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The Influence of Teachers' Supervision of Pupils Activities Affect Learning in Preschools in Marigat Sub County, Baringo County, Kenya

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Abstract:

In education, a school serves as a learning centre where teachers are anticipated to be in command of their classrooms so as to improve pupils' effectual learning concerning classroom activities and presentation; however teacher's classroom organization of learners learning activities has recently been an issue of concern to many educational stakeholders regarding early childhood development and education. The purpose of the study was to determine the influence of teachers' supervision of pupils activities affect learning in preschools in Marigat Sub County, Baringo County, Kenya. The study adopted descriptive survey research design. The population of the study comprised 367 pre-school teachers from 196 pre-schools and 93 head teachers in Marigat Sub County while their sample size constituted 110 pre-school teachers and 27 head teachers which was 30% of the target population. The study sample was drawn from the entire population using simple random sampling technique for the teachers and purposive sampling for the head teachers. Data was collected using questionnaires for the quantitative descriptive data for the head teachers and interview guide for the qualitative data for the teachers. Instrument validity was ascertained with the help of the supervisors based on their expert opinion. The reliability of the questionnaire was done by piloting it and a reliable Cronbach coefficients Alpha of 0.73 was obtained. However, the instrument was slightly revised based on the pilot study results. The researcher personally administered the instruments to all the respondents. The quantitative data was analyzed by the use of Statistical Package for Social Science (SPSS) and the findings presented on frequency tables and percentages alongside the qualitative description of data from the interview guide. The major findings of the study indicated that good classroom organization by teachers corresponded with smooth learning activities among the preschool learners. The study further found out that there was laxity by the preschool teachers in delegation of his or her duties and responsibilities a classroom administrator thus affecting the pupils' performance. Though coordination, evaluation, supervision and monitoring of pupils learning activities, the study found preschool teachers should embrace good classroom organization practices while handling preschool learners so as on improve on their intellectual performance.

Keywords: Teachers, supervision, pupils, activities, learning, pre-schools

1. Introduction

In education system, school serves as a learning center and school organization practices is the core value in actualizing the function of the school as a foundation. This is successfully achieved through creating school management style (UNESCO, 2009). Quality learning has a significant impact and uses the part of human development; hence preschool learners have a right to receive training of good quality which is associated with different intellectual and institutional factors. Worther and Sander (1997) suggested that in most highly developed nations like United States of America (USA) and Britain, education is progressively more viewed as a most important means of solving children's learning. Kenya Education Management Institute KEMI (2011) defines management as the process of acquiring and utilizing resources in order to attain organizational goals. Despite the efforts to promote quality learning, preprimary schools organization continues to experience the problem of poor classroom organization which will results in poor performance. The problem of poor performance is deeply rooted in the type of classroom organization practices which will have to change if the targets in education factors are to be realized (Odhiambo, 2009).

Teachers' supervision is also important in classroom management. Oghuvbus (2001) stated that successful classroom supervision involves faithfulness to routine processes to be in command of and guide learners in their classrooms. He identifies common determinants of effective supervision as teachers and pupils working strictly according to; school time table, following school regulations, ensuring there is tidy and decent environment, and proper pupils' organization and discipline. Coal (2004) stated that classroom teachers are also known as classroom managers because of

their roles in organization pupils learning activities and instructional measures. Pupils' intellectual achievement is very important at every level that is from individual point of view, family and organization (like school), to the nation at large. For a school to achieve well both in educational and co-curricular activities, successful organization management is needed. (Coal, 2004) added that management at work in education organization is a self-motivated process where an individual is not only responsible for the group assignment but also energetically seeks the relationship and commitment of all group members in achieving group goals in a particular context.

The educational programs for early youth improvement and training (ECDE) in sub-Saharan African nations is regularly mysteriously absent or uncared for in view of the absence of significance, practical money related help and refinement to the genuine significance of early learning and appropriate consideration. The absence of arrangement for youthful youngsters is especially alarming in African nations that contribute under 0.1% of their instruction spending plan to early adolescence and wellbeing mediations for kids. While worldwide advancement specialists have sensibly named learning as the proportion of training in Africa. Anyway they stressed the criticalness of tyke survival endeavors and the congruity of solid kid improvement has been to a great extent surrendered.

Early psychological and socio-passionate improvement of kids specifically impacts their school result and ventures forward (Gorman and Pollitt, 1996; Liddell and Rae, 2001). Therefore, numerous early youth projects and studies center around the development of preparing for mandatory early adolescence and pre-school training (UNESCO, 2010). This is on the grounds that administrations displayed before the long periods of necessary preparing are insufficient or conveyed deficiently for kids.

Instructor preparing must be supplemented by educator motivator so as to build educator viability, which is basic to understudies' learning. Better working environment increment educator motivating forces, especially when instructors work in second rate zones. Glewwe et al. demonstrate that giving learning materials builds instructors' essence in the classroom and makes educators utilize the learning materials all the more regularly in class Glewwe et al. as referred to in Brewer and McEwan, 2010, p. 245). Different elements influencing working environment incorporate better and normal pay rates and improved school organization rehearses. Better pay rates are probably going to lessen the open door cost of joining the showing calling, increment instructors' resolve, and diminish non-appearance. Notwithstanding the issue of educator deficiencies, MVP locales additionally battle with instructor nonappearances. One approach to effectively direct unlucky deficiencies and spur educators to be in school has been to give administrations and settlement to instructors, specifically country and remote zones, just as advancing better supervision of schools and educators with the assistance of the legislature. This is a zone of proceeded with test, be that as it may, and will require more consideration and new systems in the coming years.

It is likewise appeared in MVP that first language instruction in early preparing advances understudies information (Abadzi, 2011). There exist, in any case, different favorable circumstances and disservices of first language instruction. Difficulties for executing this rules on account of Kenya incorporate factors, for example, educators not prepared to prepare in native language, no instructing materials to prepare in primary language, a few instructors oppose this arrangement since they see it as one that will propagate inborn disunity and others opposing in light of the fact that they think of it as retrogressive and difficult to try when educators from other ethnic networks are required to instruct in a new dialect of preparing. Strangely, inquire about likewise demonstrates that the utilization of a value-based portrayal over correspondence had more grounded impact than the normal of preparing (Bunyi, 1997; Robinah, 2003). For early evaluation students, ordinary practice with letters displayed one by one, proceeding with presentation of less complex letter mixes, phonological. Learning as the proportion of instruction in Africa mindfulness, composing new mixes of letters, broad perusing practice, and sorted out restorative yet reassuring input to students has been demonstrated to improve understudies learning (Abadzi, 2011). This learning routine ought to be joined with simple to-peruse and drawing in and important reading material to continually affect learning.

Throughout the years, training scientists have examined numerous components considered to influence understudies learning, at the core of this line of examination is the center trusts that educators make an alternate. These are consistent discussions about how much the dimension educator adequacy writing, (Brophy,1986;Porter and Brophy,1988) can be trusted to recognize the qualities of powerful instructors and extra discussions too about how such discoveries should outline the progressive improvement of educator assessment course of action, Ellett,1990.Scriven,1990; Perteson, Kromrey&Smith,1990). Shalock and Shalock (1993), Berk (1998), contends that there is significant contention over the rationale behind the degree to which students' fulfillment information ought to be utilized as a beginning stage for assessment. These discussions asides, few endeavors have been made to straightforwardly gauge the impact of individual educator on the scholastic improvement of the bigger populace of understudies utilizing estimations accessible and conventional government sanctioned testing programs.

2. Theoretical Review

The examination depends on Kounins (1970) hypothesis of classroom the executives which sees that the secret of classroom the board must incorporate the capacity to instruct the learning style of the gathering, rather than the individual and arranging of exercises and educating strategies. Kounin reasoned that the objective of classroom the executives is to make a situation which does animate students learning as well as persuade understudies to learn. Kounin's methodology is in accordance with both Glasser and Koha hypothesis of classroom the board as they likewise hypothesizes that the way to fruitful classroom the board is in keeping the board issues from happening in any case by instituting great association and arranging.

Kounin's trusted that all together for an instructor to have a viable association among the executives and educating, there is need great exercise development that is the means by which exercises ought to be directed. This learning development is accomplished through "withitness" that is having the capacity to perform multiple tasks, covering, force, smoothness and gathering center. Withitness was Kounin's statement depict an instructors capacity to comprehend what is happening at all the time in his/her classroom. Kounin said that it is essential for educator to recognize what is happening, however for the understudies to see that the instructor knows. Covering is the capacity for an instructor to in a word, perform various tasks that is having the capacity to present to new point while anticipating mischievous activities is basic for an educator. Energy is the stream of an exercise. An educator must have the capacity to "job with-punches" in recognizing that things may turn out badly or having the capacity to smoothly adjust and proceed ahead in spite of obliteration and disturbance.

Smoothness is additionally very identified with force. Having the capacity to keep on truck without getting a digression just as being occupied by insignificant inquiries or data is essential on occasion. An educator can be occupied and leave a point open and not return until late, which can be confounding to students something else that can destroy smoothness is the point at which an instructor does not have an arrangement or strategy, it very well may be viewed as though the teacher is hopping starting with one subject then onto the next.

Group focus, this is the ability of a teacher to engage the whole class using techniques such as building suspense or asking community questions. This can also look like asking random question or asking a pupil a question and then looking around at other pupils, to see if they are thinking or ready to respond.

The research study will adopt this theory because it gives the teacher, the in-depth ways on how teachers' management of classroom is very important. The teachers' classroom management and its effect on the learning process will adopt this theory because it explains clearly on how classroom is being managed thus it is explained further in the conceptual framework.

2.1. Classroom Supervision and Learners Learning Activities

Gordon and Ross-Gordon (2004) suggested that convincing supervision requires all around arranged work compel with Knowledge, social aptitudes, and specific capacities that are set up to provide the basic and appropriate guidance and support to the instructing staff. As shown by Glickman, Gordon & Ross-Gordon (2004), these individual attributes are associated through the supervisory occupations of direct help to teachers, bundle headway, capable improvement, and instructive modules progression and action investigate. They believe that "this concrete pulls together Organizational targets; educator needs and suits improved learning".

To support feasible supervisory techniques Glickman, Gordon and Ross-Gordon, (2004) prescribed that chiefs should play out the going with employments: giving personal development by outfitting on-running contact with the individual teacher to watch and support him/her in classroom direction; ensuring capable progression by giving the learning opportunities to staff gave or maintained by the school and instructive framework and giving social occasion improvement through the gathering of instructors to settle on decisions on shared instructional concern. So likewise, boss should reinforce instructive projects improvement through the refresh and change of substance, plans and materials of classroom direction. They in like manner prescribe that overseers should attract teachers, in actuality, investigate by productively analyzing faculty to find what's happening in the classroom and school with the purpose of improving understudies learning.

Neagley and Evans (1980) moreover envision that convincing supervision requires a strange condition of organization. They propose that the viable overseer should be shrewd, all around arranged in enlightening mind inquire about, obliging, experienced, and a pro in notoriety based assembling frames. Distinctive investigators in like manner share similar points of view as those kept up by (Glickman et al 2004). For example, Glanz, Shulman and Sullivan (2006) believe that a fruitful focal has the going with properties: is situational aware of nuances and undermines in the school; has insightful impelling of current hypotheses and practices; is a change expert; and, successfully incorporates educators in structure and execution of basic decisions and methodologies. They moreover believe that suitable principals give fruitful supervision. To them, a practical key makes a culture of shared conviction and feeling of investment, screens and surveys the reasonability of school practices, is smart and confers and works from strong musings and feelings about coaching.

Commonplace and Blasé (1999) propose a model of practical premier got from data (revelations) which contains two important subjects: speaking with instructors to propel reflection and progressing capable improvement. As demonstrated by them, amazing principals regard trade that asked teachers to on a very basic level consider their learning and master practice through the going with frameworks: making proposals, giving information, showing, using demand and asking for insight and suppositions, and giving acknowledgment. They furthermore fight that convincing principals use six strategies to propel educators' master improvement: highlighting the examination of teaching and getting the hang of; supporting facilitated exertion tries among instructors; making preparing associations among teachers; engaging and supporting redesign of programming engineers; applying the gauges of adult learning, improvement, and improvement to all times of staff headway; and completing action research to teach instructional fundamental initiative.

Diverse investigators furthermore believe that productive supervisors are the people who interface Interpersonal aptitudes with particular capacities. Brennen (2008) observes a convincing manager who unites social with particular capacities will be powerful in improving direction. He suggests that a fruitful boss should very likely develop self-affirmation, great, trust, and fondness between the two social occasions. Brennen (2008) suggests that the chief in an effective supervision methodology should not elucidate significantly into the activity of a promoter. The consideration is reliably on the appearing, rather than issues affecting the instructor that are past the cutoff points of the classroom.

Brennen (2008) suggested that amazing supervision results when a boss undeniably sets out the criteria to be used in the evaluative method and ensures that paying little heed to whether the last examination is a negative one, the teacher will benefit by the movement and leave with his certainty immaculate.

Oghuvbu (2001) believes that convincing supervision incorporates adherence to convenient systems to control and guide educators. He perceives fundamental determinants of reasonable supervision as: educators and understudies working firmly according to instructive time table, after school headings, impeccable and reasonable condition, and proper understudies' organization and educated understudies.

Moreover there should be task of commitments by school heads, and positive, pleasing, social and master relationship among teachers. He recommends that there should exist particularly orchestrated back and forth movement records and research revelations in the school which the head can use to coordinate teachers' classroom practices. Reference made to the adherence of strict time table and school controls by this researcher as determinants of reasonable supervision should be undermined. The reason behind his position may begin from his own discernment just as the setting inside which the examination was driven. Bureaucratic strategies in supervision may be typical for some African and other making countries. The definition shown by IIEP/UNESCO (2007) vouches for this conviction, since a vast part of their examinations have been coordinated in this particular condition. As showed up in this section, all experts share the conviction that supervision is feasible if the boss has and shows attributes and characteristics related to data, Interpersonal and specific capacities. They are tranquil, nevertheless, on the direct causal effect of such attributes on understudies' execution.

In supervision of learning and execution IPAR (2008), states that the association of the officials of preparing has been seen to be inadequate. The field of guidance officers which are not adequately empowered to play out their commitments. They are consistently paid to go to the field and to what field officers are doing. Etsey (2005) set up the effect of postponement and truancy and erratic schools interest is that material that is urged will be difficult to appreciate them when mulled over by one's own one of a kind continued missing of classrooms that moreover results in loss of substance and data for instance the assignment and exercises won't be suitably and precisely done. Educators missing from class have understudies especially those in government financed schools who continue performing insufficiently in national examination as such can't be absolutely emphatically with other accomplice in educational cost based schools (<http://www.eastandard.net>).

3. Methodology

This study adopted a mixed methodology and adopts a survey research design because it collects a data from a large population (Kothari 2004). The researcher surveyed Marigat Sub County with the help of the local administration and confirmed that there were 93 primary schools and 167 preschools in the constituency. The target population included all the 93 primary schools and their head teachers, 167 pre- schools and their preschool teachers

The study used cluster sampling to select the schools in which simple random sampling to select the schools from each cluster. Simple random sampling is used in selecting the 110 preschool teachers and use purposive sampling to select the 27 head teachers that is the schools will be coded. The researcher used the information obtained from the study to obtain the number of schools who have done KCPE examination for longer time. The researcher visited few schools before the actual day of data collection so as to determine the number of teachers per school as well as the available head teachers during the time of data collection in selecting the number of teachers who can participate. The researcher requested the head teachers to avail the number teachers in the school. A total of 137 respondents will be selected which is 30% of the study population.

Respondent	Population	Sample size
Schools	93	27
head teachers	93	27
ECDE teachers	367	110
Total	460	137

Table 1: Population and Sample Size
Source; Marigat Sub County Office 2015

3.1. Statistical Analysis

The researcher perused the completed questionnaire out of which the researcher checked the completeness and consistency of the questionnaire. This for instance was done by tallying the responses from the respondents, computing percentages, describing and finally interpreting the data in line with the objectives.

Descriptive statistics was used because if there is massive data, it needs to be described in terms of general trends, tabulating and presenting the data in graphic formats. Frequency distribution was developed, tabulated and percentages calculated accordingly. The researcher then used tables in the presentation of data analysis.

4. Results

4.1. Influence of Teachers' Supervision on Classroom Management Practices on Learners Learning Activities in Pre-Schools in Marigat Sub - County

The preschool teachers were asked to answer question on how teachers Supervise learners learning activities in their Classrooms. The teachers were asked to rate their responses on a Likert scale of five: Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4) and Strongly Agree (5). The results of the analysis are presented in Table 2.

Supervision of Classroom Management Practices	D		U		A		mean	SD
	f	%	F	%	f	%		
Ensures learning activities are aligned to achieve lesson's curricular objectives	51	46.4	24	21.8	35	31.8	1.85	0.876
Ensures instructional materials are consistent with the achievement of learners' learning process	51	46.4	23	20.9	36	32.7	1.86	0.883
Identifies pupils who need special instruction to remedy their learning challenges.	40	36.4	31	28.2	39	35.5	1.99	0.851

Table 2: Teachers' Views on Supervision of Classroom Management Practices on Learners Learning Activities.

The second objective of the study was in which ways to teachers supervise learning in their classroom seven (fifty one 4.4%) respondents disagreed, twenty four (21.8%) were undecided and a majority of the teachers; thirty five (31.8%) agreed at mean=1.85 that preschool teachers ensures learning activities are aligned to achieve lesson's curricular objectives. It supports Glickman, Gordon and Ross-Gordon, (2004) which propose that supervisors should perform the following roles: providing personal development by providing on-going contact with the individual teacher to observe and assist him/her in classroom instruction; ensuring professional development by providing the learning opportunities for faculty provided or supported by the school and school system and providing group development through the gathering together of teachers to make decisions on mutual instructional concern.

The above data indicate that majority fifty one (46.4%) of the respondents at mean=1.86 and a lower standard deviation (0.883) agreed that preschool teachers ensures instructional materials are consistent with the achievement of learners' learning activities. It supports Brennen (2008) which notes that an effective supervisor who links interpersonal with technical skills will be successful in improving instructions. He suggests that an effective supervisor should be able to build self-acceptance, moral, trust, and rapport between the two parties. This is followed by Identifying pupils who need special instruction to remedy their learning challenges at mean= 2.00 and a standard deviation of 0.866 where 36 % respondents agreed and undecided. It supports the Neagley and Evans (1980) also conceived that effective supervision requires a high level of leadership. They propose that the successful supervisor should be intelligent, well trained in educational psychology, likable, experienced, and an expert in democratic group processes. this intern will help the children in need of special needs benefit since the teacher has all the skills of handling the learners.

Through the respondent from the interviewed preschool teacher the researcher established that classroom supervision is an instrumental tool which improves classroom learning if the teachers use proper and appropriate classroom supervision techniques. Where preschool teachers shared leadership, teamwork is valued and usually organizations in which teamwork flourishes are more effective than organizations dominated by a single individual. They reported that through classroom supervision of learning, teachers play an important role in classroom management practices. They argued that through proper supervision of learners learning activities, classroom activities will run smoothly. Through supervision, learners learning activities among the preschool learners in classroom is well managed and does improve the other methods of teachers' classroom management practices.

4.2. Head Teachers Responses on the Teachers' Classroom Management Practices on Supervision of Learners Learning Activities

A majority of the head teachers said that when teachers' supervision of classroom activities is well managed it helps in creating more time for preschool learners to study well and comfortably since they are within the classroom environment. This is because when the learners are enrolled in a preschool with proper classroom activities by the teacher, the only thing they have to worry about is the availability of enough playing materials which preschool learners use to explore and manipulate them. Another head teacher said;

"Through proper supervision preschool teachers are able stick on what is supposed to be thought within classroom and outside classroom environment thus most teachers lack the proper way of supervising their learners since preschool teachers don't have proper supervision techniques".

Another head teacher said,

"Most preschool teachers are not willing to assist the weak learners thus this will make the Childs' performance to lack behind in terms of all aspects of child development".

Another effect given by the head teachers was limitation of negative influence such as lack of playing materials for the preschool learners.

5. Conclusion

The data revealed that preschool teachers supervised curriculum and instruction by ensuring teachers' classroom instruction priorities are consistent with schools' instructional goals. Preschool teachers evaluated instruction by

conducting regular formal and informal evaluation of pupils' instructional work, analyzed and queried deviations in their performance. They also monitored the status of the syllabus coverage, teachers' attendance and organized teachers' academic meeting for feedback. However in most schools, head teachers delegated supervision of the curriculum implementation and evaluation of instruction to their class teachers, heads of departments or their deputy principals. Data revealed that at a relatively higher teachers actively coordinate the curriculum and instruction by ensuring curriculum implementation strategies are aligned to achieve school's curricular objectives, ensured instructional materials are consistent with achievement of school's curriculum objectives, assigned specific persons to coordinate teaching and learning in their school and making curricular decisions based on results of the school's instructional needs assessment. However, most of the teachers coordinate learning process in classroom by their own.

6. Recommendation

Preschool teachers need to promote positive classroom learning climate and in particular maintain high instructional presence, provide incentives for the active learners, promote professional development of their co-teachers and strive to undertake the promotion of preschool curriculum by making sure that preschool curriculum is followed and finished on time by eradicating all time wasted.. They should strictly implement the provisions of the Kenyan government's safety standards manual for schools so as to ensure safe and secure school environment in their schools.

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