

Involvement Of Key Stakeholders In Supervision Of Quality Service Delivery In Public Primary Schools In Mandera East Sub County, Kenya

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Abstract

This study assessed the involvement of key stakeholders in supervision of quality service delivery in public primary schools in Mandera East Sub County of Mandera County, Kenya. public institutions for learning are faced with enormous challenges in trying to compete with private institutions in the offering of quality education. Hence there is need of involvement of key stakeholders in supervision of quality service delivery. The specific study objectives include: To find out if parental participation in supervision affects quality service delivery, to assess how teachers' participation on supervision affect quality service delivery, and to assess the role of the government participation on supervision of quality service delivery in Mandera East sub county. Descriptive research design was used where the target population was 288 respondents: sub county directors 2, Class representatives of PTA 52 and teachers 234. This study adopted the census method to select all the teachers and subcounty directors of education due to the size as well it covers a wide spectrum of the population. The study used Primary data which was collected using a questionnaire. The study also found that government agents performing supervision of quality services should be more pupils centered. The study recommends that stakeholders should take active roles in education matters especially the county elected leaders and others who are in leadership position. Parents and teachers to work together on their children's academics through consultation process and monitoring the child academic journey. The study also recommends that head teachers, quality assurances standards officers should allow teachers to be involved in school supervision and other administrative duties, and school activities. Priority should be given to education for the goal of maximizing the potential of increased effectiveness via results-oriented management and evaluation.

Keywords: involvement, monitoring and evaluation, stakeholders, and supervision, quality service delivery.

Introduction

Monitoring and Evaluation helps different project managers to gather and analyze the progress of project or program, institution. More so it enables the managers to explore underlying challenges, lesson learnt as well as general performance. Monitoring and evaluation systems empower the project manager to judge if the project implementation is on the right truck or not. Monitoring and evaluation is about identify gaps in order to develop tactics that can be applied to improve similar interventions and performance in the future (UNDP, 2009). Supervision is crucial element of monitoring and evaluation systems, in such that the project or program management, head of institution use it as guidelines and micromanage the work of their staff; as well as to control their task performance in such a way that a common goal can be achieved (Pont, Nusche & Moorman, 2008). In a school setting, supervision of teaching and learning activities is used to supervise teaching and non-teaching staff, students, a school building, facility, or staff level.

Globally, child's talent is valued by ensuring that they get proper and serious education to nurture those talents. In the United States of America (USA), there's keen interest on peer tutor's employment by the school managers and administrators in order to enforce instructional supervisory roles. The supervision, tradition continued revolution in America through the middle of the 19th century. Though the emergency of new America system, the quality of education has not improved quiet well (Usman, 2015).

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In Australia, the quality teacher programme (QTP) was put in place so as to enhance status of teaching in the Australian government schools and, also upgrade and improve teacher's skills and understanding in each of the primary taught subjects. Nonetheless, on the other hand, in Chile, the purpose of teacher monitoring and evaluation system was to enhancing teaching and consequently also in the education results. The principals do their own evaluation on the teacher's performance while the teachers assess themselves in form of syllabus coverage and assignment marking (Piper, 2007).

In Africa, education system is faced with great challenges that cause them to perform poorly in the sector. In sub-Saharan Africa for example, there are setbacks when it comes to infrastructure that is supposed to provide teachers and others key stakeholders in the involvement of school's supervision. In Nigeria, The Federal Republic of Nigeria (2013), categorized supervision as a phase of school administration which tends to ensure continuous evaluation and monitoring and improvement of teaching and other educational services by different stakeholders. In Tanzania, monitoring and evaluation of school curriculum implementation of set policies is a vital exercise of ensuring delivery of quality education, adherence to set policy laws and regulations. (URT,2000). According to Heyneman's (2007), research in Uganda, acknowledge the importance of educational inputs is often far greater emphasized in developing than in industrialized countries. A school system of financial resources input in developing nations schools is importance, having access to them is essential.

In Kenya, ministry of education mandates all public primary schools to be supervised by the head teachers through various supervisory techniques. Head teacher's roles are to ensure that teachers plan and attend their lessons as required by the school co-curriculum. Hence head teachers' supervision on teachers is paramount for efficient and effective learning in schools (Wildman, 2015). The school supervisor is mandated to come up with schedule for supervision stating how they instill discipline in classes, how they merge learner differences in class, how the lessons are presented, content mastering, how to involve learners in class plus teaching methodologies and layout (Sule et al., 2015).

Quality Service delivery is vital when it comes to provision education especially at an early age which is primary level. In order to enhance service delivery with good quality, proper supervisory need to be implemented which all important key stakeholders are involved. It is evident that, better service quality in primary schools would attract more numbers of pupils. It has been noted that constant checking of teacher's professional records and schemes is one of the important instructional supervision activity asserts (Watene, 2011). In Kenya, there are the quality assurance and standards officers which represents that government agencies in sub county education level, which are been appointed so as to conduct monitoring and evaluation frequently advising on quality standards in education based on all round aspects of education issues.. In Kenya, Education programme performance has been measured through student enrolment, education quality, customer or stakeholder's satisfaction, cost, timeliness and achieving the desired objective as means of an effective indicator to measure of education programme performance (Nyikal, 2011).

Statement of the Problem

In primary schools in Kenya, stakeholders' involvement is very critical in the supervision of the students' educational process. These stakeholders can have positive influence on the delivery of quality service. In this regard, proper participation and involvement in the supervision can help to improve service delivery. In Kenya's educational system, academic achievement of public school children have gotten full emphasis. Various stakeholders have paid attention to schools in the Manderu East Sub-County regarding performance. Manderu East Sub-County recorded progressive enrollment of pupils in primary schools for the period 2015-2019. An increase in government funding and the number of teachers employed by the Teachers Service Commission (TSC) has also been noted. This increase in enrollment, funding and the number of teachers has however been met with a significant slump in school performance. The poor performance has been attributed to flaws in monitoring and evaluation of education programmes in Manderu County. The supervision in education programmes was left entirely to the teaching staff and school administration while other stakeholders in management of school programmes taking a passive stance

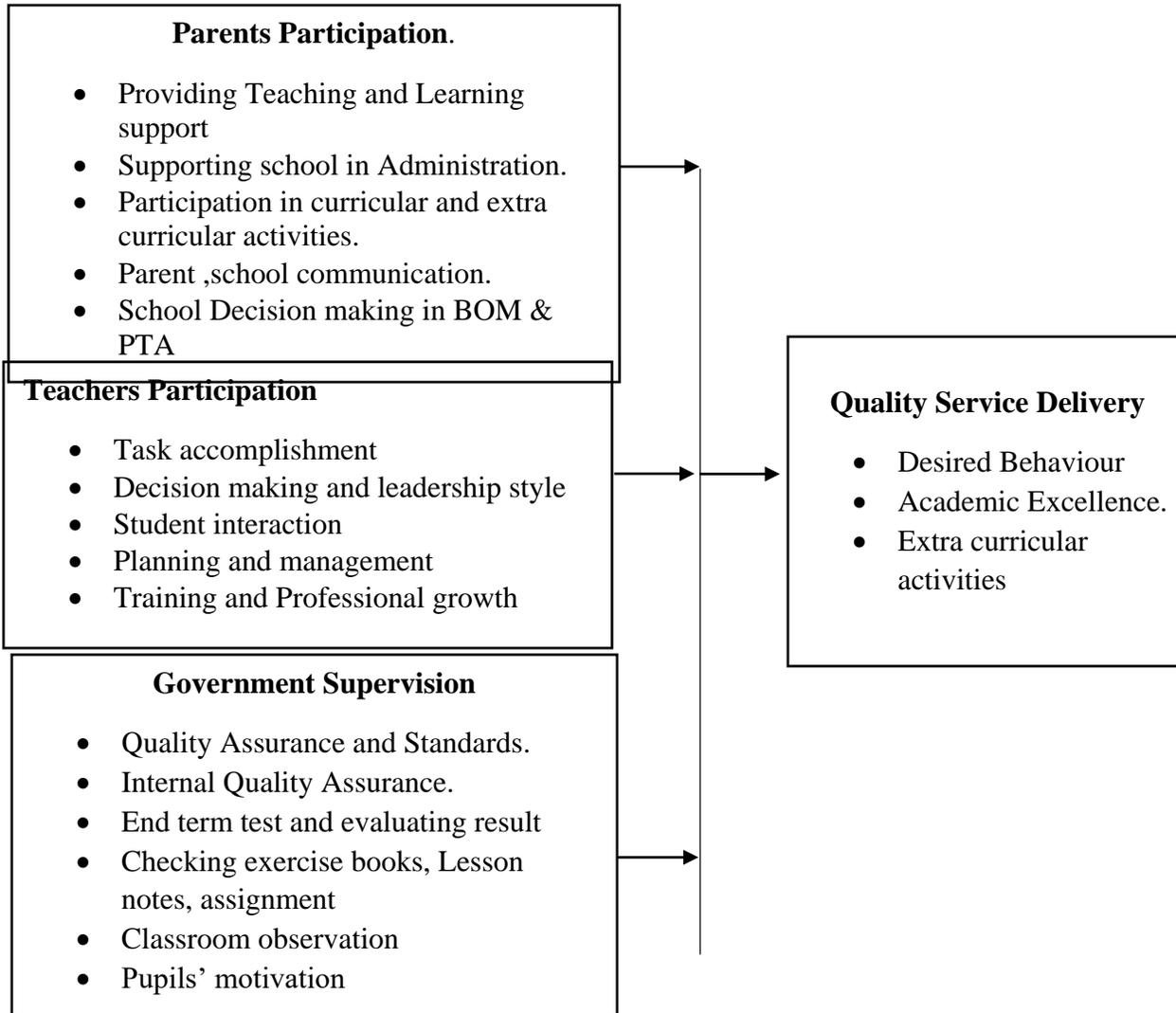
With increased government funding and the number of teachers, the student poor performance of the public primary schools in Manderu East Sub-County as an issue to be answered through a study. therefore, it was viable to carry out the study to determine whether the influence of different stakeholders in the supervision had any impact on performance outcomes in quality service delivery in public primary schools in Manderu East Sub- County.

Objectives of the Study

1. Investigate the influence of parents' participation in supervision of quality service delivery in public primary schools in Manderu East sub county Kenya.
2. Explore the influence of teacher participation in supervision of quality service delivery in public primary schools in Manderu East sub county Kenya.

3. Examine the influence of the government participation in the supervision of quality service delivery in public primary schools in Mandera East sub county Kenya.

Conceptual Framework



Review of Literature

Levin and Belfield (2002), figured out three main domains of parent participation in supervision, and this are home participation, participation outside school and around school. Home participation covers the provision of a supportive learning environment around the home that gives out tools for learning like books and it also covers learning programme such as reading, assisting the kids with the homework and parent -child debate concerning the school day. This assist to shape and lay assumption concerning academic performance. participation outside the school are supports like instructing, academic groups and teacher's projects. Lastly the school involvement covers the nomination affairs and supervision of qualified teachers and good school, parent school communication and involving parent-teacher's meetings such as parent teachers' association (PTA).

The ability of parents to monitor their children's academic success is crucial. Every parent ought to be involved in their kids' education. In addition, children require a solid foundation in their homes such routines, limits of what to do or not to do, support, and family norms, in order to achieve academically. These elements foster stability and a setting that encourages learning and academic success in addition

to success in daily life. (Livingstone, 2016). Parents' involvement in monitoring .The education of their children has long been recognized as a crucial factor in academic success and school development.

According to a study conducted in Nigeria, Adeyemo (2019), teacher participation in decision-making affects students' learning and instruction in classrooms. A comparable situation in Nigeria about teachers' effectiveness and students' academic achievement in public schools shows that it is untrue to attribute the majority of test outcomes to the teacher. On the other side, Mokoena (2016) asserts that in order to effectively perform their leadership roles and responsibilities, school leaders who want to increase stakeholder trust should look at these indications of participative management efficacy. One of the jobs a teacher must complete is providing direct support to specific students by assisting them in understanding the lessons through supervision. The teachers must help the students grow through group projects and discussion. An improvement in the academic performance of the kids is the result of teachers putting a lot effort through the supervision role.

Expert knowledge in a particular field, with regard to methods and techniques and the capacity for issue analysis, is what is meant by a technical skill. It is done with the proper methodology and methodical approach. Current issues and trends in education must be known by teachers. To set standards for the others, they should also be knowledgeable in their fields. They should be familiar with accounting since they are in charge of institutions' finances. In Kenya's education sector, there are numerous instances of funds misappropriation (Ndiku, Simiyu & Achoka, 2019).

Schools in Kenya frequently have a hierarchical structure with teachers at the top of a pyramid of staff members. Teachers will be able to lead and oversee the operation of the entire school under this system, thanks to their superior knowledge and expertise. As a result of their inadequate participation in decision-making, which prevents teachers from feeling like a part of the schools, it's likely that teachers work at half-speed, which has a negative impact on the efficiency and productivity of the schools. The hierarchical management of schools is challenged by secondary schools' dynamics of professionalism and variety of thought, which are a result of having teachers who have undergone professional preparation and the need to delegate decision-making to lower levels. Teachers have frequently participated in monitoring and decision-making to inspire students and foster a sense of community (Ndiku, Simiyu & Achoka, 2019)

Teacher supervision is also done through the supervisory agents evaluating teacher related documents including occurrence books, class registers, assessment reports among others. As claim by Pajak (2016) teachers' supervision is the reason and application designed to upgrade the teacher's classroom achievement. It relies mostly on information gleaned from classroom activities. The relationship that connects the teachers and the supervisor creates the foundation of the programme, producers and strategies lay down to upgrade. Students knowledge as the instructor raises the height of the classroom. supervision depends more on teachers' direct-action control as opposed that are neither hierarchical or bureaucratic

Quality service delivery is vital when it comes to provision education especially at an early age which is primary level. In order to enhance quality service delivery, proper supervisory techniques need to be implemented. It is evident that, better service quality in primary schools would attract more numbers of pupils. It has been noted that constant checking of teacher's professional records and schemes is one of the important instructional supervision activity asserts (Ndung'u, 2017).

Teacher supervision is an act of both internal and external quality assurance and standards in Kenya. The Head teacher is the main agent of quality assurance internally, while the Directorate of Quality Assurance at the Teachers Service Commission (TSC) supervises quality as an external agent. According to Akinfolarin (2017), government agencies in supervising of teachers is mainly supervising the task of teachers with target of helping them to solve their existing issue in classes so that students can take advantage from classroom activities. He also outlines that quality learning depend mainly of practical supervision of teachers.

Research Methodology

The research adopted a descriptive survey research design where data from selected respondents was collected. Mandera East Sub County has 41 public primary school, which 39 are regular schools,2 are special needs schools with 234 TSC employed teachers, this are 182 male and 52 female, 2 sub county directors, one from ministry of education and Teacher's service commission respectively, each primary school has Parents Teachers Association (PTA) appointed by parents and teachers which help the head teachers in school supervision, Each class in the school has a parent who is a PTA representative. The study targeted population was 288 respondents: sub county directors 2, PTA class Representatives 52, Teachers 234.

Target Population

Category	Target population	Percentage
Sub county directors	2	1%

PTA Class Representatives	52	18%
Teachers	234	81%
Total	288	100%

Source: Researcher (2022)

This study adopted the census method to select all the teachers and subcounty directors of education due to the size as well it covers a wide spectrum of the population. On the PTA class Representatives, the study purposively selected the standard eight PTA class representatives. The 41 schools in Mandera East sub county had 52 standard eight classes and a corresponding number of parents who were the PTA class representatives. The study did a census on all the 52 parents distributed in the 42 primary schools. The study used Primary data which was collected from primary sources in the field. Questionnaire were used as the main data collection instrument. The questionnaire was mainly quantitative. The research used quantitative methods to analyze data, so as to achieve knowledge of relationship between variables. The quantitative data was used in the study, then analyzed using the statistical package for social sciences. Preceding the analysis, a codebook for the different quantitative variables was prepared on the basis of the numbering structure of the questionnaires.

Findings and discussions

Table 1: Parents participation in Supervision of Quality Service delivery in Public Primary Schools.

Statement	N	Mean	Std. Deviation
Parents Help Teachers in Administrative Duties	280	2.1125	.98075
Parents help in Academic Clubs and Tutoring	280	2.5000	1.10236
Proper Communication between Parents and Teachers	280	3.1250	1.14045
Parents help Teachers in School Activities	280	1.9625	.84858
Parents Participate in School Meetings	280	3.6125	.90699
Parents Monitors Children’s Homework	280	2.5625	1.24111
Parents Monitors Childs Behaviour	280	3.3250	1.02839
Valid N (listwise)	280		

Source: Researcher (2022)

From the above descriptive statistics in table 1 above, the results indicated that the questions on parents participating in school meeting, Parents Monitors Childs Behaviour and there is proper Communication between Parents and Teachers had highest mean which was on upper side of Likert scale that was used in the study while the issues of Parents Help Teachers in Administrative Duties, Parents help in Academic Clubs and Tutoring, Parents Monitors Children’s Homework and Parents help Teachers in School Activities were on lower side of Likert scale. The parent involvement in school supervision has a general mean of 2.74 which is on the lower side as per the Likert scale between 1-5 which are either strongly disagree, disagree, undecided, agree and strongly agree. This can be concluded that in Mandera east sub county public primary school that there is no parent participation in supervision on quality service delivery. Henceforth this has affected quality service delivery of education.

This study is in tandem with the views of the Michigan Department of Education (2017) study, that parent participation in supervision is crucial to students’ performance and individual goals, and also illustrate that a student performance in school is not income or social stratum, but the ability to which that student’s family constitutes a home that inspire to study. The findings also agree with Sapungan and Mondragon (2018) on parental participation in supervision and its importance, barrier and benefits in children education in Schools in Singapore. The study findings are also in agreement with Hartly et al 2017 who established that Parents play an important role in their children’s ability to achieve academically. Every parent should be involved in their children’s education. In order for children to succeed in academics, there needs to be a good foundation in place in their homes as well as routines, boundaries, support, and rules that govern the home.

Table 2: Teacher’ Participation in Supervision of Quality Service delivery in Public Primary Schools

Statement	N	Mean	Std. Deviation
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Teachers Accomplish Task on Time	280	2.8500	1.17031
Teachers Observes Lessons and They are involved in Decision Making	280	3.6000	1.01383
Teachers Attitude is good towards Students	280	3.4250	1.02839
Good Cooperation between Head teachers and Teachers	280	3.5625	.93921
Teachers are Trained on Service Issues	280	2.7000	1.34447
Teachers are Involved in Lessons planning and Time Management	280	3.4625	.95392
Headteachers, Teachers have leadership skills and they have Schemes of work	280	3.2875	1.02121
Headteachers organize In-service Training for Teachers to Improve	280	1.7875	.88151
Valid N	280		

Source: Researcher (2022)

From the results finding in table 2 above, it indicated that the questions on Teachers Observes Lessons and They are involved in Decision Making, Teachers Attitude is good towards Students, Good Cooperation between Head teachers and Teachers, Teachers are Involved in Lessons planning and Time Management, Headteachers and Teachers have leadership skills and they have Schemes had a mean which was on upper on upper side of Likert scale while the issues on Teachers Accomplish Task on Time, Teachers are Trained on Service Issues and Headteachers organize In-service Training for Teachers to Improve had a mean which was on the lower side of the Likert scale. The overall mean of the question of teacher's participation in supervision in public primary in mandera east sub county is 3.08 and this means in the Likert scale it is on the middle of the scale. Therefore, those who either strongly disagree or disagree and those who are agree or strongly agree are equal. The study is in agreement with the notion that the academic performance of students in public primary schools is positively and significantly impacted by teachers' involvement in school administration. According to Knell (2016), teachers' participation in school governance and the creation of discipline policies boosts their morale and motivation, which in turn enhances the academic performance of their students. The study supports Riley (2018) who found that the employees, parents, and governors view teachers as the primary source of leadership. As a result, it is necessary for teachers to be aware about educational issues.

Table 3: Government Supervisory role in ú Service Quality in Public Primary Schools

Statement	N	Mean	Std. Deviation
Minimum Target set for Pupils Performance	280	3.8750	.48718
Pupils are Closely Monitored	280	3.2125	1.03964
Pupils are well Disciplined	280	3.7875	.70610
Special attention given to Pupils with Low Grade	280	2.6250	1.24651
Head Teachers and Quality Assurance officers Inspect Pupils	280	3.6375	1.00937
Exercise Books and Assignment			
Pupils Attendance is Monitored	280	3.2625	1.16645
	280		

Source: Researcher (2022)

From the results depicted in table above, it can be noted that the questions on whether minimum targets were set for pupils' performance, Pupils are Closely Monitored, Pupils are well Disciplined, Head Teachers and Quality Assurance officers Inspect and Pupils Attendance is Monitored had a mean which was on upper side of Likert scale while the issue Special attention given to Pupils with Low Grade had a mean which was on the lower side of the Likert scale. The questions that have been posed on pupils' supervision has obtained a mean of 3.4 as per Likert scale it lays in the middle of the scale which remain 50/50 in terms of those who either strongly disagree or disagree and those who are agree or strongly agree. Government participation in supervision is seen as a pathway for improved quality service delivery in schools and it increases decision making efficiency. The study agrees with Daniel and Namale (2016), that the head teacher as the chief agent of internal quality supervisor may have a great challenge in multi-tasking. Daniel and Namale (2016), in their study noted that there's is a great challenge posed on the head teachers while supervising due to the multi-tasking roles they carry out as per

their administrative duties. Dali, Daud and Fauzee(2017) in their study seconded the study by Daniel and Namale (2016) by mentioning that there are numerous roles subjected to the school principals by the ministry of education, whereby other duties could be delegated since they are not of importance to them.

Conclusion

The study findings rated parent participation quite highly by the respondents. The study therefore concludes that parental participation in supervision affects quality service delivery in public primary schools. From the field results, the study concludes that most of the parents in Mandera East actually support the school through meetings. The study findings showed head teachers observe and monitor teachers lesson planning and time management. The study can therefore conclude that teacher's participation in supervision affects quality service delivery in public primary schools. From the study results, the study concludes that that teacher training on service issues is relatively low. Based on the study findings, the study concludes that schools in Mandera East set minimum targets for pupils, therefore the study concludes that government supervision affects service quality in public primary schools. The study can also conclude that the government in supervision in rural areas are quite limited in Mandera East Sub County; this has affected the attention given per student due to the high number of pupils per class which requires teachers' attention in different units and classes.

Recommendations

There is need of Involvement parents in the education of their children by encouraging them in helping the kids with homework, monitoring and promoting the learning activities at home. The study encourages parents and teachers to work together on their children's academics through consultation process and monitoring the child academic journey, as a result national examination results may improve. According to the parents and teachers questioned in this research, the parents-teachers' cooperation in public primary school was lacking or sporadic at best. The study also recommends that head teachers, quality assurances standards officers should allow teachers to be involved in school supervision and other administrative duties, and school activities. The study also recommends that the government should come up with policies that enable external stakeholders to be part of the school management and administrative issues. For better levels of performance to be recorded by students in Mandera East Sub County, the study recommends the stakeholders in education sector needs to improve their methods of supervision, working with teachers and head teachers and more so it requires involvement of different stakeholders. There is a need for principals to help teachers grow by sending them to seminars and setting up exchange programs with schools that are doing well. The study recommends priority should be given to education for the goal of maximizing the potential of increased effectiveness via results-oriented management and evaluation. Lack of proper supervision by the government agencies in Mandera East Primary School has resulted poor coverage of curriculum content in schools, which can be related to poor performances in schools. The school management specially those who represent government should put in place Meetings with teachers, principals, quality assurance and standards officers, as well as sub county education officers, would be necessary for an effective communication plan so that they can improve the supervision of schools in relation with quality service delivery.

Recommendation for Further Research

The study sought to find out the involvement of key stakeholders in supervision and quality service delivery in public primary schools in Mandera East sub county, Kenya. The researcher recommends that the same study should also be carried out in other counties. The researcher also recommends that other different variables should be used apart from the ones tested in this study such as supervisory skills and school system survey as well as how to ensure involvement of key stakeholders in supervision in the school learning process.

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