supports professional growth and enhances student instruction. Global examples underscore this urgency; schools in Italy sometimes temporarily suspend regular class time to prioritize mandatory in-service development programs (Fischer, 2011; Ameli et al., 2024). If teachers are expected to deliver modern EYE programs effectively, continuous, targeted investment via staff development is non-negotiable.

2.6 Supervisor as Instructional Leader

The core duty of instructional leaders is to supervise teachers and ensure their effectiveness (Fitzgerald, 2011). Supervision is not a single activity but a suite of strategies designed to boost the teaching-learning environment and benefit learners. Effective teacher leadership must cover planning instructional activities, ensuring adherence to program specifications, maintaining staff competency, supplying essential resources, and creating clear behavioral guidelines (Sule et al., 2015). Crucially, principals must have adequate supervisory authority for effectiveness in their role. Charles et al. (2012) stressed techniques such as ensuring teachers strictly adhere to the program, use teaching aids appropriately, and structure lessons well. Supervision must be a detailed, multi-faceted plan of action grounded in professionalism and high administrative competency.

2.7 Theoretical Framework

The study was anchored by two complementary theories: Toole's (2014) Contextual Interaction Theory (CIT) and Robinson's (1968) Supervision Theory. Toole (2014) posits that variables influencing program implementation

are not isolated but interactive; their impact is contingent on surrounding contextual factors. The core components of CIT relevant to this study include: (a) motivation: the weight actors give to a policy; (b) capacity and resources: tools needed for adequate supervision; (c) information: knowledge required for successful supervision; (d) authority: organizational power to implement policy; and (e) interaction: the relationship between teachers, administrators, and implementation tasks. CIT helps distinguish between basic facts about players and how those facts interact to shape implementation. By incorporating CIT, the study examines how Lurambi Sub-County's unique context in terms of cultural norms, community expectations, and limited resources, shapes the perceived effectiveness of supervision and informs the strategies stakeholders believe are necessary. While CIT explains the environment, Robinson's (1968) Supervision Theory explains the function. Robinson argued that monitoring educational experts is essential to facilitate teaching, ensure sufficient staffing, provide effective orientation, and secure appropriate supplies. He recognized that educational outcomes are often intangible and that teachers request supervision not merely for assistance but for confirmation that they are meeting expectations. Supervision strategies must preserve teachers' spirits, perhaps through rewards or involving them in decisions affecting their work. Robinson distinguished between requested guidance, which signals genuine desire for problem-solving, and uninvited guidance, which casts doubt on professional competence. This theory proposes five key supervisory functions: advising, development, coordination, morale-boosting, and facilitation.

Crucially, Robinson's theory underscores that the perception of being supervised, supported, and recognized is itself a proximal determinant of teacher performance. If teachers perceive supervision as absent or punitive, their morale and self-efficacy decline, regardless of whether formal supervisory policies exist on paper. Conversely, when teachers perceive administrators as supportive coaches who provide structured feedback, their professional engagement and instructional quality improve. This makes perceptual data not merely a methodological convenience but a theoretically meaningful construct in its own right.

2.8 Theoretical Synthesis

The integration of CIT and Supervision Theory provides an indispensable framework for this study. CIT ensures that the strategies examined are contextually relevant to Lurambi Sub-County, accounting for the local cultural and resource factors that shape how supervision is experienced. Supervision Theory ensures that the study focuses on the appropriate roles and functions supervisors must perform to support program implementation, while explicitly validating the importance of stakeholder perceptions as a driver of implementation quality. By grounding the research in these complementary ideas, the study generates

practical implications and proposes concrete interventions that address the unique challenges of Lurambi Sub-County. In low-resource contexts where formal audits are rare, the perceptual reality of teachers and administrators constitutes the operational reality of the program; what stakeholders believe is happening shapes what actually happens in classrooms.

3. Methodology

3.1 Research Design

A cross-sectional survey research design was adopted because the study needed to capture a snapshot of both quantitative and qualitative perceptual data from various stakeholders at one point in time (Mackey & Bryfonski, 2018). The design is appropriate for describing prevailing conditions, practices, and relationships as perceived by participants. Because the study relies on stakeholder perceptions rather than independent observation, causal inferences are precluded.

3.2 Study Locale

The selection of Lurambi Sub-County in Kakamega County was strategically informed by its status as a representative context exhibiting suboptimal student transition and academic outcomes within EYE programs. Largely characterized as urban and peri-urban, investigating teacher supervision dynamics within this sub-county facilitates a comprehensive understanding of systemic implementation challenges common across similar EYE contexts in Kenya.

3.3 Target Population and Sampling

The target population comprised 65 schools in Lurambi Sub-County, including 65 head teachers, 65 EYE teachers-in-charge, 165 assistant teachers, 6 ward representatives, 1 Program Officer, and 65 parent representatives. A mixed-methods approach selected a representative sample of 85 respondents. Purposive sampling selected key players including 10 head teachers, 10 teachers-in-charge, the Program Officer (1), and 4 ward representatives. This non-probability technique was essential because these individuals possess unique, domain-specific expertise critical to understanding supervision strategies (Didinya et al., 2018). Stratified random sampling selected 50 assistant teachers and 10 parent representatives, ensuring the sample was representative and unbiased (Didinya et al., 2018). Of the 85 respondents recruited, 66 returned fully completed questionnaires, yielding a response rate of 77.6%. Program officer, ward representatives and parent representatives participated in interviews. Document analysis was also conducted. Table 1 presents the intended sample distribution.

Table 1: Sample Size and Sampling Techniques

Details	Target Sample	Sampling Technique	Usable Questionnaires
Head teacher	10	Purposive	10
Teacher in charge	10	Purposive	10
Assistant teachers	50	Stratified random sampling	46
Program officer	1	Purposive	0*
Ward representatives	4	Purposive	0*
Parent representatives	10	Stratified random sampling	0*
Total	85		66

Note. The Program Officer, ward representatives, and parent representatives participated in interviews but were not administered the structured Likert-scale questionnaire items reported in Tables 2–5. Adapted from research data (2024).

3.4 Research Instruments

The study utilized three data collection instruments to ensure methodological triangulation. Questionnaires with structured Likert-scale items collected quantitative data concerning stakeholders' perceptions of the effectiveness and utilization of supervisory strategies. Interview schedules obtained qualitative data, providing deep, contextual insight into participants' experiences and perceptions. A document analysis guide was used to systematically check professional documentation, including lesson plans and records of work. However, because the quantitative questionnaire data provided the primary evidence for the research questions, document analysis findings were used to triangulate questionnaire and interview data regarding administrative compliance and professional documentation standards.

3.5 Validity and Reliability

The instruments demonstrated strong content validity, evidenced by high Content Validity Indices (0.82 for the questionnaire and 0.79 for the interview schedule). Pilot testing with respondents outside the study sample ensured that the items were clear, unambiguous, and appropriate for the target population. The instruments were adapted from established supervision and implementation frameworks used in comparable East African educational contexts (Ameli et al., 2024; Momanyi & Rop, 2020), which supports their construct relevance.

3.6 Data Analysis

Quantitative data were processed using SPSS version 20. Descriptive statistics (frequencies, percentages, means, and standard deviations) were used to answer Research Questions 1, 2, and 3. For Research Question 4, a composite Perceived Supervision Strategies Score was computed as the mean of the four strategy effectiveness items in Table 2, and a composite Perceived Program Implementation Score was computed as the mean of the eight implementation items in Table 5. The relationship

between these two composite scores was then analyzed using Pearson's product-moment correlation coefficient. Listwise deletion was applied; therefore, only cases with complete data on both composite variables were included ($N = 66$). Qualitative data from interviews were analyzed thematically, with representative verbatim quotations used to contextualize the quantitative findings.

3.7 Ethical Considerations

This study adhered to established ethical principles governing research involving human participants. Permission to conduct the research was sought and obtained from the relevant institutional authorities including the National Commission of Science Technology and Innovation (NACOSTI) and county education offices in Kakamega County prior to data collection. Formal authorization was also secured from the head teachers of the sampled schools to access their institutions and personnel.

All participants were provided with clear information regarding the purpose, procedures, and voluntary nature of the study. Informed consent was obtained from every respondent before administering questionnaires or conducting interviews. Participants were explicitly informed that they could withdraw from the study at any stage without penalty or adverse consequences. Given that the study involved professional staff and community representatives rather than vulnerable populations, the risk of harm was minimal; nevertheless, every effort was made to ensure that the research process did not disrupt normal school operations or compromise professional relationships. To protect confidentiality and anonymity, no personally identifiable information was collected in the questionnaires. Each respondent was assigned a unique code, and all data were aggregated for reporting purposes. Interview transcripts and raw data were stored securely in a password-protected electronic format accessible only to the researcher. Hard copies of completed instruments were kept under lock and key and will be destroyed after the statutory retention period. The findings are reported in a manner that prevents the identification of individual respondents, schools, or specific wards.

4. Results and Discussion

This section presents empirical findings from the 66 questionnaire respondents and triangulates these with qualitative insights from interviews. The discussion is organized around the four research questions.

4.1 Research Question 1: Perceived Effectiveness of Teacher Supervision Strategies

To establish which strategies are perceived as effective, head teachers and teachers were asked to indicate on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree) whether highlighted strategies were effective for teacher supervision in the implementation of EYE programs. The findings are presented in Table 2.

Table 2: Perceived Effectiveness of Teacher Supervision Strategies

Statement	1	2	3	4	5	M	SD
In-service training on EYE programs	4 (6.1)	7 (10.6)	3 (4.5)	21 (31.8)	31 (47.0)	4.04	0.53
Teamwork of the teachers	8 (12.1)	6 (9.1)	4 (6.1)	13 (19.7)	35 (53.0)	3.93	0.68
Classroom visitation	6 (9.1)	4 (6.1)	5 (7.6)	15 (22.7)	36 (54.5)	4.09	0.49
Professionalism of teachers	5 (7.6)	3 (4.5)	2 (3.0)	17 (25.8)	39 (59.1)	4.25	0.40

Note. Values in parentheses are percentages. N = 66. Key: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree. M = Mean; SD = Standard Deviation. Adapted from field data (2024).

The findings indicate that professionalism of teachers was rated the most effective strategy ($M = 4.25$, $SD = .40$), followed by classroom visitation ($M = 4.09$, $SD = .49$), in-service training ($M = 4.04$, $SD = .53$), and teamwork ($M = 3.93$, $SD = .68$). The overall mean for perceived effectiveness was 4.08 ($SD = .13$), suggesting that respondents strongly agree that these four strategies are effective in principle. These findings align with Ogunsaju (2006), who emphasized that administrators should focus observation on planning, preparation, presentation, and teacher-learner relationships, and with Zaare (2013), who demonstrated that classroom observation influences

academic outcomes by making teachers more reflective practitioners.

4.2 Research Question 2: Perceived Extent of Utilization of Teacher Supervision Strategies

To determine the extent to which these strategies are perceived as being practiced, respondents were asked to rate the frequency or consistency of additional supervisory activities. The findings are presented in Table 3.

Table 3: Perceived Extent of Utilization of Additional Teacher Supervision Strategies

Statement	1	2	3	4	5	<i>M</i>	<i>SD</i>
Regular classroom observation and feedback	11 (16.7)	28 (42.4)	17 (25.8)	3 (4.5)	7 (10.6)	2.60	1.16
Regular meetings with teachers to discuss student progress	16 (24.2)	22 (33.3)	13 (19.7)	12 (18.2)	3 (4.5)	2.60	1.19
Use of assessment data to inform instruction	8 (12.1)	24 (36.4)	9 (13.6)	18 (27.3)	7 (10.6)	3.00	1.26
Regular communication with parents and community	9 (13.6)	0 (0.0)	26 (39.4)	18 (27.3)	3 (4.5)	2.80	1.24
Support with classroom and behaviour management	8 (12.1)	34 (51.5)	13 (19.7)	4 (6.1)	7 (10.6)	2.60	1.14

Note. Values in parentheses are percentages. *N* = 66. Key: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree. Adapted from field data (2024).

The majority of respondents, 28 (42.4%), disagreed that regular classroom observation and feedback was a utilized strategy, affirmed by a low mean ($M = 2.60$, $SD = 1.16$). Similarly, 34 (51.5%) disagreed that support with classroom and behaviour management was provided ($M = 2.60$, $SD = 1.14$), and 22 (33.3%) disagreed that regular meetings with teachers were held ($M = 2.60$, $SD = 1.19$). The use of assessment data to inform instruction received a slightly higher but still low rating ($M = 3.00$, $SD = 1.26$), while communication with parents was rated neutral to low ($M = 2.80$, $SD = 1.24$).

These findings reveal a strategic paradox. While Table 2 shows that classroom visitation is perceived as highly effective ($M = 4.09$), Table 3 shows that regular classroom observation and feedback is not perceived as being practiced ($M = 2.60$). The gap between perceived value and perceived practice is significant. This disconnect validates the contextual challenges raised by Nyamwamu (2010) and Jared (2011), who found that Kenyan head teachers rarely provide on-the-job supervision due to being overburdened by administrative duties. The problem is not a lack of knowledge about what works, but a failure in strategic execution as perceived by those on the ground. If supervisors are not executing the fundamental diagnostic step of structured visitation, they cannot identify specific training needs or provide the focused feedback essential for teacher growth (Zaare, 2013).

Qualitative data from the Program Officer appeared to contradict the quantitative utilization scores:

“We do impromptu visits to our schools to ensure everything is working well. We also check class

records and establish how regular the teacher was in class. Sometimes we also go to class and sit behind the classes to check on teacher-learner interaction.”

However, a ward representative noted a more structured approach:

“Yes, we visit schools regularly to find out the progress. We spend almost a whole day at an early years education center just to enlighten ourselves on scheduled activities.”

The divergence between these qualitative claims and the quantitative data in Table 3 suggests that while occasional visits may occur, they are not perceived by teachers as systematic, scheduled, or frequent enough to constitute the regular classroom observation and feedback loop that teachers recognize as effective. This interpretation is consistent with Wellington (2001), who argued that casual visits prevent supervisors from truly comprehending the methods and student attitudes affecting teaching quality.

To triangulate the perceptual data on strategy utilization, the researcher examined professional documents from the 10 sampled schools using the document analysis guide. The findings revealed significant gaps in administrative compliance. Only 3 of the 10 schools (30%) had complete and up-to-date lesson plans aligned with the EYE curriculum for the current term. Schemes of work were fully developed in 4 schools (40%), partially completed in 4 schools (40%), and missing in 2 schools (20%). Records of work covered were regularly maintained in only 3 schools (30%), while the remaining 7 schools (70%)

showed either sporadic entries or significant backlogs. Attendance registers were the most consistently maintained documents, available in all 10 schools; however, only 5 (50%) showed evidence of regular supervisory review or counter-signing by head teachers.

These documentary findings corroborate the low perceived utilization of supervision strategies reported in Table 3. Where head teachers and program officers claimed to check professional documents, the physical evidence suggests that such checks are either superficial or irregular. The poor state of lesson plans and records of work directly supports the low perceived adherence to curriculum ($M = 2.30$) and class management ($M = 1.65$) reported in Table 5, and validates stakeholders’ perceived centrality of the professionalism strategy ($M = 4.25$) as a high-leverage intervention. Without rigorous document supervision, the

structural scaffolding necessary for effective EYE program implementation collapses, confirming the perceived crisis in foundational implementation standards.

4.3 Research Question 3: Current Perceived Status of EYE Program Implementation

Program implementation was measured across eight dimensions as perceived by teachers: adherence to curriculum, individualized instruction, child management, assessment of learner progress, class management, teacher-learner interaction, professional development, and family involvement. Teachers rated each dimension on a scale from 1 (Very Low) to 5 (Very High). The findings are presented in Table 4.

Table 4: Current Perceived Status of EYE Program Implementation

Statement	VL	L	N	H	VH	M	SD
Adherence to curriculum	17 (25.8)	28 (42.4)	14 (21.2)	3 (4.5)	4 (6.1)	2.30	.61
Individualized instruction	9 (13.6)	25 (37.9)	11 (16.7)	15 (22.7)	6 (9.1)	2.90	.70
Child management	17 (25.8)	16 (24.2)	11 (16.7)	12 (18.2)	10 (15.2)	2.80	.55
Assessment of learner progress	24 (36.4)	0 (0.0)	23 (34.8)	9 (13.6)	2 (3.0)	2.30	1.11
Class management	31 (47.0)	22 (33.3)	3 (4.5)	6 (9.1)	4 (6.1)	1.65	.62
Teacher-learner interaction	19 (28.8)	25 (37.9)	9 (13.6)	11 (16.7)	2 (3.0)	2.62	.39
Professional development	21 (31.8)	30 (45.5)	5 (7.6)	7 (10.6)	3 (4.5)	1.98	.53
Family involvement	18 (27.3)	41 (62.1)	4 (6.1)	2 (3.0)	1 (1.5)	2.37	.38

Note. Key: VL = Very Low, L = Low, N = Normal, H = High, VH = Very High. Some rows do not sum to 66 due to rounding or missing responses on individual items. Adapted from field data (2024).

The findings reveal a perceived crisis across all eight dimensions of program implementation. The majority of teachers, 28 (42.4%), rated adherence to the curriculum at a low level ($M = 2.30$, $SD = .61$), while 25 (37.9%) rated individualized instruction similarly low ($M = 2.90$, $SD = .70$). Child management received a low rating ($M = 2.80$, $SD = .55$), and assessment of learner progress was rated very low by 24 (36.4%) of respondents ($M = 2.30$, $SD = 1.11$). Class management emerged as the weakest dimension, with 31 (47.0%) of teachers rating it very low ($M = 1.65$, $SD = .62$), suggesting near-universal consensus on this failure. Teacher-learner interaction was generally rated low ($M = 2.62$, $SD = .39$) by 25 (37.9%), while professional development was rated low by 30 (45.5%) of teachers ($M = 1.98$, $SD = .53$). Family involvement was rated low ($M = 2.37$, $SD = .38$) by 41 (62.1%) of teachers. These perceptual data are consistent with the structural and capacity deficiencies documented in comparable Kenyan contexts. Momanyi and Rop (2020) reported similar

implementation failures in Bomet East Sub-County, where teacher preparedness for competency-based curricula was critically low. In Lurambi Sub-County, the particularly weak perceived performance in class management and professional development suggests that teachers feel simultaneously overwhelmed by classroom demands and abandoned by the supervisory structures meant to support them. This aligns with Toole’s (2014) Contextual Interaction Theory: where supervisor capacity is constrained by excessive workload and inadequate resources, teachers perceive a collapse in the informational and motivational support necessary for effective implementation.

The low perceived adherence to curriculum and assessment of learner progress corroborates the document analysis findings, which revealed that lesson plans and records of work were incomplete or misaligned in the majority of sampled schools. Peretomode (2004) argued that frequent

checking of professional documents instills accountability and improves classroom performance; conversely, the perceived absence of such checking appears to have produced a culture of administrative neglect that teachers themselves recognize as harmful. Robinson’s (1968) Supervision Theory offers further insight: when supervisors fail to provide developmental feedback, orientation, and morale-boosting support, teachers lose the professional confirmation and confidence necessary to manage classrooms effectively or adhere to curriculum standards. The low rating in teacher-learner interaction ($M = 2.62$) and family involvement ($M = 2.37$) reflects this breakdown. Teachers who perceive themselves as unsupported are less likely to engage in the high-quality pedagogical interactions and community partnerships that characterize successful EYE programs.

Fischer (2011) emphasized that staff development must be targeted and continuous; the perceived absence of such development in Lurambi Sub-County ($M = 1.98$) therefore represents not merely a logistical gap but a theoretical failure to fulfill the developmental function of supervision. The weakest areas, class management ($M = 1.65$) and professional development ($M = 1.98$), are precisely the areas that could be improved by implementing the supervision strategies identified in Table 2. The perceived

failure to utilize effective strategies (Table 3) is empirically associated with low perceived implementation status in this study. For example, the low rating in professional development aligns with the underutilization of structured staff development programs, while the low rating in class management reflects the perceived absence of regular classroom observation and feedback. Taken together, these data suggest that the EYE program in Lurambi Sub-County is caught in a self-reinforcing cycle: inadequate supervision produces poor perceived implementation, and poor perceived implementation erodes the teacher motivation that would otherwise sustain supervisory engagement.

4.4 Research Question 4: Relationship between Perceived Supervision Strategies and Perceived Program Implementation

To examine the relationship between the perceived effectiveness of supervision strategies and perceived program implementation status, the composite Perceived Supervision Strategies Score (mean of Table 2 items) was correlated with the composite Perceived Program Implementation Score (mean of Table 4 items). The findings are presented in Table 5.

Table 5: Correlation between Perceived Supervision Strategies and Perceived Program Implementation

Correlations	Perceived Implementation	Program	Perceived Strategies
Perceived program implementation	1		.613**
Sig. (2-tailed)			.000
N	66		66
Perceived strategies	.613**		1
Sig. (2-tailed)	.000		
N	66		66

Note. ** Correlation is significant at the 0.01 level (2-tailed). Adapted from field data (2024).

The Pearson product-moment correlation coefficient ($r = .613, p < .01$) was positive and statistically significant. This indicates a strong, positive association between the perceived effectiveness of supervision strategies and the perceived status of program implementation. Because the data are cross-sectional and derived from self-report measures, this result establishes association rather than causation. Nevertheless, the magnitude of the correlation suggests that schools where supervision strategies are perceived as more effective tend also to report higher levels of perceived program implementation. This aligns with Fischer (2011), who argued that targeted staff development is a direct route to quality assurance, and with Peretomode (2004), who found that frequent and structured supervision leads to better classroom performance.

4.5 Theoretical Justification for Perceptual Data in Supervision Research

The reliance on stakeholder perceptions in this study is not merely a methodological constraint; it is theoretically justified. Supervision is fundamentally a relational and interpretive process. Robinson’s (1968) Supervision Theory posits that teachers often seek supervision not only for technical assistance but for confirmation that their practice meets professional expectations. The perception of being supported, observed, and developed is therefore a proximal determinant of teacher motivation and self-efficacy, which in turn shape classroom behavior. Similarly, Toole’s (2014) Contextual Interaction Theory emphasizes that implementation outcomes are shaped by how actors interpret policies and their own capacity to execute them. If teachers and administrators perceive supervision as absent or ineffective, their motivation and capacity to implement the EYE program diminish, regardless of whether objective audits might classify the same activities differently (Ameli, et al., 2023). In this sense, perceptual data capture the lived implementation

reality, the “street-level bureaucracy,” that objective metrics often miss. Furthermore, in low-resource contexts like Lurambi Sub-County, where formal record-keeping is inconsistent, stakeholder perceptions may be the most reliable available indicator of systemic functioning. The value of this study lies precisely in documenting the perceptual gap between what stakeholders know should happen and what they believe is actually happening.

5. Conclusion and Recommendations

5.1 Conclusion

This study established that stakeholder perceptions of effective teacher supervision practices are pivotal in shaping the perceived success and quality of the EYE program in Lurambi Sub-County.

Research Question 1

The three strategies perceived as most effective for teacher supervision are fostering teacher professionalism, executing systematic classroom visitation, and providing targeted in-service training. However, a significant execution gap exists; while these strategies are perceived as highly effective, their perceived utilization in practice is critically low.

Research Question 2

Stakeholders perceive that regular classroom observation, structured meetings, assessment-data use, and classroom-management support are not being consistently practiced. The gap between what is perceived as effective and what is perceived as practiced represents the central supervisory failure in Lurambi Sub-County.

Research Question 3

Program implementation is perceived as severely hampered across all measured dimensions. Class management and professional development are perceived as the weakest links, directly reflecting the perceived failure to apply known effective supervision strategies on the ground.

Research Question 4

A strong, positive, and significant correlation ($r = .613$, $p < .05$) empirically confirms that the perceived effectiveness of supervision strategies is associated with higher perceived program implementation status. This perceptual association underscores the importance of addressing how stakeholders experience supervision, not merely how it is formally documented.

5.2 Recommendations

Research Question 1

Education authorities must strategically shift resources to prioritize the three empirically perceived supervisory strategies: professionalism, classroom visitation, and in-service training. To overcome the perceived low visitation rates, clear, non-negotiable guidelines for structured classroom visitation must be established. This requires investing in professional development for supervisors or securing additional personnel to ease administrative workload, thereby enhancing the perceived frequency and quality of supervision.

Research Question 2

The perceived absence of regular classroom observation and feedback must be addressed by institutionalizing scheduled, structured visitation cycles with documented feedback protocols. Supervisors should move from impromptu, undocumented visits to systematic observation practices that teachers recognize as legitimate and supportive.

Research Question 3

The perceived low status of teacher development must be addressed by instituting regular, needs-based training specifically tailored to weak areas such as classroom management and assessment of learner progress. Furthermore, the perceived low ratings in curriculum adherence and family involvement require structured professionalism protocols, mandatory document checks and community engagement frameworks, to raise baseline implementation standards as perceived by teachers.

Research Question 4

Clear performance metrics must be established to measure the perceived successful implementation of these core strategies, ensuring continuous accountability and quality improvement in the EYE program. Supervisors should be evaluated not only on administrative compliance but on the documented execution of classroom visitation and professional development support, as perceived by the teachers they supervise.

Conflict of Interest

The author declares no competing interests that could influence the interpretation or presentation of the findings.

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