



060043278U

North-West University  
Mafikeng Campus Library

Challenges faced by Senior Management Teams in supervision of instruction in Kanye Central Inspectoral Schools in Botswana.

Dissertation submitted in partial fulfillment of the requirements for the degree Master of Education in Educational Management at the Mafikeng campus of the North-West University.

Submitted: M.L. Bowe

Supervisor: Prof. C. Zulu

November 2013

019659372

LIBRARY MAFIKENG CAMPUS	
Call No.	TH 371.2 2014-06-10 BOW
Acc. No.	14/0222
NORTH-WEST UNIVERSITY	

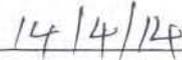
## DECLARATION

I, Mafhelo Lorato Bowe, declare that the dissertation for Masters of Education in Educational Management in the Faculty of Education at the North-West University entitled "Challenges faced by Senior Management Teams in supervision of instruction in Kanye Central Inspectoral Schools in Botswana" is my own work. I have never submitted this work before as an assignment for course work or at degree level. All the materials used have been acknowledged.



---

BOWE



---

DATE

## CERTIFICATE OF ACCEPTANCE FOR EXAMINATION

This mini-dissertation entitled “ Challenges faced by Senior Management Teams in the supervision of instruction in Kanye Inspectoral Schools in Botswana” written by Mafhelo Lorato Bowe (Student no: 21837783) is hereby recommended for acceptance for examination.

---

Supervisor: Professor C.B. Zulu

---

DATE

## ACKNOWLEDGEMENT

I would like to extend my deepest appreciation to the following people for the support they gave me during my studies;

Professor C. Zulu, my supervisor for the full mentorship and professional guidance that she extended to me. She spent time, effort and money to ensure that I submit the work that meets the requirements set for a student to produce a dissertation at university level.

My deepest thanks also go to North West University for offering me an opportunity to study at their institution and for the financial support they extended to me to complete my programme.

I would also like to acknowledge the warm support and courage I got from Mr. Thapelo Madikwe, Mr. Motlhabane Kewakae and Ms. Dinah Pule during my studies. Through the mutual support we shared amongst ourselves as classmates I got enlightened on various concepts that we studied and I would not have got some of the academic achievements I have if it was not because of their input.

I am also grateful for the moral support and love that I got from Bonolo Molatedi and Palesa Molatedi. The friendship and bond we have were instrumental in my studies because whenever I had some frustrations and stress associated with my work at school they were always there to give me hope and courage.

## DEDICATION

This work is dedicated to all the people who gave me support, guidance and courage during the course of my study. Through their support I got the conviction that where there is a will, there is a way.

## ABSTRACT

This study was conducted to establish the challenges that Senior Management Teams face as instructional supervisors. The study begins by highlighting the statement of the problem as well as the goals. It continues by providing the historical development of instructional supervision. The study also brings an overview of instructional supervision in Botswana with particular attention to primary school environments.

The mixed method approach which incorporates both qualitative and quantitative approaches guided this study. Quantitative data was captured using closed ended questionnaires while qualitative data was collected using semi-structured interviews. Field notes and audio recordings were used to record the interviews. Simple random sampling was used to select a sample of 10 schools from a population of 26 schools. A purposeful sampling was also used to select suitable participants who were directly affected by the theme under investigation. The data was analysed using tables and descriptive formats. The findings of the study reveal that there are some factors that limit the effectiveness of instructional supervision in primary schools. Evidence provided by the participants indicates that supervisors are not well trained on the area of instructional supervision, instructional supervision problems are left pending and there is no distinction between instructional supervision and teacher evaluation. The study concludes by recommending that teachers who assume supervisory roles need to be orientated on the area of instructional supervision and a blue print for instructional supervision should be produced so that supervisors can use it as a guide to improve supervision of instruction in schools.

## LIST OF KEY TERMS

- Instruction
- Instructional supervision
- Inspectoral area
- Primary school
- Senior Management Teams
- Leadership

## LIST OF ACRONYMS

HOD	Head of Department
PTC	Primary Teaching Certificate
QUAL/ Qual	Qualitative
QUAN/ Quan	Quantitative
SMT	Senior Management Team
MoESD	Ministry of Education and Skills Development

## LIST OF FIGURES

	Page
Figure 4.1: Participation by gender	51
Figure 4.2: Participation by teaching experience	51
Figure 4.3: Participation by qualification	52

## LIST OF TABLES

	Page
Table 4.1: The purpose of instructional supervision	53
Table 4.2: The roles of the supervisor in instructional supervision	54
Table 4.3: The skills a supervisor should possess to conduct instructional supervision	56
Table 4.4: Challenges in instructional Supervision	57
Table 4.5: Possible solutions to the challenges faced	59

## TABLE OF CONTENTS

	Page
Table of contents	x
Declaration	i
Certificate of acceptance for examination	ii
Dedication	iii
Acknowledgements	iv
Abstract	v
List of key terms	vi
List of acronyms	vii
List of figures	viii
List of tables	ix
<b>CHAPTER ONE: ORIENTATION</b>	<b>1</b>
1.1 INTRODUCTION AND BACKGROUND	1
1.2 STATEMENT OF THE PROBLEM	3
1.3 MAIN GOAL	3
1.3.1 Sub goals	3
1.4 MAIN RESEARCH QUESTION	4
1.4.1 Sub-questions	4
1.5 Research Methodology	5
1.5.1 Quantitative approach of the study	5
1.5.2 Qualitative approach of the study	5
1.6 Definition of terms	6
1.7 Significance of the Study	6
<b>CHAPTER TWO: LITERATURE REVIEW</b>	<b>8</b>
2.1 INTRODUCTION	8
2.2 BACKGROUND TO INSTRUCTIONAL SUPERVISION	8
2.2.1 Theoretical foundation of the study	10

2.2.2 The context of instructional supervision in Botswana	12
2.3 THE NATURE AND SCOPE OF INSTRUCTIONAL SUPERVISION	14
2.4 SUPERVISION MODELS	18
2.4.1 Differentiated supervision	18
2.4.2 Developmental supervision	18
2.4.3 Clinical Supervision	19
2.4.4 Peer/Collegial Supervision	20
2.4.5 Self-directed Supervision	20
2.5 THE ROLE PLAYED BY SUPERVISORS IN THE IMPLEMENTATION OF INSTRUCTIONAL SUPERVISION	21
2.5.1 Leading	21
2.5.2 Planning	22
2.5.3 Facilitation	22
2.5.4 Motivation	23
2.5.5 Communication	23
2.5.6 Decision maker	24
2.5.7 Change agent	24
2.5.8 Mentoring	24
2.6 PREREQUISITE SKILLS FOR INSTRUCTIONAL SUPERVISORS	25
2.6.1 Knowledge	26
2.6.2 Interpersonal skills	26
2.6.3 Technical skills	27
2.7 CHALLENGES FACED BY INSTRUCTIONAL SUPERVISORS	28
2.7.1 Supervisor competence	28
2.7.2 Time constraints	29
2.7.3 Teacher attitude	29
2.7.4 Ambiguous roles	29
2.7.5 Lack of feedback and follow ups	30
2.7.6 Teachers who are ineffective and know it	30
2.7.7 Teacher Burnout	30

2.8 STRATEGIES FOR DEALING WITH INSTRUCTIONAL SUPERVISION CHALLENGES	31
2.8.1 Instructional teams	31
2.8.2 Supervisor incompetence	31
2.8.3 Lack of feedback and follow ups	32
2.8.4 Teachers' negative attitude	32
2.8.5 Ambiguous supervisory roles	32
2.8.6 Time constraints	33
2.8.7 Teachers who are ineffective and know it	33
2.8.8 Teacher Burnout	33
2.9 SUMMARY	34
<b>CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY</b>	<b>35</b>
3.1 INTRODUCTION	35
3.2 MIXED METHOD	35
3.3 QUANTITATIVE RESEARCH APPROACH	37
3.3.1 Population	38
3.3.2 Sampling	38
3.3.3 Measuring instruments	39
3.3.4 Questionnaires	39
3.3.5 Data Collection for quantitative study	40
3.3.6 Data analysis for quantitative study	41
3.3.7 Validity of the study	41
3.3.8 Reliability of the study	42
3.3.9 Delimitation of the study	43
3.4 QUALITATIVE APPROACH	43
3.4.1 Site and Social Network Selection	43
3.4.2 Researchers' role	44
3.4.3 Participant selection	44
3.4.4 Data Collection for qualitative stud y	44
3.4.5 Interviews	45

3.4.6 Data analysis for qualitative study	46
3.4.7 Trustworthiness	47
3.5 ETHICAL CONSIDERATIONS	47
3.6 SUMMARY	48
<b>CHAPTER FOUR: PRESENTATIONS, ANALYSIS AND DISCUSSION OF THE RESULTS</b>	<b>50</b>
4.1 INTRODUCTION	50
4.2 Presentation of the demographic information	51
4.3 Presentation of the close-ended questions	53
4.4.1 Presentation and analysis of the interview responses	61
4.5 SUMMARY	68
<b>CHAPTER FIVE: SUMMARY, RECOMMENDATIONS AND CONCLUSIONS</b>	<b>70</b>
5.1 INTRODUCTION	70
5.2 Summary of the study	71
5.3 Synthesis of findings	72
5.4 Research Findings	72
5.5 Recommendations	75
5.6 Synthesis for further study	77
5.7 Limitation of the study	77
5.8 Conclusion	77
<b>REFERENCES</b>	<b>79</b>
<b>APPENDICES</b>	<b>84</b>

## CHAPTER ONE

### ORIENTATION

#### 1.1 INTRODUCTION AND BACKGROUND

Instructional supervision has become one of the permanent functions that the school leadership performs in order to provide direction on matters pertaining to classroom instruction. This is influenced by the fact that, in a school setting, teachers uphold different ideologies, beliefs, attitudes and perceptions towards classroom instruction. In Botswana, recommendation 105(a) of the (Revised National Policy on Education 1994:47) emphasis that instructional supervision should focus more on in-service training of teachers within their schools through regular observation of teachers and organisation of workshops, to foster communication between teachers on professional matters and to address weaknesses. Supervisors therefore have to work closely with teachers in order to develop a common understanding on how classroom instruction should be conducted to improve performance. Instructional supervision should also be used to establish the facilitating conditions needed for conducting classroom instruction smoothly.

The Revised National Policy on Education policy in Botswana is further supported by the Primary School Management Manual (2000:4) which stipulates the structure and the roles of supervisors within the school set up. Supervision in schools has therefore become a medium through which job performances can be improved by attending to the professional needs of teachers and dealing with classroom instruction challenges that emerge time and again.

A number of definitions on supervision by various authors unanimously point out that supervision is concerned with developing teachers professionally so that they can conduct classroom instruction better in order to post satisfactory academic results in the school. Sullivan and Glanz (2005:27) point out that "...supervision is the centre for the improvement of instruction. Supervision is the process of engaging teachers

in instructional dialogue for the purpose of improving teaching and increasing student academic achievement.” Instructional supervision should be conducted such that it will reflect to the supervisor whether their approach to supervision is reliable or there is a need to change focus. This suggests that supervisors should be aware of various supervision models that are there so that they can apply the ones that best suit the contextual conditions of their schools and individual teachers. If inappropriate supervision approaches are applied in the school desired results will not be achieved.

According to Glanz (2006b:89) much supervisory practices and professional development initiatives are not very useful for teachers because of a number of reasons. English (2005:432) states that although the original purpose and intents of supervision were to improve teaching and student growth there is little evidence of success in attaining this purpose. They allude to the fact that supervision has been ineffective in alleviating the deplorable conditions in America’s workforce. Saginor (2008:119) on the other hand says, “..many wonderful ideas presented to educators at all manners of workshops, institutes and courses had a tendency to die as the newly indoctrinated left the training, heading back to the routines and cultures of their home schools.” Glanz (2006b:54-55) also points out that:

Too often professional development is not carefully conceived to help teachers develop and use specific skills needed to increase student achievement. Also, most professional development is not rigorously evaluated to determine what teachers learned and how effectively they applied that learning in their schools and classrooms.

The issues highlighted by Glanz (2006b:54-55) indicates that attempts to offer teacher support are made but it appears that there might be no proper systems in place to monitor continuity on those efforts. Workshops and other capacity building initiatives may be offered to the teachers in order to enrich their professional knowledge and skills but regular guidance and support still need to be provided by supervisors so that teachers can grow to their full professional potential. The issues raised by English (2005:432), Glanz (2006b:54-55) and Saginor (2008:119) above are a cause of concern as far as instructional supervision is concerned and if they happen to emerge in a school then radical measures have to be taken so that

success can be achieved. This study is therefore going to focus on the challenges that Senior Management Teams face during instructional supervision implementation as well as how these challenges can be rectified in order to maximise the intents of instructional supervision.

## **1.2 STATEMENT OF THE PROBLEM**

Senior Management Teams in primary schools in Botswana have the responsibility to conduct instructional supervision in their schools. Instructional supervision requires supervisors to monitor and provide professional guidance to teachers with the aim of improving teaching and learning. The expectation now is that there must be a routine or systematic way that informs the school authorities how instructional supervision should be carried out. In Botswana it is however not clear how individuals who have been entrusted with supervisory roles in primary schools are nurtured on the area of instructional supervision to ensure that they implement it effectively. The concern of this study therefore is that, if individuals who find their way into Senior Management Teams in primary schools are not developed on the area of instructional supervision then some challenges that may hinder the effective implementation of instructional supervision might be encountered.

## **1.3 MAIN GOAL**

The main goal of the study is to determine the main challenges that Senior Management Teams face in the implementation of instructional supervision.

### **1.3.1 Sub goals**

The sub-goals of the study are stated thus:

- To determine the nature and scope of instructional supervision in primary schools.

- To determine the main challenges associated with the role of instructional supervisor and instructional supervision.
- To establish how Senior Management Teams view their roles as instructional supervisors.
- To determine how Senior Management Teams carry out their roles as instructional supervisors.
- To determine strategies for dealing with the challenges faced by Senior Management Teams.

#### **1.4 MAIN RESEARCH QUESTION**

The main research question of the study is as follows:

What are the main challenges that Senior Management Teams face in the effective implementation of instructional supervision?

##### **1.4.1 Sub-questions**

The sub-questions that are linked to the main questions are posed thus:

- What is the nature and scope of instructional supervision in schools?
- What are the main challenges associated with the role of instructional supervisor and instructional supervision?
- How do Senior Management Teams view their roles as instructional supervisors?
- How do Senior Management Teams carry out their roles in instructional supervision?
- What are the strategies that can be used to deal with the challenges Senior Management Teams face in instructional supervision?

## **1.5 RESEARCH DESIGN AND METHODOLOGY**

Mixed method which is also referred to as multi-method was used in this study because it incorporates both the qualitative and quantitative approaches in a single study by closing the gaps that may exist if one approach is used.

### **1.5.1 Quantitative approach of the study**

Creswell (2009:4) defines quantitative research approach as, "...a means for testing objective theories by examining the relationship among variables." Quantitative research approach is characterised by its explicit on how data should be collected and processed, its detailed measurement of statistics about the phenomenon, its replicable results, its uses of numerical data and its provision of statements of statistical probability as a summary. Closed ended questionnaires were used to collect data which was later analysed using numerical statistics and narrative formats.

The population of the study was made up of 26 primary schools in Kanye Central Primary Schools Inspectoral area in Botswana. A simple random sample was used to choose the schools that took part in the study. Sampling is about identifying specific characteristics about a specific group or population. Sample must accurately reflect the larger population so that you can generalise the population being studied.

### **1.5.2 Qualitative approach of the study**

An interactive face to face data collection approach was used to collect data from the participants in this study. According to Creswell (2009:4) qualitative research approach involves exploring and understanding the meaning of individuals and groups that ascribe to a social or human problem. Semi structured interviews were used to collect data from the participants. The interview sessions were conducted among deputy school heads and a purposeful sampling was used to choose the participants. Field notes were taken and the interviews were recorded using an audio

recording device. Data was analysed using descriptive formats. The ethical considerations of the study as well as trustworthiness were addressed.

## 1.6 DEFINITION OF TERMS

**Instruction** consists of interactions among teachers and students around content in environments. Cohen, Raudenbush and Bush (in Fullan, Hill and Crevola 2006:29)

**Leadership** is the process of influencing the activities of an organised group toward goal setting and goal achievement. Yurkl (1998) ( in Bush and Bell2008:393)

**Instructional Supervision** according to Goldhammer, Anderson and Krajewski (1993:31) can be regarded as all efforts by designated school officials to improve the quality of teaching and stimulate professional growth as well as the attainment of stretch goals of all participants.

**Senior Management Team** is a group of school authorities in Botswana primary schools composed of the Head-teacher, Deputy Head-teacher, Heads of Department and Senior Teacher Advisor-learning difficulties which has direct management, supervision and leadership of the school. (Primary School Management Manual, 2000:4)

**Primary School** is an institution of learning offering basic education during the first seven years of schooling in Botswana.

**Inspectoral area** is a cluster of schools under the leadership of Principal Education Officer II in Botswana.

## 1.7 SIGNIFICANCE OF THE STUDY

This study was aimed at establishing the extent to which instructional supervision is conducted by Senior Management Teams as well as to expose the challenges faced and how they can be dealt with. The findings and recommendations of this study will

enable Senior Management Teams to effectively apply instructional supervision in their respective schools using proven methodological practices as well as to deal with some of the challenges that may emerge in the process. The next chapter presents the literature review on the major aspects of instructional supervision.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 INTRODUCTION**

In chapter one the focus was on introduction to instructional supervision and its background. It also highlighted the statement of the problem, the main goal of the study, the sub-goals, the main question as well as the sub-questions of the study.

This chapter presents the concept of instructional supervision and its purpose in a school set up, recent instructional supervision developments on Botswana's education system, the supervision models, the prerequisite skills for instructional supervision, common challenges on instructional supervision, the role played by supervisors in the implementation of instructional supervision and the strategies for dealing with the challenges faced by Senior Management Teams in the effective implementation of instructional supervision.

### **2.2 BACKGROUND TO INSTRUCTIONAL SUPERVISION**

Various approaches to instructional supervision can be traced to as far back as the first half of the nineteenth century during the colonisation of America. According to Goldhammer, Anderson and Krajewski (1993:22) during that era supervision focused more on inspecting and controlling teachers. Teachers were supervised by local trustees such as ministers, selectmen, school maters and other distinguished citizens who were not professionally trained to deal with issues of improving instruction in schools.

Sullivan and Glanz (2005:24) state that in the late nineteenth century during the Industrial Revolution in America, scientific management approach and bureaucratic approach to supervision emerged. Frederick Taylor promoted the scientific approach while Max Webber sponsored the bureaucratic approach. The scientific management approach was of the view that if organisations can follow established principles for efficiency then productivity will grow. In this approach supervisors only had to ensure that rigorous principles are applied during the supervision process.

The bureaucratic approach by Weber on the other hand viewed the bureaucratic management of organisations as the ideal model for achieving efficiency and productivity. This approach which advocated for hierarchy of authority and responsibility was adopted by many institutions such as churches, businesses, government, industries and schools. The model became rooted in school systems with the school superintendent at the top and teachers at the bottom.

In the mid twentieth century supervision turned in the direction of human relations and group dynamics under the influence of Elton Mayo et al. Human relations approach to supervision emphasised collaboration and partnership between supervisors and teachers for the improvement of instruction. Supervisors no longer handed down instructions to teachers and monitored them but they began to be concerned about how their interpersonal skills affected their supervision. Since the introduction of the human relations approach, supervision has changed focus and has even been modified with words such as collaboration, cooperation, democratic and consultative and these phrases continue to be used to this present day.

According to Sergiovanni and Starratt (2007:14-23) the above mentioned approaches to supervision were influenced by various theories of supervision which include the traditional scientific management theory, the human relations theory, the human resource theory and the normative theory. The traditional management theory influenced the scientific management approach introduced by Frederick Taylor. The views of the traditional scientific management theory are that teachers are supposed to strictly work according to the predetermined teaching techniques. This theory emphasizes control, accountability and efficiency. The human relation theory influenced the human relations approach by Elton Mayo et al. Human relations theory believes that in order to improve work performance, teachers' needs should be met to satisfy them and should be involved in decision making process. The proponents of this theory argue that a satisfied teacher works harder, easier to work with, lead and control.

The human resource theory and normative theory also played a major influence in the development of supervision. According to Sergiovanni and Starratt (2007:17-23) William Lucio as well as McGregor et al revised the human relations theory and the scientific management theory during the course of time and the human resource

theory which sought to combine both tasks and human concerns in to one theory was developed. The human resource theory represents a higher regard for human need, potential and satisfaction. The proponents of this theory argue that individual competence, commitment, self-responsibility and fully functioning individuals should be some of the priorities that are placed at the top under this theory. Normative theory believes that the contextual culture of organization should shape the way supervision is to be conducted. This theory believes that people are more responsive to norms than they are to the rules or needs. This study will therefore use the Human Resource approach as its conceptual framework.

### **2.2.1 Theoretical foundation of the study**

The value of theory cannot be discounted in any practical situations in organisations because the routine practices that are performed there can always be linked to a particular theory. This study is going to focus on instructional supervision in terms of teacher development and for this reason it has become imperative to back this discussion with the human resource theory to supervision because it puts more emphasis on the capacity building of the teachers.

Theory Y by Douglas McGregor forms the basis of this study because it encourages commitment and self-responsibility towards work. According to Bush and West-Burnham (1994:231-232) Douglas McGregor (1970) developed theory X and Y drawn from Maslow's theory of needs. McGregor came up with theory X and made the following conclusion about the human resource;

- People usually display laziness and will always do anything possible to avoid work.
- Most must be coerced, controlled and motivated with threats in order to get them to do work.
- The average person avoids responsibility, is not autonomous, unambitious and prefers security to anything else in the work place.

The assumptions held under theory X may not favour the current trends advocated for in instructional supervision because it can influence instructional

supervisors to hand down instructions to teachers and control them. The teachers' autonomy to carry out teaching could be limited in the process.

Bush and West-Burnham (1994:231-232) continues to point out that with theory Y McGregor (1970) contends that;

- People are naturally willing to work.
- People will be self-directed and controlled if they are committed to definite goals.
- Commitment to goals is influenced by rewards attached to achievements.
- People usually want to accept responsibility for the charges that they execute.
- Motivation happens at the affiliation, esteem and self-actualisation levels.

When linking theory Y with instructional supervision Sergiovanni and Starratt (2007:19-18) assert that, firstly theory Y argues that management is responsible for organising the elements of productive enterprise. This suggests that in a school setting supervisors must ensure that all supporting structures and nurturing environment for teachers to develop must be put in place. Secondly people are not by nature passive or resistant to organisational needs. They have become so as a result of experience in organisations. The assumption here is that organisations are the one that have a great influence on the professional growth of teachers. Thirdly the motivation, the potential for development, the capacity for assuming responsibility, the readiness to direct behaviours toward organisational goals are all present in people; management does not put them there. It is the responsibility of the management to make it possible for people to recognise and develop these human characteristics for themselves and lastly the essential task of management is to arrange organisational conditions and method of operation so that people can achieve their own goals best by directing their own efforts toward organisational objectives.

The viewpoints of Theory Y by McGregor form the basis of instructional supervision whose intent is to nurture the professional growth of the teacher because it does not assume that the supervisee is a blank slate but rather an individual who harbour the potential of contributing positively towards the organisational goals. Theory Y urges

supervisors to offer professional support and guidance to the staff that they lead because they look up to them for direction.

### **2.2.2 The context of instructional supervision in Botswana**

In recent decades, the government of Botswana took major steps to improve the general quality of education in the country. In 1994, the government through the Ministry of Education made a commitment to improve the quality of teaching and learning in the schools around the country. One of the steps taken by the government to make these improvements was that the new Revised National Policy on Education was drafted and adopted in 1994 with several recommendations on the country's education system. Recommendation 105(a) of the (Revised National Policy on Education 1994:47) in particular emphasises the need to bring effective change on the area of supervision in schools to improve the quality of teaching and learning. The recommendation is stated thus:

The head as the instructional leader, together with the Deputy and Senior Teacher, should take major responsibility for in-service training of teachers within their schools through regular observation of teachers and organisation of workshops, to foster communication between teachers on professional matters and to address weaknesses.

As a result of recommendation 105(a) instructional supervision has been treated as a key ingredient for enhancing quality teaching and learning in schools for over a decade. A study by De Grauwe (2007:712) reveals that supervision in Botswana has been two fold. There has been school supervision which was carried out by education officers through the visits to schools and teacher supervision which was carried out by the school management even though there was no any formal guideline in place for them to follow. According to De Grauwe (2007:712) it was only in the late nineties that Botswana restructured its supervision programme to decentralise it to the schools authorities. The Primary School Management Manual was in the process developed in order to provide a practical guide and working knowledge to the School Management Teams on the general management of the school including supervision. The manual states the responsibilities attached to the

teaching posts that exist in the school. According to the (Primary School Management Manual 2000:4) the senior management team which is composed of the School-head, deputy School-head, Heads of Department and Senior Teacher Advisor-learning difficulties has direct management, supervision and leadership of the school. This is the main document that the primary schools currently use as a reference when implementing curriculum supervision. Pansiri (2008:472) on the other hand indicates that the Primary School Management Development Project whose main objective was to improve the quality of primary education in the country by providing effective management training and support for school management teams to enable them to carry out instructional leadership well was conducted. The Primary School Management Development Project was a capacity building exercise which targeted the school authorities who have just been assigned new roles as we now have them in the Primary School Management Manual.

An investigation by Moswela (2010:3) indicates that at secondary school level the roles of supervision are still vested on education officers at the expense of school management who he says are responsible for overseeing the implementation of the curriculum. Teaching Service Management Directive No. 4, 1994: 4, 7 (in Moswela 2010:3) states that head teachers of schools are responsible for overseeing the implementation of the curriculum and that that responsibility does not oblige them to conduct instructional supervision at their schools. The need to do so could only come from the individual head teacher's professional optional obligation rather than as law. Head teachers could not be sanctioned if they decided not to implement instructional supervision in their individual schools.

The concept of instructional supervision in Botswana is still saddled by the fact that too often teachers are promoted to assume supervisory roles without prior measures taken to ensure that they acquire basic instructional supervision skills. According to Matenje (2000:345) in Botswana context classroom teachers are promoted to the position of supervisors without having received any basic training for the supervisory roles they have been given. This move is motivated by the premise that good classroom teachers make good supervisors. It should however be noted that the

success of instructional supervision is purely influenced by developing the supervisors such that they can apply the right skills during supervision of instruction. The effectiveness of instructional supervision is to a large extent influenced by supervisory skills being applied as well as the contextual setting under which it is carried out and it is for this reason that various supervisory models should be tried out in order to establish the ones that match the situation best whenever instructional supervision is done.

### **2.3 THE NATURE AND SCOPE OF INSTRUCTIONAL SUPERVISION**

The terms, "instructional supervision" and "instructional leadership" are treated as synonymous by some authors because they share a lot in common in terms of providing direction and growth in educational setting. Burke and Krey (2005:20) define supervision as:

....the instructional leadership that relates perspectives to behaviour, focuses on purposes, contributes to and supports organisational actions, coordinates interactions, provides for improvement and maintenance of the instructional program, and assesses goal achievement.

On leadership Knezevich (in Beach and Reinhartz 2000:74) defines it as:

..a process of stimulating, developing, and working with people within an organisation. It is a human-oriented process and focuses upon personnel motivation, human relations or social interactions, interpersonal communications, organisational climate, interpersonal conflicts, personal growth and development and enhancement of productivity of human factors in general.

Scholars have presented different views on the definition of supervision and leadership but in broad terms both supervision and leadership seem to be more

concerned with the actions that are geared towards offering professional guidance, support, motivation and direction for the purpose of achieving educational targets and best standards. While supervision is supposed to bring professional growth, leadership is more concerned about providing guidance and inspiration towards achieving goals. However the intent of supervision and leadership become clearer when they are focused on teaching and learning.

According to Gorton and Thierbach-Schneider (1991:319) instructional leadership can be defined as, “..actions undertaken with the intention of developing a productive and satisfying working environment for teachers and desirable learning conditions and outcomes for children.” Instructional supervision plays a pivotal role of optimizing curriculum delivery and output on the school as an educational organisation. The basic intent of supervision can be drawn from most of its definition and descriptions. One such definition by Sullivan and Glanz (2005:27) point out that “....supervision is the centre for the improvement of instruction. Supervision is the process of engaging teachers in instructional dialogue for the purpose of improving teaching and increasing student academic achievement.”

Supervision of instruction can therefore be seen as an effort through which teachers are supported to actively play a leading role in the modification of their own classroom instruction so that desirable teaching and learning outputs can be realised. Supervision aims to develop teachers such that they will begin to view their classes from more than one angle and explore various methods of classroom instruction to address some shortcomings that has been existent in their classes.

According to Titanji and Youh (2010:26) instructional supervision is widely recognised as an important component of a comprehensive strategy employed to bring about professional teacher growth. Zepeda (2007:59) emphasises that:

Instructional supervision aims to promote growth, development, interaction, fault-free problem solving, and commitment to build capacity in teachers. When teachers learn from examining their own practices with the assistance of others, whether peers or supervisors, their learning is more personalized and therefore more powerful.

Various authors have further identified the following inter-related purposes of supervision of instruction by emphasising that it;

- creates a climate in which personal desires and needs are expressed and satisfied in order to meet instructional purposes. Basara (in Jared 2011:51-52)
- helps teachers to reflect on their teaching styles by comparing and contrasting the teacher they want to be with the teacher they are and in essence, establishing a discrepancy analysis of their classroom behaviours. Colantonio (2005:32)
- updates teachers' instructional knowledge. Okendu (2012:492)
- assist instructors to improve their professional skills through systematic processes. Lee (2010:26)
- helps teachers to acquire teaching strategies consistent with their general teaching styles that increase the capabilities of learners to make wise decisions in varying contexts. (Glickman, Gordon and Ross-Gordon 2001:105)

The above mentioned view points on the purpose of instructional supervision by various authors emphasise that it aims to develop well-rounded teachers who can continue to provide first class classroom instruction despite the challenges that come time and again in teaching and learning.

The following authors (in Zepeda 2007:59-60) state that instructional supervision serves to offer the following;

- face-to-face interaction and relationship building between the teacher and supervisor ( Acheson and Gall, 2003; Sergiovanni and Starratt,2006);
- an on-going learning (Mosher and Purpel, 1972);
- the improvement of students' learning through improvement of the teacher's instruction (Sullivan and Glanz, 2004; Zepeda, 2007)
- data based decision making (Bellon and Bellon, 1982; Pajak, 2000)
- capacity building of individuals and the organisation (Pajak, 2000)
- trust in the process, each other, and the environment (Costa and Garmston, 2002)

- change that results in a better developmental life for teachers and students and their learning (Sergiovanni and Starratt, 2006)

According to Wanzare and da Costa (in Wanzare 2012:189) the purpose of instructional supervision is to focus on teachers' instructional improvement which results in the improvement of curriculum output. Glickman et al. 1998, Sergiovanni and Starratt 2000, Zepeda (in Titanji and Youh 2010:27) also point out that the intent of instructional supervision is to enhance the instructional capacity of teachers by enhancing their existing repertoire of knowledge, skills and attitudes. The purpose of instructional supervision as supported by Beach and Reinhartz (2000:4) say, "...is to support and sustain all teachers in their goal of career long growth and development which ultimately results in quality instruction."

Winton, McCollum and Catlett (1997:192-193) emphasise that effective supervision accomplishes three major purposes which include quality control in which the supervisor is responsible for monitoring employee performance, personnel development in which the supervisor is responsible for helping practitioners refine their skills and elaborate both discipline-specific knowledge and their technical competencies and lastly promoting commitment to the field and position which in turn enhances motivation.

Although teachers display satisfactory and while others display unsatisfactory qualities and commitment during class interactions these situations suggest that supervision should always focus on all teachers in the school to ensure that each teacher receives the necessary support that can benefit him or her to realise his or her best potential as a teacher. According to Oliva and Pawlas (2004:41) supervision should be made available to all the teachers and the choice to decide where more time and energy should be devoted during the supervision process rests with the supervisor. Teachers who perform exceptionally well without being pushed also need to be given moral support to ensure that they maintain their performance or even improve it further.

## **2.4 SUPERVISION MODELS**

Zepeda (2007:60) states that supervision models are the approaches to supervision that can be applied in relation to the varying conditions of teachers' classroom instruction. The following are some of the supervisory models that supervisors of instruction should have knowledge of because they have been designed for various instructional challenges and various teachers' needs; differentiated supervision, developmental supervision and clinical supervision. Winton, McCollum and Catlett (1997:194) and Zepeda (2007:60-61). Other supervision models include peer supervision/collegial supervision and self-directed supervision. Winton, McCollum and Catlett (1997:195) and Sergiovanni & Starrat (2007:262-274).

### **2.4.1 Differentiated supervision**

According to Zepeda (2007:60) and Winton, McCollum and Catlett (1997:194) differentiated supervision is an approach to supervision which operates on the premise that teachers should have control over their professional development and the power to make choices about the support they both need and receive.

### **2.4.2 Developmental supervision**

Zepeda (2007:61) defines developmental supervision as "...an approach whereby the supervisor enhances the teacher's ability to learn how to increase his or her own capacity to achieve professional classroom instruction." It is an individualised approach in which the supervisor systematically selects techniques that suit the developmental stage and demands of the teacher. The whole supervisory process may be directive, collaborative or nondirective depending on the level of development, expertise and commitment of the teacher. (Winton, McCollum and Catlett 1997, Glickman, Gordon and Ross-Gordon 2001).

### 2.4.3 Clinical Supervision

Acheson and Gall (1992:9) state that clinical supervision is a model of supervision that was designed to free teachers from supervisory practices that were directive, authoritative and made teachers to develop a negative attitude towards supervision. Clinical supervision is democratic rather than authoritative, teacher centred rather than supervisory centred and interactive rather than passive. Having developed a supervisory model that tends to harmonise the teacher-supervisor relationship it was seen befitting to attach the term 'clinical' to this model. Tanner and Tanner (1987:182) say:

...the term clinical is derived from the field of medicine, where it refers to practice based on the actual treatment and observation of practices as distinguished from experimental or laboratory study. However whereas clinical medicine is focused on the treatment of an ailment within a controlled environment, clinical supervision is conducted in normal setting of the classroom and school, and involves the gathering of data from direct observation of actual teaching-learning events and conditions with the goal of improving classroom instruction.

Acheson and Gall (1992:9) on the other hand say, "Clinical is meant to suggest a face to face relationship between teacher and supervisor and a focus on the teachers' behaviour in the classroom." According to literature the term "clinical" has been attached to this instructional model to indicate that clinical supervision model is similar to the doctor-patient interaction in a medical centre where both parties open up to each other for the common understanding and solution to the problem. Clinical supervision is defined by Tanner and Tanner (1987:182) as:

..that phase of instructional supervision which draws its data from first hand observation of actual teaching events, and involves face to face (and other associated) interaction between the supervisor and the teacher in the analysis of teaching behaviours and activities for instructional improvements.

Clinical supervision can be viewed as a supervisory approach that seeks to help teachers to conduct classroom instruction to the best of their ability by engaging

them to diagnose the actual events in the class as well as establishing the teachers' perceptions towards their classes before corrective measures can be introduced.

#### **2.4.4 Peer/Collegial Supervision**

Peer coaching is an umbrella term for the many different configurations of teachers helping teachers on work related matters. Some terms that are synonymous with peer coaching include peer assistance, collegial coaching, technical coaching, cognitive coaching, challenge coaching and peer supervision. Sullivan and Glanz (2005:144).

According to Sullivan and Glanz (2005:144) peer coaching can be defined as, "teachers helping teachers reflect on and improve teaching practices or implement particular instructional skills introduced through or curriculum development." Joyce and Showers in Sullivan and Glanz (2005:144) point out that in peer coaching two or more teachers meet regularly for problem solving using planning, observation, feedback and creative thinking for the development of specific skills with the hope that teaching and learning will eventually improve.

#### **2.4.5 Self-directed Supervision**

In self-directed supervision as pointed out by Winton, McCollum and Catlett (1997:195) teachers assume responsibility for their own professional development by setting themselves targets. According to Sergiovanni & Starrat (2007:274) as the process unfolds in self-directed supervision, teachers should be allowed a great deal of leeway in developing their own plans while supervisors remain with the responsibility of ensuring that the plans and selected improvement targets are both realistic and attainable.

According to Winton, McCollum and Catlett (1997:195) at the end of the period which would have been set, the teacher and the supervisor have to evaluate progress with a review of portfolio and classroom artefacts.

The different models of supervision have been tailor-made to suit the varying instructional needs of teachers. According to Hawkins & Shohet (in Pettifer and Clouder 2008:169) the decision to vary the instructional supervision approaches has become beneficial as there is acceptance that no single model can meet the needs of practitioners in all professional contexts.

## **2.5 THE ROLES PLAYED BY SUPERVISORS IN THE IMPLEMENTATION OF INSTRUCTIONAL SUPERVISION**

Supervisors must command a repertoire of knowledge and skills in order to play their roles in the implementation of instructional supervision. Although supervisors perform multiple tasks in their daily work at school they must have a full understanding of how much time of their work should be devoted to the supervision of instruction by teachers. The roles of supervisors in Oliva and Pawlas (2004:22) are that of coordinator, consultant, group leader and evaluator. The supervisor assists teachers in the improvement of classroom instruction, curriculum planning, professional growth and development.

According to Beach and Reinhartz (2000:16-18) the roles of instructional supervisors include being a leader, planner and organiser, facilitator, appraiser, motivator, communicator, decision maker, change agent and mentor. These authors state that a supervisor should be able to play the role of a leader by working with the teachers in order to direct them towards accomplishing instructional goals and or modify the instructional plans.

### **2.5.1 Leading**

Supervisors are usually individuals who are in control of a group of teachers whom the supervision process is targeting and as such become leaders by virtue of that very role. Reinhartz and Beach (2000:75) point out that they view supervisory

leadership as, "...the ability to motivate teachers and other educators to perform tasks and/or take actions that help the campus and/or school district achieve their goals and fulfil their mission."

Fullan et al (2006:96) say, the role of leadership is to help provide the focus and expert support system for all teachers with an emphasis on what is needed to personalise each classroom with greater instructional precision. According to Darling-Hammond (in Zepeda 2007:26) supervisory leadership creates a nurturing school environment in which accomplished teaching can flourish and grow.

### **2.5.2 Planning**

Planning is one of the most important requirements of supervisors. It involves the ability to anticipate what should be done and how it should be accomplished. Van Deventer and Kruger (2003:80) say that:

Planning is, in essence, the forward thinking- or thinking into the future- that is required in order to determine in advance what and who it is that you need or want, and how to get or attain this. Planning, as a process, involves providing answers on a continuous basis to the questions what, when, where, who and how?

The planning process calls for the supervisor to systematically lay down the ideas about how the intended supervision process will be implemented. This suggests that supervision of instruction should not be done haphazardly but should follow a detailed outline of what is intended to be achieved.

### **2.5.3 Facilitation**

Facilitation is an opportunity through which assistance is offered to the teachers focusing on professional competence. According to McGreal (in Reinhartz 2000:17) the role of the supervisor as a facilitator is to provide direct assistance and indirect assistance to teachers, securing resource materials, promoting collegial relations,

observing and listening to the concerns of the teachers on matters pertaining to class instruction. The facilitation process is usually informed by the strengths and weaknesses on the professional capacity that the supervisee displayed overtime.

#### **2.5.4 Motivation**

Beach and Reinhartz (2000:17) also emphasise that supervisors should offer motivation to the teachers by encouraging them to have a positive attitude so that they can develop an intrinsic desire to grow in their classroom instructional capacity. According to Kosmoski (in Beach and Reinhartz 2000:17) motivation arouses the interest of a person to do something and is influenced by the encouragements which build a persons' self-esteem, self-confidence and a feeling of worth in the process. Van Deventer and Kruger (2003:148) point out that motivation is the act of influencing subordinates to achieve the aims that the supervisor wants them to achieve.

#### **2.5.5 Communication**

According to Beach and Reinhartz (2000:17) for supervisors to effectively work with teachers they must be good communicators who have the ability to listen and respond. Communication is seen as the life blood of every work environment that supervisor should do. Van Deventer and Kruger (2003:156-157) emphasise that:

The ultimate aim of communication is to elicit a certain behavioural response from the recipient. This response leads to task execution, which is an integral part of the communication process. Behavioural responses may include thinking, talking, listening, observing and taking action.

Supervisors have to convey the information to the staff and update them about everything that affects their work. Teachers can only make improvements to their classroom instruction styles if they are regularly given feedback on how they performed during their lesson presentations.

### **2.5.6 Decision maker**

The ability to make a difference in the quality of instruction in a classroom depends on the ability of the supervisor to make timely sound decisions based on the situation at hand. Beach and Reinhartz (2000:18) The supervisor should not only make right decisions but must also be able to read the situation and make decisions at the right time because making good decisions late may not be helpful. The decision making process should always involve interested parties so that they may have a sense of ownership regarding what has been decided.

### **2.5.7 Change agent**

In a school setting some challenges that may threaten to bring the level of instruction down often emerge and it is here where the supervisor has to act as a change agent by bringing the necessary changes. The supervisor should also act as a change agent who should be able to read the situation and engage the concerned people to initiate any change that is imminent. According to Newstroom and Davis (2002:342) change is often met by resistance and the supervisor should have the necessary skills that can enable him or her to deal with situations that may hinder the change process. Change may be forced any time because it is influenced by circumstances that are controlled and uncontrolled.

### **2.5.8 Mentoring**

Beach and Reinhartz (2000:17) continue to point out that mentoring should also be regarded as a role that the supervisor should play. It involves providing the protégé with knowledge, skills, attitudes, beliefs and values with the aim of nurturing some professional qualities of the protégé. Mentoring facilitates instructional improvement in a sense that an experienced teacher works with a novice or less experienced teacher collaboratively and non-judgementally to study and deliberate on ways instruction in the classroom may be improved. Glickman et al in Sullivan and Glanz (2005:140). A mentor is a person, usually another teacher entrusted with tutoring, educating and guiding another person who is typically new on the job or post of

responsibility. Those being mentored depend upon their mentors to show them the way and develop their skills and insights fully because the mentor is presumed to know more not only about the professional aspects but also about the organizational culture. The roles that the supervisors play should mould the teachers such that they will be able to show professional maturity during the course of time.

## **2.6 PREREQUISITE SKILLS FOR INSTRUCTIONAL SUPERVISORS**

Sitting in the School Management Team does not guarantee that one can perform the roles of supervision effectively. Supervisors should be equipped with the necessary leadership skills that can enable them to perform this role effectively with confidence and full understanding of what supervision entails. They should be able to skilfully create a friendly environment in which teachers can freely welcome the supervision initiatives. Oliva and Pawlas (2004:26) have raised personal traits and knowledge and skills as the main qualities that supervisors should possess. These authors say:

The supervisor should possess personal traits that will enable him or her to work harmoniously with the people and sufficient knowledge and skills to perform all functions effectively. Leadership, interpersonal, and communication skills appear to be especially important to successful supervision.

Oliva and Pawlas (2004:24-25) also emphasise that supervisors need to possess a predisposition to live with change and assist teachers to adapt to the changing needs of the work environment. According to Glickman, Gordon and Ross-Gordon (2001:123) knowledge, interpersonal skills and technical skills need to be nurtured on the part of the supervisor.

### **2.6.1 Knowledge**

Knowledge is an aspect that compels the supervisor to be aware about what needs to be done for the professional growth of teachers and for the success of the school. Glickman, Gordon and Ross-Gordon (2001:123). It must be noted that supervision is usually geared towards developing teachers professionally and improving instruction so the supervisor should be equipped with the much needed knowledge that can be shared with the teachers with the aim of developing them. The supervisors need to do a lot of research and data gathering in order to enrich themselves so that they can remain updated with the latest trends concerning teaching and learning because this can put them in a position to offer professional assistance to teachers confidently.

### **2.6.2 Interpersonal skills**

According to Glickman, Gordon and Ross-Gordon (2001:123) interpersonal skills encompass the ability to display supervisory behaviours such as listening, clarifying, encouraging, reflecting, presenting, problem solving, negotiating, directing, standardising and reinforcing skilfully and effectively. These supervisory behaviours usually reflect whether the whole supervisory process is nondirective, collaborative or directive. Glickman, Gordon and Ross-Gordon (2001:123) go on to say that the supervisory behaviour where the supervisor listens, clarifies, encourages and reflects as the teacher presents his or her viewpoints places more responsibility on the teacher during the decision making process. When the supervisor presents the ideas to understand the teacher as well as to propose possible solutions along with the teacher and negotiating to find a common understanding then the decision becomes a shared responsibility. When the supervisor directs the teacher in what should be done then standardises the criteria for the results and reinforces consequences of the actions then the supervisor has taken control over responsibility.

The interpersonal skills are very sensitive aspects during the supervision process because they have the potential to mend or break the relationship between the supervisor and the teachers therefore it is very crucial to apply them tactically.

### **2.6.3 Technical skills**

Glickman, Gordon and Ross-Gordon (2001:123) indicate that technical skills are those skills needed for planning assessing, observing and evaluating instructional supervision. Technical skills enable the supervisor to organise and systematically plan for the supervisory process while having a detailed outline of how the implementation and monitoring will be done. The supervisor should also be able to reflect on what has been implemented in order to see what has been achieved and what not and map way forward.

Instructional supervisors should work collaboratively with teachers to establish supervisory support and coaching teams that can provide confidence and reduce anxiety which is often experienced by teachers in response to supervision. Poole in Reinhartz (2000:40) concludes that:

The supervisor is no longer.....the expert, passing along judgements and advice to teacher technicians. Instead the teacher is....an equal who contributes valuable expertise and experience to the supervisory process.

Instructional supervisors must also create a cooperative and non-threatening partnership with teachers because that encourage openness, creates and provides freedom to make and to admit mistakes in the interest of improvement. Wanzare and da Costa (2001), Blase´ and Blase´ (in Wanzare 2012:194). Tsui (in Wanzare 2012:194) also highlighted the following ingredients of successful collaboration between teachers and their supervisors: The supervisor's willingness to try and understand the teachers' world and to refrain from imposing supervisor's own world on teachers; the supervisor's sensitivity to changes that take place in teachers; the supervisor's patience in helping teachers articulates the thinking behind these changes; the teachers' open mindedness about supervisor's comments and criticisms.

## **2.7 CHALLENGES FACED BY INSTRUCTIONAL SUPERVISORS**

According to Glickman, Gordon and Ross-Gordon (2001:132) level of expertise and teacher commitment are some of the areas that usually emerge as a cause of concern and need to be given more attention during the supervision process. Recent studies have revealed that instructional supervision is faced with some challenges that have the potential of greatly hindering all attempts of improving teacher support and curriculum delivery. According to Wanzare (2012:193) supervisor competence, time constraints, teachers' attitude towards supervision and lack of agreed upon definition of instructional supervision are some of the challenges that usually surface during instructional supervision implementation. Oliva and Pawlas (2004:42-43) also raise the issue of teachers who know that they are ineffective and teacher burnout as some of the concerns experienced in instructional supervision.

### **2.7.1 Supervisor competence**

According to Garubo and Rothstein, Burchfield and Kosmoski, (in Wanzare 2012:193) supervision is compounded by incompetence on the part of the supervisors because they do not have a full understanding of what supervision encompasses. These authors state that supervisors with lack of training do not command the necessary respect among teachers while others who are not familiar with proven supervisory techniques avoid the supervision process. Glanz (2007:115) further states that classroom instruction practices that most would deem effective occur episodically, haphazardly and unsystematically. Another observation by Lee (2010:26) is that some instructional supervisors might tend to fall into the didactic mode of imposing ideas on teachers on how they need to improve rather than guiding them to improve.

### **2.7.2 Time constraints**

Time constraints have emerged as a factor that frustrates supervisors to fully offer support to the teachers meaningfully and address the professional development demands of the teachers. The day-to-day operations in the school usually occupy the attention of supervisors and time devoted to the supervision process does not enable every teacher to be given the much needed attention. Supervisors find time for supervision difficult because of the diverse programs in diverse settings and as a result they resist devoting resources, including time to supervision even though they recognise the value of regular supervision. Oliva and Pawlas, Iwanicki and Ridone and Curtis (in Wanzare 2012:193) and Acheson and Gall (1992:520).

### **2.7.3 Teacher attitude**

Teachers' attitude toward instructional supervision is one other problem raised in the supervision process. According to Wanzare (2012:200) research studies indicate that teachers do not always readily accept the instructional supervision exercise. Curtis (2002), Sergiovanni and Starratt and Glanz (in Wanzare 2012:199) point out that teachers view supervision as an evaluative judgemental exercise that has little value to them especially if it follows a bureaucratic style because in that approach they see supervision to be fulfilling the requirements of the organisation at the expense of their interest.

### **2.7.4 Ambiguous roles**

The potential problem that frustrates the instructional supervision process is the lack of agreed upon definition of instructional supervision or the scope of work. This problem may be influenced by the incompetency of the supervisors regarding supervision. Waite (in Wanzare 2012:193).

### **2.7.5 Lack of feedback and follow ups**

According to a study by Wanzare (2012:200) teachers complained about lack of feedback and follow up on matters pertaining to teaching and learning. Feedback and follow ups are the aspects of monitoring during the supervision process. They offer directing and reassurance about the whole classroom instruction. It haunts and frustrates teachers to be kept waiting for what they eventually doesn't get delivered to them and this can lead to teachers not taking supervision seriously if it can be allowed to happen.

### **2.7.6 Teachers who are in effective and know it**

Oliva and Pawlas (2004:42) state that one of the problems faced in the effective implementation of instructional supervision is that of teachers who know that they are clearly ineffective but are often reluctant to accept suggestions for improvement. These teachers usually become defensive about their style of classroom instructions, refuse to seek help from supervisors and colleagues, shun capacity building initiatives for fear of revealing their own inadequacies and often blame learners for posting poor performance.

### **2.7.7 Teacher Burnout**

An observation by Oliva and Pawlas (2004:43) is that teacher burnout is numbered among the ineffective teachers. It is characterised by disenchantment with teaching, fatigue, frustration, impatience, rationalization, decreased motivation, cynicism and alienation from the school system especially from supervisors who are perceived as additional burdens. Some teachers who experience burnout situations are usually aware of it or are not aware of their ineffectiveness resulting from the multiple concerns that they face. It is not usually easy for teachers to admit that they are suffering from burnout something which can make instructional supervision difficult to implement.

## **2.8 STRATEGIES FOR DEALING WITH INSTRUCTIONAL SUPERVISION CHALLENGES**

Instructional supervision is compounded by some challenges that should however not deter supervisors from continuing with the good intents of supervision in schools. Instructional supervision strategies should rather be modified to suit the contextual environment for the intended supervision process.

### **2.8.1 Instructional teams**

One of the steps that should be considered is that schools should mobilise their resources and form instructional improvement teams as a way of dealing with some of the challenges faced in instructional supervision. Instructional improvement teams serve to improve instruction by organising various kind of expertise in the school. The team should evaluate the effectiveness of the instructional program and to study, develop and implement ways in which it can be improved. Gorton and Thierbach-Schneider (1991:328-329). Wanzare (2012:199) highlighted that there is the problem of lack of consistency in instructional supervision and that can be dealt with by ensuring consistency and professionalism in the practices of supervision which can be achieved by instructional improvement teams. The instructional improvement teams can to a large extent improve the level of competence that has surfaced as one of the problem affecting instructional supervision.

### **2.8.2 Supervisor competence**

Wanzare 2012 concurs with Glickman, Gordon and Ross-Gordon (2001:123) on the strategies that can curb instructional supervision challenges. Glickman, Gordon and Ross-Gordon (2001:123) have earlier indicated that knowledge, interpersonal skills and technical skills are needed as the prerequisite skills by supervisors. Supervisory incompetence may be observed if the supervisors do not fully understand what supervision purports to serve. Palandra (2010:221) suggests that to improve supervisory competence, strategies for improving teaching and learning need to be

systematically revised and broadened to ensure that there is consistency in the supervision process.

### **2.8.3 Lack of feedback and follow ups**

The supervisory process cannot be expected to be effective in any way if there is no feedback and follow up because to provide feedback is to communicate and making follow ups means monitoring. As mentioned earlier by Beach and Reinhartz (2000:17) it is imperative for supervisors to communicate the ideas and information to all the teachers so that proper actions can be taken going forward. It must be noted that feedbacks and follow ups motivates teachers by giving them an opportunity to reflect on their level of classroom instruction. Equipping supervisors with skills and proven supervisory methodologies will enable them to give each and every aspect of supervision the much needed attention.

### **2.8.4 Teachers' negative attitude**

The knowledge, technical skills and interpersonal skills mentioned by Glickman, Gordon and Ross-Gordon (2001:123) can to a great extent help supervisors to avoid and deal with teachers' negative attitudes towards supervision. The attitudes that the teachers display towards supervision are influenced by the styles and the way supervision is conducted and they can also be mended by applying the right supervisory approaches. The supervisor should also make an effort to find out what make the teachers to develop the attitude they have towards supervision so that everything can be corrected.

### **2.8.5 Ambiguous supervisory roles**

Ambiguous supervisory roles can be avoided if supervisors can take time to standardise how they want to conduct instructional supervision through the use of instructional teams as was suggested earlier or staff development workshops. According Zepeda (2003:26) a programme in which instructional supervision and teacher development can be performed need to be provided. It is also hinted that

there is no single supervisory model that fits the needs of every teacher so supervisors need to examine the teacher support programs to determine those that can suit the contextual level of instruction in their school.

#### **2.8.6 Time constraints**

The problem of limited time to fully implement the supervision process can be best handled through planning. Van Deventer and Kruger (2003:80) earlier on emphasised that supervisors need to do planning because it is the forward thinking- or thinking into the future in order to determine in advance what and who it is that you need or want, and how to get or attain that. If the supervisor knows exactly what the whole supervision entails then time may be greatly saved by supervisors as they will focus on relevant aspect in the process.

#### **2.8.7 Teachers who know that they are ineffective**

Oliva and Pawlas (2004:42) believe that the problem of teachers who are ineffective and deny it as well as refuse to accept advice can be dealt with by developing a trusting relationship with those teachers and their supervisors so that they can freely disclose their shortcomings without any fear. The teachers' perception towards supervision should be nurtured so that they can cooperate and recognise the value of supervision towards them and towards teaching and learning.

#### **2.8.8 Teacher Burnout**

Oliva and Pawlas (2004:43) have observed that teacher burnout arises from stressful situations brought about by a number of conditions such as unruly behaviour and unmanageable students, high teacher-pupil ratio, language barrier, poor teacher supervisor relationship, unresolved teachers' welfare and others. In order to deal with teacher burnout supervisors need to acknowledge teachers' concerns and offer them support and suggestions on how to deal with their concerns where possible. Teacher should be supported to live side by side with some the concerns while a

lasting solution is sought. They should be assisted on how to deal with these stressful situations so that they cannot occupy their mind and obstruct them from enriching themselves professionally in order to become more effective in classroom instruction.

## **2.9 SUMMARY**

This chapter focused on the historical evolution of supervision with a focus on instructional supervision. The scope and nature of supervision in the school system were also discussed. Supervision models such as differentiated supervision, developmental supervision, peer supervision, self-directed supervision and clinical supervision were discussed. The roles played by supervisors in the effective implementation of supervision have proved to be quite crucial in the whole supervision process.

It has come out clearly from Wanzare (2012:200) that most of the supervisory challenges may be influenced by lack of interpersonal skills such as the ability to communicate the necessary information, to create collaborative partnership, to act as a change agent, to motivate and to create a conducive instructional supervision environment. Instructional supervisors need to possess certain skills and knowledge in order to perform their roles satisfactorily and develop teachers professionally. The interpersonal skills in particular can enable supervisors to work with teachers who uphold different ideologies about classroom instruction and develop a common understanding of how instruction can be improved. A cordial relationship between supervisors and teachers should be created to ensure the smooth running of the supervision process.

The next chapter presents the research design and methodology of the study which includes research approaches, population and sampling procedures, data collection and the ethical considerations of the study.

## **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

### **3.1 INTRODUCTION**

In the previous chapter the study discussed the concept of instructional supervision and its purpose in a school set up, the supervision models, the prerequisite skills for instructional supervision and common challenges on instructional supervision. The role played by supervisors in the implementation of instructional supervision as well as the strategies for dealing with the challenges faced by Senior Management Teams in the effective implementation of instructional supervision were also highlighted. This chapter is going to focus on the research design and methodology of the study which include research approaches, population and sampling procedures, data collection and the ethical considerations of the study in details.

A research study should always be guided by proven methodological practices so that its findings can be deemed to be genuine. Research designs and methodology always form the basis under which the study should be conducted. McMillan and Schumacher (2006:22) and Creswell (2009:3) contend that research designs are plans, procedures and strategies that describe how the study will be conducted. The research designs also summarise the decisions from the underlying worldviews to the detailed methods that state when, from whom and under which conditions data will be collected and analysed. The section that follows is going pay particular attention at the research approach that has been used in this study.

### **3.2 MIXED METHODS**

Mixed method which is also referred to as multi-method was used in this study because it incorporates both the qualitative and quantitative approaches in a single study by closing the gaps that may exist if one approach was used. Johnson and Christensen (2008:445) point out that:

Mixed research provides a framework for conducting a study that incorporates quantitative and qualitative research approaches. In each mixed research study a combination of quantitative and qualitative data is collected, analysed, validated and interpreted using systematic principles.

Creswell (2009:4) also says:

Mixed methods research is an approach to inquiry that combines or associates both qualitative and quantitative forms. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in the study.

Different methods incorporated in mixed method tend to complement each other. According to Henning, Van Resnburg and Smit,(2004:68) quantitative and qualitative research approaches are suited to different situations during a study. These authors indicate that while quantitative approach focuses on control of all the components in the action and representations of the participants, the qualitative approach focus on studying the phenomena in a holistic manner. Bless, Higson-Smith, and Kagee. (2006:43) also say:

Quantitative research relies on measurement to compare and analyse different variables. In contrast, qualitative research uses qualifying words or descriptions to record aspects of the world.

Using these methods in a single study creates an opportunity for the situation to be studied using qualifying words and descriptions in order to capture the freedom and natural developments of actions without any foreign influence through qualitative approach while the quantitative approach ensures that the variables are controlled and the study is guided with an acute focus on how the variables are related. In this method the approaches still maintain their natural status and procedures because they are different and they are suited to some situations better than others.

Based on Marees' (2010:268) mixed method research design, the research design in this study followed the concurrent sequence as illustrated below;

<b>Concurrent</b>
QUAN+ qual

The illustration indicates that quantitative approach was dominant and was also given first priority to sample the population as well as to examine the relationships that exist among the variables. Qualitative was used as well because the study was aimed at exploring and understanding the phenomenon in a holistic manner.

The research questions for this study were used to determine how the approach used should be ordered. Quantitative approach gained dominance because the research questions that are associated with it out-numbered those that necessitated qualitative approach. Research questions 1, 3 and 4 necessitated quantitative approach because they prompted participants to predict the outcome of the variables. Qualitative research approach was influenced by questions 2 and 5 because they are aimed at probing the participants to give detailed explanations about the theme under investigation. Although the theme being investigated is not new, qualitative research questions allow the study to explore it further. See page 4 for research questions.

### **3.3 QUANTITATIVE RESEARCH APPROACH**

Creswell (2009:4) defines quantitative research approach as, "...a means for testing objective theories by examining the relationship among variables." Quantitative research approach can be identified by the following:

- It is explicit on how data should be collected and processed.
- It offers a detailed measurement of statistics about the phenomenon.
- Its results are replicated by others.

- It uses numerical data.
- It provides statements of statistical probability as a summary.

Quantitative research approach is also characterised by detached or long absence of the researcher during the study. The use of counts, measures, instruments, numbers and statistics are more pronounced in this approach. The researcher in quantitative approach presents the parameters for responses through the use of experiments, quasi- experiments and structured instruments. McMillan and Schumacher (2006:10-11).

### **3.3.1 Population**

The population of the study was made up of 26 primary schools in Kanye Central Inspectoral area schools in Botswana.

### **3.3.2 Sampling**

According to Johnson and Christensen (2008:222-223) sampling is about identifying specific characteristics about a specific group or population. Sample must accurately reflect the larger population so that you can generalise the population being studied. A population which is sometimes called a target group is the set of all elements and it is the larger group to which the sample results have to be generalised. These scholars further emphasise that:

A sample is a set of elements taken from a larger population according to certain rules. An element is the basic unit selected from the population. "Individuals" are the most common element sampled; however, other types of elements are possible, such as "groups".

From a population of 26 primary schools only 10 schools that took part in the study were picked using simple random sampling. This sampling procedure was achieved by writing the names of the primary schools in the twenty-six pieces of papers that were cut out and later folded to hide their identity. Later on ten pieces of papers that revealed the names of the schools were tossed. Heads of Departments were

targeted as respondents and each school had three of them. In each school two HODs answered the questionnaires and one was interviewed. The participants were left to decide among themselves as to who will be interviewed and those who will answer questionnaires. Huysmans (2001:39) says "In the simplest case of random sampling each member of the population has the same chance of being included in the sample and each sample of a particular size has the same probability of being the sample chosen."

### **3.3.3 Measuring instruments**

The questionnaires with closed-ended questions were used to gather information from participants. See appendix A for closed ended questionnaires.

### **3.3.4 Questionnaires**

During the study questionnaires with closed-ended questions were administered to gather information from participants. The questionnaires had sections A and B which focused on demographic information from participants and instructional supervision aspects respectively. Questionnaires are instruments designed to collect data or information needed to create clarity to the problem being investigated. Johnson and Christensen (2008:420) say:

A questionnaire is a self-report data collection instrument that each research participant fills out as part of a research study. Researchers use questionnaires to obtain information about thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioral intentions of research participants.

Closed-ended questionnaires were administered to ensure that participants can provide answers that are as accurate as possible. According to Donald, Jacobs, Razaviech and Soresen (2006:47) questionnaires have advantages over some other types of surveys in that closed-ended questions are cheap and do not require as

much effort from the questioner. Closed-ended questionnaires have standardised answers that make it simple to compile data. However, such standardised answers may frustrate users. Questionnaires are also sharply limited by the fact that respondents must be able to read the questions and respond to them.

The merits of questionnaires are that the respondents can complete them at their own time in the absence of the researcher. They also provide a permanent verifiable record of data collected effort.

### **3.3.5 Data Collection for quantitative study**

The questionnaires with closed-ended questions were distributed in the ten selected schools to nineteen participants. Each questionnaire had an introduction, two sections with a total of twenty-nine questions. The introductory part of the questionnaire was aimed at assisting participants to fully understand the theme being investigated. It also assured them of the confidentiality of their views.

Section A of the questionnaire had four demographic questions while section B had four sub themes with a total of twenty-five closed-ended questions that focused on instructional supervision. A five point Likert scale was used to aid the participants to respond to the questions. The categories used in the scale were (SA) for strongly agree, (A) for agree, (N) for neutral, (D) for disagree and (SD) for strongly disagree. According to Babbie (2007:171) the Likert scale attempts to improve the level of measurement by using standardised response options in the questions to establish the relative intensity of different items. A space was also provided at the end of each sub theme in order to give the participants an opportunity to give additional information.

During the actual data collection exercise, the first visit to the schools to distribute the questionnaires and appoint for interviews was not successful because it coincided with the December schools vacation and most of the targeted teachers were on leave while others were about to go. At that time data was collected in only one school. The data collection exercise was then suspended until the schools re-opened and the rest of the schools were visited. Questionnaires were distributed and collected a week later.

### **3.3.6 Data analysis for quantitative study**

Data is the information gathered during the study so that it can be interpreted to form some facts and concepts about the situation under study. Drew, Hardman and Hosp (2008:53) defines data analysis as:

..... a step in the research process where the investigation summarizes data collected and prepares it in a format to determine what occurred. For quantitative studies, data analysis will cover summarizing the numbers whereas for qualitative studies, it will involve reviewing the narrative data to determine trends.

After data was collected all the questionnaires returned were checked to verify whether they were all completed. Nineteen questionnaires each with twenty-nine completed questions were collected from participants for data analysis. The answers from the nineteen questionnaires made a total of five hundred and fifty-one individual responses. Data reduction was then processed first through data coding. Neuman (2007:248) states that data coding is when raw data is systematically reorganised into a format that is easy to analyse.

During data analysis exercise, themes and items under each theme were given code numbers for easy classification. The coded responses were later entered in a codebook in order to be summarised easily. Data from the codebook was later transferred into a final format for displaying using univariate analysis. According to Babbie (2007:417) univariate analysis focuses on analysing one variable at time. Descriptive formats have also been used to make some conclusions of each broad theme.

### **3.3.7 Validity of the study**

The validity of the study was achieved by developing closed-ended questionnaires with predetermined questions in order to guide the respondents to ensure that the

intended information is obtained. The questionnaires were presented to the research supervisor for verification before they were administered. The questionnaires were also piloted among primary school teachers to verify if they are clear.

The internal validity of the study was maintained by using the Likert type scale by rating each coded content item in the questionnaire. Rating such as strongly agree, agree, undecided, disagree and strongly disagree were written at the end of the continuum against each item. To further maintain validity a brief introduction of the theme under investigation and short explanation of key concepts was written on the questionnaires in order to give respondents a clear understanding about the information that the questionnaires request. Gray (2004:91) contends that internal validity refers to the correlation questions (cause and effect) and to the extent to which casual conclusions can be drawn while external validity means the possibility of making a generalising from data to a larger population.

External validity was controlled by using data coding and creating a codebook during data analysis to ensure that the different views and opinions expressed by respondents become part of the final results displayed.

### **3.3.8 Reliability of the study**

A target group was identified from respondents who possessed the same qualities or of the same class using a purposeful sampling to ensure that information was obtained from the rightful participants. That group comprised of Heads of Departments and Deputy School Heads. The questionnaires and interviews guides used on the sampled population were identical, with the same content and were distributed under the same terms and conditions. Field notes were taken and interviews conversations were recorded using a cellular phone during the interview exercises. The researcher emphasised the precision of procedures by developing and following a framework that stipulated in details how the research design and methodology was supposed to work in order to create a room for audit trail and chain of evidence. Contact numbers were also given to the respondents so that they could page the researcher to call them and make clarifications where they needed help. The authorities of the participating schools were requested to endorse official stamps

of their institution on the completed questionnaires in order to prove authenticity of the responses given.

### **3.3.9 Delimitation of the study**

The study focused on primary schools in Kanye Central Inspectoral area in Botswana, and it was also delimited to Senior Management Teams because instructional supervision is part of their responsibility.

## **3.4 QUALITATIVE APPROACH**

An interactive face to face data collection approach was used to collect data from the participants in their natural setting. According to Creswell (2009:4) qualitative research approach involves exploring and understanding the meaning of individuals and groups that ascribe to a social or human problem. Qualitative research approach is characterised by the following:

- It is explicit on how data should be collected and processed.
- It offers a detailed description of the phenomenon
- It uses narrative data
- For replication, it offers extension of understandings by others.
- It provides tentative summary interpretations.

McMillan and Schumacher (2006:10-11) also emphasise that in qualitative research approach data is collected through the use of participant observation, semi structured interviews, review of documents and review of artefacts. This approach also gives more attention to context and it also allows the researcher to have a good deal of contact with the subjects.

### **3.4.1 Site and Social Network Selection**

The interview sessions were conducted in the schools where the respondents experienced the problem being studied. The interview sessions were conducted in a

formal manner in enclosed rooms or offices to avoid any form of destruction from in the surrounding.

Although there were many teachers in the school where the respondents were followed, only the Senior Management Teams were engaged in the interview sessions. The target group was engaged in a face to face conversation during the investigation of the problem.

#### **3.4.2 Researchers' role**

The researcher prepared the questionnaires and interview guides, made some requests from educational authorities and made appointments with participants with participating schools where data was collected. The researcher acted as a key instrument for collecting data by interviewing the participants from the contextual setting where the problem occurred. The predetermined questions were posed to the participants while the responses depicting the meanings that participants held about the problem were written down and recorded to form permanent verification of what was discussed.

#### **3.4.3 Participant selection**

A purposive sampling was also used to focus the attention on the Senior Management Teams in the chosen schools because they were a target group of individuals who were directly involved in the situation studied and were best suited to provide information needed.

#### **3.4.4 Data Collection for qualitative study**

Prior to the interview sessions, some appointments for the interviews were arranged with the participants. Semi structured interviews were used to gather information from the participants. According to Neuman (2007:215-217) semi structured interviews are non-standardised and are often used in qualitative studies. During the interview session the interviewer has a list of issues and questions to be covered but

may not deal with all of them in each interview. The interview guide had a list of five questions which were derived from the following areas of concern;

- Their understanding on the nature and scope of instructional supervision in schools.
- The main challenges associated with the role of instructional supervisor and instructional supervision.
- How they view their roles as instructional supervisors.
- How they carry out their roles in instructional
- The strategies that they feel can be used to deal with the challenges they face in instructional supervision.

Participants were not compelled to participate in the interview exercise and those who were willing to be interviewed were made to read and sign a consent form that was attached to the interview guide. Participants were also made aware that the interview exercise will be recorded. About six participants from nine schools visited gave some interviews. See appendix B for consent form that was used in the study.

### 3.4.5 Interviews

Semi structured interviews were used to get first-hand information from the respondents in a face to face verbal interchange. Interview guides used were developed based on the problem under investigation. Six participants from nine schools were interviewed. Through interviews more insights about the problem were brought forth since some issues that were overlooked while preparing the interview guide were captured during the actual interview process. Punch (2005:168) says:

The interview is one of the main data collection tools in qualitative research. It is very good way of accessing people's perceptions, meanings, definitions of situations and constructions of reality. It is also one of the most powerful ways we have of understanding others.

Interviews are useful for getting more in-depth information around the problem and they may also be useful as follow ups to responses from certain questions. The interview sessions were conducted at the consent of the participants between the



hours of nine and eleven in the morning. Some interview sessions were conducted in the administration offices in the schools while others were done in the classrooms during tea breaks. Some interruptions were experienced as some teachers asking for assistance kept coming inside the interview room during the interview sessions.

Data was captured by taking down field notes as well as recording the interview sessions using the cellular phone. The interview sessions took an average of fifteen to twenty minutes to complete. See appendix B for interview schedule used in this study.

#### **3.4.6 Data analysis for qualitative study**

Data analysis was done using nominal coding. Each of the six participants who were interviewed responded to five questions which made a total of thirty responses from the sample. Data that was recorded using a cellular phone was captured using AMR format and it had to be converted to MP3 format so that it could be transferred into a desk top. The AMR format used was not compatible with the computers used.

Raw data was reduced using open coding, axial coding and selective coding. Through open coding, data was examined by reading the transcripts line by line, and labelling the important words and phrases in order to determine discrete elements of the transcribed data. The raw data that was recorded in MP3 format was also played with a computer in order to match the views expressed with the written transcripts during the open coding data analysis. Axial coding was later used to further come up with terms and phrases that embrace the transcribed data while selective coding was used to establish the final phrases and words that summarises the views of the participants. According Babbie (2007:835) open coding refers to the initial stage of classifying and labelling qualitative raw data while axial coding means a reanalysis of the results of the open coding in grounded theory model aimed at identifying important general concepts. Selective coding on the other hand builds on the results of open coding and axial coding to identify the central concept that embraces the other concepts that have been identified in the transcripts.

This Data analysis was done through data reduction, data displaying and drawing conclusions and verification of data. Data reduction was done by editing and summarising without throwing away any valuable data. Data display was carried out by organising, compressing and assembling information using descriptive formats. Conclusions about the data have been drawn to form propositions which are followed by verifying the conclusions.

### **3.4.7 Trustworthiness**

Before data was collected a successful request was made to the Ministry of Education and Skills Development authorities. Letters that granted data to be collected were presented to the sampled school authorities. Measures that were used to ensure trustworthiness also included formulating clear questions that relate with the problem of study well, using purposeful sampling in order to engage suitable participants in the study. The interview guides used were identical. See appendix B for interview schedule, appendix C, D and E for letters that granted the research to be conducted.

## **3.5 ETHICAL CONSIDERATIONS**

In order to get informed consent from the participants as well as to conform to the set standard of conducting a study, the following ethical principles proposed by a Standing Committee on Ethics in Research with Human Participants of the British Psychological Society (2000:8-11) were addressed:

- **Obtaining consent**

Prior to data collection exercise, a research proposal as well as formal requests were made to the Ministry of Education and Skills Development and education authorities in Kanye Sub Region in Botswana who responded positively by issuing letters that authorised the study to proceed. Letters from MoESD and education authorities were presented to the sampled schools and the targeted participants were met. The participants were informed about the

purpose of the study and the role they were expected to play. An explanation about what the study was aimed at was also provided in the research instruments that were distributed to the participants. The instruments highlighted to the participants that their involvement in the exercise was voluntary. See appendix B and C.

- **Confidentiality**

The participants were informed that their participation as well as the information they provided will be kept confidential. Pseudo were used to strengthen confidentiality as well as to protect the identity of the participants. See section C.

- **Withdrawal from the investigation**

The participants were sensitised about the importance of their participation in the study. They were however also informed that their participation in the study was not compulsory and that they were at liberty to withdraw their participation if they saw it fit to do so. See appendix A.

- **Deception**

The participants were not in any way misled in to participating in the study in order to get information from them. The researcher briefed the participants about the theme under investigation before they were engaged in the exercise. Furthermore, information giving full details about the purpose of the study and the role of the participants was provided in the questionnaires as well as in the interview schedules. See appendix A and B.

### **3.6 SUMMARY**

Methodology and research design offer a detailed explanation of how data will be collected, presented and analysed. For any research conducted research design and approaches provide a picture how the findings were captured. In this study mixed method approach which was concurrent but dominated by qualitative approach was used in order to capture data from more than one angle in a balanced manner.

Questionnaires were used for quantitative data collection while interviews were used for qualitative data collection. Simple random sampling was also used to select the population while purposeful sampling was deliberately employed to target relevant respondents. Issues of validity, reliability and trustworthiness were also addressed.

The next chapter focuses on data analysis and presentation using both the quantitative and qualitative approaches to data analysis.

## CHAPTER FOUR: PRESENTATION OF DATA, ANALYSIS AND DISCUSSION

### 4.1 INTRODUCTION

The main focus of this study was to investigate the challenges that Senior Management Teams face when implementing instructional supervision so that intervention measures that can correct the situation can be applied. The investigation came following an observation by the researcher that instructional supervision might not be effectively serving its purpose. Because of the limited resources and time constraints the study only focused on primary schools in Kanye Central Inspectoral area in Botswana. Some of the key areas that guided this investigation include the historical background of instructional supervision, the state of supervision in Botswana, the purpose of supervision, the role of supervisors, the prerequisite skills for supervisory roles, the challenges faced in supervision as well as the solutions to the supervision challenges.

Mixed method approach which incorporates both qualitative and quantitative approaches was used in this study to capture data from the participants. Quantitative data was captured using closed-ended questionnaires while qualitative data was collected using semi structured interviews. The semi structured interviews were captured using interview schedules as well as audio recordings. Simple random sampling was used to select a sample of 10 schools from a population of 26 schools. A purposeful sampling was also used to ensure that the targeted participants who happened to be HODs are engaged in the data collection exercise.

This chapter presents the findings from the data collection exercise. The findings are presented in sections A, B and C using tables. Section A focuses on the demographic information provided by the participants while section B reveals the views provided by the participants based on instructional supervision from the closed-ended questions. Section C presents an analysis of the research interviews. The results are presented using tables and descriptive formats. About twenty four questionnaires were distributed among nine schools out of ten schools that were targeted. Only 7 (77.8%) schools managed to return 19 questionnaires and the returned questionnaires constituted about (79.1%) of the sample.

## SECTION A

### 4.2 PRESENTATION OF THE DEMOGRAPHIC INFORMATION

This section analyses the quantitative demographic information gathered from 19 respondents who managed to complete the questionnaires.

**Key:** *f* = frequency      % = percentage      *n* = total number

**Figure 4.1: Participation by Gender**

Gender	<i>f</i>	%
Male	5	26.3
Female	14	73.7
	<i>n</i> =19	<i>n</i> =100

During the data collection exercise 5 out of 19 (26.3%) respondents were male while 14 out of 19 (73.7%) were female.

**Figure 4.2: Participation by teaching experience**

Teaching experience	<i>f</i>	%
11-14 years	1	5.3
15-20 years	3	15.8
Over 21 years	15	78.9
	<i>n</i> =19	<i>n</i> =100

The demographic data reveals that 1 respondent (5.3%) had a teaching experience that ranged between 11 and 14 years and 3 respondents (15.8%) had a teaching

experience ranging between 15 and 20 years while 15 respondents (78.9%) have been in the teaching field for over 21 years.

**Figure 4.3: Participation by academic qualification**

Academic level	<i>f</i>	%
PTC	6	31.6
Diploma	7	36.8
Degree	6	31.6
	n=19	n=100

Six respondents (31.6%) hold Primary Teaching Certificates (PTC), 7 respondents (36.8%) are Diploma holders while six other respondents (31.6%) hold Degree certificates.

## SECTION B

### 4.3 PRESENTATION OF THE CLOSED ENDED QUESTIONS.

This section brings a quantitative review of the close ended responses which are followed by the discussions. The following abbreviations have been used to indicate how the participants expressed their views on instructional supervision.

**Key:** *f* = frequency      % = percentage

(SA)= Strongly Agree, (A) = Agree, (N) = Neutral, (SD) = Strongly Disagree,

(D) = Disagree

**Table 4.1**

**The purpose of instructional supervision is to:**

Statement	Responses									
	SA		A		N		D		SD	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
4.1 Improve classroom instruction.	13	68.4	5	26.3	-	-	1	5.3	-	-
4.2 Enhance professional development of teachers as individuals and as groups.	11	57.9	7	36.8	1	5.3	-	-	-	-
4.3 Create a supportive environment within which teachers can experiment with new instructional approaches.	13	68.4	6	31.6	-	-	-	-	-	-
4.4 Create awareness among teachers about potential and consequences of the teaching behaviours.	9	47.4	6	31.6	2	10.5	-	-	2	10.5
4.5 Strengthen norms of collegiality among teachers and supervisors.	5	26.3	7	36.8	4	21.1	3	15.8	-	-
4.6 Increase the motivation and commitment of teachers.	7	36.8	12	63.2	-	-	-	-	-	-

These responses indicate that 94.7% of the participants agree with statement 4.1 while 5.3% of the participants do not agree with the statement. Another 94.7% of the participants support statement 4.2 while 5.3% became neutral on this idea. All the participants agree with statement 4.3. About 78.9% participants support statement 4.4, 10.5% participants do not support the statement while another 10.5% remained neutral. 68.4% agree with statement 4.5, 15.8 do not agree and another 15.8 remained neutral. For statement 4.6 all the participants supported it.

Majority of the participants are of the view that instructional supervision purports to improve class instruction, provide a supportive teacher professional development and promote norms of collegiality among teachers and supervisors. An observation made by Nolan, jr and Hoover (2005:28) is that teacher supervision serves to promote individual teacher growth beyond the teacher's current level of capability. It involves the supervisor making an effort to understand the complex world of the classroom and helping the teacher to become aware of his or her teaching behaviour and its consequences on the academic performance of learners.

**Table 4.2**

**The roles of the supervisor in instructional supervision**

Statement	Responses									
	SA		A		N		D		SD	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
5.1 Leader	11	57.8	6	31.6	1	5.3	1	5.3	-	-
5.2 Planner	11	57.9	7	36.8	-	-	-	-	1	5.3
5.3 Facilitator	12	63.2	7	36.8	-	-	-	-	-	-
5.4 Motivator	12	63.2	7	36.8	-	-	-	-	-	-
5.5 Change agent and mentor	11	57.8	6	31.6	1	5.3	-	-	1	5.3
5.6 Good communicator	15	78.9	3	15.8	-	-	1	5.3	-	-

The question focusing on the roles of the instructional supervisor saw 89.5% participants supporting statement 5.1 while 5.3% disagreed and a further 5.3% remained neutral. 94.7% of the participants supported statement 5.2 and 5.3% disagreed. All the participants showed support to statement 5.3 and statement 5.4. About 89.5% of the participants agreed with statement 5.5 and 5.3% did not support the statement while another 5.3% remained neutral. About 94.7% supported statement 5.6 while 5.3% disagreed.

The responses indicate that most of the supervisors in the schools that participated in the study concur with the notion that instructional supervisors should play leadership, planner, facilitator and motivator's roles. They are also of the view that supervisors should be change agents and mentors. According to Okendu (2012:492) in supervision of instruction, supervisors make an analysis of the teachers' needs and later organise seminars, workshops, conference, short term course, long term course for teachers to update their knowledge. Ukeje (in Okendu 2012:492) also stresses that supervisors arrange the on job training and assessment by checking lesson plans, assessing teachers' method of teaching, assessing teachers' ability in classroom management and evaluation processes to ensure that teachers' instructional skills are improved.

**Table 4.3****The skills a supervisor should possess to conduct instructional supervision.**

Statement	Responses									
	SA		A		N		D		SD	
	f	%	f	%	f	%	f	%	f	%
6.1 Supervisors should have good knowledge of the supervision process.	15	78.9	4	21.1	-	-	-	-	-	-
6.2 They supervisor should have good interpersonal skills.	17	89.5	2	10.5	-	-	-	-	-	-
6.3 Supervisors should have the planning, observation and evaluation skills.	15	78.9	4	21.1	-	-	-	-	-	-
6.4 Supervisors should be patient, responsive and sensitive to the teachers' needs	15	78.9	3	15.8	1	5.3	-	-	-	-
6.5 They should have good leadership skills.	16	84.2	3	15.8	-	-	-	-	-	-

The question that focuses on the skills that an instructional supervisor need indicates that all the participants supported statements 6.1, 6.2, 6.3 and 6.5 by about 100%. About 94.7% agreed with statement 6.4 while 5.3% disagreed.

According to the findings the participants supports the views that instructional supervisors should have good knowledge of the supervision process, interpersonal skills, technical skills and leadership skills. The other emphasis was that instructional supervisors should be able to exercise patience as well as responsiveness and sensitivity to the needs of the teachers. One participant went further to say that supervisors need to be assertive. Oliva and Pawlas (2004:24-25) have come to the conclusion that supervisors need to possess a predisposition to live with change and assist teachers to adapt to the changing needs of the work environment. According to Glickman, Gordon and Ross-Gordon (2001:123) knowledge, interpersonal skills and technical skills need to be nurtured on the part of the supervisor. Supervisors

need to be able to skilfully ease the tension that may result because of negative attitude towards supervision by teachers and mould them such that they can become acquainted with sources of assistance in solving their instructional problems in order for them to release their creative abilities when teaching.

**Table 4.4**  
**Challenges in instructional Supervision**

Statement	Responses									
	SA		A		N		D		SD	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
7.1 Supervisor competence	6	31.6	12	63.1	-	-	1	5.3	-	-
7.2 Time constraints	11	57.9	7	36.8	-	-	1	5.3	-	-
7.3 Teachers' negative attitude towards instructional supervision	6	31.6	12	63.1	1	5.3	-	-	-	-
7.4 Lack of feedback from supervisors.	4	21.1	13	68.4	2	10.5				
7.5 Teacher burnout	3	15.7	11	57.9	4	21.1	1	5.3	-	-
7.6 Ambiguous supervision roles.	5	26.3	11	57.9	1	5.3	2	10.5	-	-
7.7 Teachers' refusal to accept advices	13	68.4	6	31.6	-	-	-	-	-	-

Table 4.4 focuses on the challenges in instructional supervision and 94.7% participants agreed with statement 7.1 while 5.3% did not agree. Again in statement 7.2 about 94.7% of the participants supported the idea while 5.3% disagreed. In statement 7.3 about 94.7% agreed with the statement while about 5.3% remained neutral. About 89.5% of the participants agreed with statement 7.4 while 10.5% remained neutral. In statement 7.5 about 73.6% of the participants supported the idea, 5.3% disagreed while 21.1% of the participants remained neutral. In statement 7.6 about 84.2% agreed with the idea, 10.5% disagreed while another 5.3% remained neutral. All the participants supported statement 7.7.

Regarding the supervisory challenges participants are of the view that indeed supervisory competence, time constraints, teachers' negative attitude towards supervision, lack of feedback, teacher burnout and teachers' resistance to take advices are some of the major challenges faced in instructional supervision. A study conducted by Habimana (in Jared (2011:52) reveals that instructional supervision is saddled by the fact that in some cases head teachers, teachers and students do not have the same point of views in regard to supervision, and this may have a significant effect on the success of supervision. Goldhammer (in Glanz 2007:120) on the other hand points out that supervisors lack an instructional methodological approach to apply and they merely address 'technicalities 'of teaching when supervising classroom instruction. He also highlighted that it has emerged that too often supervisors merely rely on their own experiences in the classroom as a basis for providing instructional leadership. These challenges can be associated with failure to expose supervisors to orientate supervisors and teachers to methodological approaches to supervision of instruction.

**Table 4.5****Possible solutions to the challenges faced.**

Statement	Responses									
	SA		A		N		D		SD	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
8.1 Form instructional teams to deal with supervisory incompetence and ambiguous supervision roles.	6	31.6	11	57.9	-	-	1	5.3	1	5.3
8.2 Equip supervisors with appropriate knowledge, interpersonal and technical skills for the supervision process.	13	68.4	6	31.6	-	-	-	-	-	-
8.3 Supervisors need to maintain good communication skills and provide feedback timeously.	15	78.9	4	21.1	-	-	-	-	-	-
8.4 Use motivation to eliminate teacher burnout and instil positive attitude of teachers towards supervision.	12	63.1	6	31.6	1	5.3	-	-	-	-
8.5 Plan for the supervision to eliminate problems of time constraints.	13	68.4	5	26.3	1	5.3	-	-	-	-

Table 4.5 focuses on the possible solutions to the challenges faced in instructional supervision and about 89.5% of the participants supported statement 8.1 and 5.3% disagreed while another 5.3% remained neutral. All the participants supported statements 8.2 and 8.3. About 94.5% of the participants agreed while 5.3% did not agree with the statements in 8.4 and 8.5.

The participants felt that the challenges faced in instructional supervision can be solved through formation of instructional teams, acquisition of necessary skills by supervisors. Supervisors need to motivate teachers to turn their attitude positive as well as to develop their plan for the supervision process to deals with the problem of time constraints.

Gorton and Thierbach-Schneider (in Wanzare 2012:199) highlighted that there is the problem of lack of consistency in instructional supervision and it can be solved by using instructional teams to ensure that there is consistency and professionalism during the supervision process. The instructional improvement teams can to a large extent improve the level of competence that has surfaced as one of the problem affecting instructional supervision. Sharing similar sentiments Tyagi (2010:114) says supervisory systems and procedures used in schools need to be rethought so that they respond to quality issues and supervisory concerns where they are applied.

The knowledge, technical skills and interpersonal skills mentioned by Glickman, Gordon and Ross-Gordon (2001:123) can to a great extent help supervisors to avoid and deal with teachers' negative attitudes towards supervision. The attitudes that the teachers display towards supervision are influenced by the styles and the way supervision is conducted and they can be mended by applying the right supervisory approaches. A research by Tesfaw and Hofman (2012:37) recently revealed that teachers were concerned about the behaviour of some of the supervisors and they suggested that supervisors should strive to be collaborative and be friendly to the teachers as well as set the teachers free from prejudice, fault finding, and control during the supervision process.

Oliva and Pawlas (2004:54-55) state that some teachers are disturbed by the tendency of some schools to use supervision as summative evaluation with little or no effort for formative evaluation. One thing worth noting is that evaluation is an integral part of supervision. They went on to add that instructional supervision and teacher evaluation are quite distinct from one another because of what they are meant to serve. Nolan jr and Hoover (2005:27) state that the basic purpose of teacher evaluation is to make judgements concerning the overall quality of the teacher's performance in carrying out assigned duties. Evaluation also provides a picture of the quality of teaching performance amongst all the teachers and the process usually results in some form of summative rating.

Oliva and Pawlas (2004:55) went further to point out that the evaluation aspect that is enshrined in instructional supervision is formative in nature because it simply makes some assessment of progress for the purpose of diagnosing difficulties and

suggesting remediation. Evaluation becomes summative if it is done to provide the teacher's annual performance.

To eliminate the tension and negative attitudes by teachers towards instructional supervision, teacher evaluation that seeks to provide professional growth and support to the teacher's instruction should be done independently from teacher evaluation whose intent is to provide summative rating about the teacher's performance because the two evaluation processes serve different motives. It is for this reason that Fredrich (in Oliva and Pawlas 2004:54) suggests that the responsibility for supervision and evaluation should rest with different personnel.

## SECTION C

### 4.4.1 Presentation and analysis of the interview responses

This section presents and analyses the interview data collected from Deputy School Heads. From the nine schools that were visited only six participants from the sample managed to honour the interview schedule. All the interview questions as well as the responses were presented and discussed. Letters A, B, C, D, E and F were used as pseudonyms for the participants.

#### Question 1

#### What is the main purpose of instructional supervision in schools?

**Participant A:** "The purpose of instructional supervision is to facilitate teaching, to see if the work is done effectively and even to encourage those that are behind to bring the work to the expected standard in the school. If one has a problem or challenges we should assist them to overcome their teaching problems."

**Participant B:** "Actually the main purpose of the school here is to improve results and for instructional supervision is to work closely with teachers as supervisors to reach a common goal. To help each other to reach our main aim, that is to improve results."

**Participant C:** "Schools are to be run to be friendly and conducive. It should accommodate everybody regardless of ethnic, education or whether somebody is a boy or a girl."

**Participant D:** "I think the main aim of instructional supervision is to help the teachers to carry out their work in a far much better way. Here I think the role of the supervisor is to guide the teacher so that he or she can see the way."

**Participant E:** "Supervision is done to make sure that teachers do their work better. It is done to help teachers to be serious about their work, focus on teaching and produce good results at end of the day."

**Participant F:** "It is done because some teachers don't do their work if they are not supervised closely, so it is done so that teachers can do their work. It gives teachers support so that they can improve the results."

Most of the participants demonstrated an understanding on the concept of instructional supervision and its purpose. The participants indicated that supervision is done to facilitate teaching and learning, offer support to teachers as well as to monitor their work. On issue surrounding the purpose of instructional supervision, the respondents came to the same conclusion with Wanzare and da Costa in Wanzare (2012:189) who argue that the purpose of instructional supervision is to focus on teachers' instructional improvement which results in the improvement of curriculum output. Glickman et al. 1998, Sergiovanni and Starrat 2000, Zepeda in Titanji and Youh (2010:27) also point out that the intent of instructional supervision is to enhance the instructional capacity of teachers by enhancing their existing repertoire of knowledge, skills and attitudes.

## Question 2

**What roles do you play as a supervisor in the implementation of instructional supervision?**

**Participant A:** "To supervise, we find out that the Ministry of Education curriculum is well taught. We play the part of being guiders/ facilitators of these teachers."

Where they have a problem we guide them and where I cannot help we make referrals to the head teacher to assist.”

**Participant B:** As an instructional leader I guide teachers, I empower them by means of delegation, work with them, check their work to see if they put it in action, give them clarity, help them where possible and thereafter give feedback.

**Participant C:** Hold workshops in order to equip the teachers on professional issues like planning and organising.

**Participant D:** To guide teachers so that he or she can see the way. More of a guiding, leading and showing the way of how things are done. There should be proper communication and rapport because it involves two people who need to know each other.

**Participant E:** Supervisors should monitor teachers daily and guide them. They have to provide support that is fair and honest. We as supervisors should provide in-service training like workshops to deal with teachers' needs.

**Participant F:** Supervisors ensure that teachers prepare scheming and lesson plans regularly. We have to observe their lessons to check whether they teach well, see if they have enough resources and hear their problems.

While some participants could not clearly state the roles they play some managed to mention such roles of a supervisor as guiding, leading and offering support. Oliva and Pawlas (2004:22) contend that supervisors should act as coordinators, consultants, group leaders and evaluators in an effort to develop teachers such that they can bring improvement on classroom instruction, curriculum planning as well as personal and professional growth and development.

### Question 3

**What are the skills that a supervisor need to poses in order to do instructional supervision well?**

**Participant A:** "One of the skills needed is competence in content acquisition. I need to understand. I should be knowledgeable so that I can help those teachers, to bring teachers to be in line with teaching objectives. Be time conscious; you need to be time conscious because teachers work according to the plan so they have to stick to the plan. Because time is short encourage teachers to do things well in time and meet deadlines. Need to have personal love so that you can work cordially with teachers because if you are harsh you can't deal well with them. They need someone who is patient, who gives them time with love and understanding and support."

**Participant B:** I think as a teacher you need to have good communication skills, good listening skills and must be patient and be initiative as well as resourcefulness.

**Participant C:** Self-esteem, good listener and well communicator. Should be able to lead as an example and be free of gossips.

**Participant D:** Interpersonal skills are very much important. There is need for communication to give feedback.

**Participant E:** Supervisors should communicate well. That is they have to give feedback to teachers. They should also show support skills to help teachers and be innovative as well as problem solvers.

**Participant F:** He or she should have skills of dealing with people of different abilities and how to give them work in school because some teachers are problem teachers and others are just okay but you have to work with all of them. How to make them to improve results in their classes. A supervisor should have motivation skills and how to approach teachers because if you don't approach them well they get rude.

Communication skills, listening skills, time management skill, resource management skills are some of the skills that the participants feel a supervisor has to display. The participants' points of view on the skills that the supervisor should display match those of Oliva and Pawlas (2004:26) who contend that supervisors should possess personal traits that will enable them to work harmoniously with the teachers as well as to have sufficient knowledge and skills to perform all functions effectively. Such skills that supervisors should display in the instructional supervision process include leadership, interpersonal, and communication skills.

#### **Question 4**

**What do you regard as the main challenges that hinder the effective implementation of instructional supervision?**

**Participant A:** "One of the challenges is that the syllabus is congested with objectives but the school term is too short. Teachers have to work under pressure and teachers just rush over some topics and learners are left behind. Some learners are slow on the other hand but they need to be given attention at their own pace. It is difficult to supervise a syllabus that is congested with objectives in a short school term. The other problem is that teachers were not consulted when the curriculum was developed, secondary school teachers were used and they set objectives that are too high for primary kids. "

**Participant B:** "There are many challenges. One, resistance to change. As new innovations keep coming in teachers still move against them, looking at for example PMS (Performance Management System). Up to now teachers are still saying why PMS because they believe it does not work for them. The other challenge is that teachers complain that they are not motivated enough and it's a challenge because we have to work with people who are not happy. According to them they are not promoted, not paid well and they are not getting what they expect. If they say they say they want salary increment it's a challenge because you can't help them because we do not have the powers to adjust salaries. The other challenge is that teachers always complain about

the syllabus saying it's not suitable to schools. I think teachers are not consulted enough when the syllabus is made.”

**Participant C:** Lack of support from supervisors. There is no autonomy for supervisors or to do as you want to do. Teachers do try but the problem comes from lack of cooperation among supervisors. Everyone fend for himself or herself as supervisors compete to control teachers.

**Participant D:** The major problem could be perception. That is, if the supervisee feels there is too much interference from the supervisor. The other problem is that of supervisee not willing to accept advice. Communication is the major challenge. Poor communication from supervisor. If supervisors do not communicate well that could cause grudges.

**Participant E:** The main challenge is poor results in our school. We try to supervise teacher but there is no improvement. There is also the problem of shortage of resources like books, felt pens and lack of parental support. Some teachers are not serious about their work. They are always absent and they never make an effort to do work left behind. We stay in a remotest area and teachers take leave to attend social issues during the term.

**Participant F:** The main problem I face is that I have to supervise teachers and teach my class at the same time. This thing makes me not to attend my class well. The other problem is that some teachers do not take advices seriously because they always do the same mistakes. Some teachers do not like supervision. They get uncomfortable, pass remarks about supervisors and feel that they are disturbed on their job.

The respondents highlighted resistance to change, a mismatch between the school term/period and syllabus content, lack of teacher consultation on curriculum development, teachers motivation and demands, time constraints, poor communication in the supervision process and lack of cooperation among supervisors as the main challenges that hinder the smooth running of the supervision process.

The challenges that the participants forwarded in this study are supported by Wanzare (2012:193)'s recent findings which reveals that supervisor competence,

time constraints, teachers' attitude towards supervision and lack of agreed upon definition of instructional supervision are some of the challenges that usually surface during instructional supervision implementation. According to Glickman, Gordon and Ross-Gordon (2001:132) level of expertise and teacher commitment are some of the areas that usually emerge as a cause of concern and need to be given more attention during the supervision process.

### **Question 5**

#### **How can these challenges be best resolved?**

**Participant A:** school term. The objectives should not be many when the term is short. The other point is that teachers need to be engaged when the curriculum is made because primary teachers know the kids better and they can set the suitable objectives for them."

**Participant B:** Some of the challenges cannot be overcome because if teachers complain about money, accommodation, you can talk and talk but they don't get happy. The other thing is that people need to be educated to stop resistance. On the problem of syllabus I think consultation is key to make changes.

**Participant C:** Teachers and school heads need to be trained in managerial activities so that they can learn to cooperate at work.

**Participant D:** The challenges could be solved through communication and education because people need to understand what supervision is about. If they understand everything probably communication could reduce friction.

**Participant E:** Schools should be supported with enough materials. Teachers who are always absent should be given serious punishment.

**Participant F:** Most of the supervision of teachers should be done by school head or deputies because they have time as they do not have classes. Teachers should be taught to take supervision seriously.

Although some challenges like issues of teachers welfare and some teachers refusing to take advises were not provided with possible solution, the participants argue that communication, consultation of teachers on curriculum development as well as provision of resources need to be improved. They also contend that teachers need to be educated more to deal the issues of resistance and negative perception towards supervision. One participant again said that teachers need to be equipped with managerial skills when they assume supervisory roles.

The respondents felt that education and communication need to be improved to address some of the challenges besieging instructional supervision and to some extent their opinions match those of Glickman, Gordon and Ross-Gordon (2001:123 who point out that the knowledge, technical skills and interpersonal skills can to a great extent help supervisors to avoid and deal with teachers' negative attitudes towards supervision. The attitudes that the teachers display towards supervision are influenced by the styles and the way supervision is conducted and they can also be mended by applying the right supervisory approaches. The supervisor should also make an effort to find out what make the teachers to develop the attitude they have towards supervision so that everything can be corrected.

Beach and Reinhartz (2000:17) also emphasis that it is imperative for supervisors to communicate the ideas and information to all the teachers so that proper action can be taken going forward. It must be noted that feedbacks and follow ups motivates teachers by giving them an opportunity to reflect on their level of classroom instruction. Equipping supervisors with skills and proven supervisory methodologies will enable them to give each and every aspect of supervision the much needed attention.

## **4.2 SUMMARY**

This chapter focused on the perception of supervisors towards instructional supervision, the roles they play as supervisors, the skills they need, the challenges they face as supervisors of teaching and learning as well as the challenges they face in the supervision process. It has however emerged that some checks and balances need to be implored in order to standardise and bring the instructional supervision

practices in schools in to par with new trends in supervision. Supervision of instruction should be conducted such that some notable signs of improvement in teaching and learning are observed. Teachers who are appointed to assume supervisory roles others need to be readied to ensure that they enforce the appropriate styles of leading and guiding in teaching and learning.

The next chapter focuses on the findings, recommendation and conclusions which are based on the main challenges that instructional supervisors face.

## **CHAPTER FIVE: SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSIONS**

### **5.1 INTRODUCTION**

The main focus of this study was to investigate the challenges that Senior Management Teams face when implementing instructional supervision so that intervention measures can be applied to normalise the situation. The investigation was conducted following an observation by the researcher that instructional supervision might not be effectively serving its purpose. Because of the limited resources and time constraints the study only focused on primary schools in Kanye Central Inspectoral area in Botswana. Some of the key areas that guided this investigation include the historical background of instructional supervision, the state of supervision in Botswana, the purpose of supervision, the role of supervisors, the prerequisite skills for supervisory roles, the challenges faced in supervision as well as the solutions to the supervision challenges.

Mixed method approach which incorporates both qualitative and quantitative approaches was used in this study to capture data from the participants. Quantitative data was captured using closed ended questionnaires while qualitative data was collected using semi structured interviews. The semi structured interviews were captured using interview schedules as well as audio recordings. Simple random sampling was used to select a sample of 10 schools from a population of 26 schools. A purposeful sampling was also used to ensure that the targeted participants who happened to be HODs are engaged in the data collection exercise. The collected data was later analysed using tables and descriptive formats. The study has revealed that indeed there are some factors that limit instructional supervision to be implemented effectively. Possible solutions to these limiting factors have been given and the hope is that they will help to improve the instructional supervision process in schools.

This chapter presents the findings, recommendations, limitations and conclusion focusing on the main challenges that instructional supervisors face.

## 5.2 SUMMARY OF THE STUDY

This study has been structured into five chapters. Chapter one presents the background of the study. It highlights the need to have instructional supervision in schools. It also covers the statement of the problem, the main questions, key words as well as the significance of the study. Chapter two presents a review of literature focusing mainly on instructional supervision. It also covers the historical background of instructional supervision, theoretical framework of the study, supervisory roles played by supervisors, models of supervision, the challenges faced in instructional supervision as well as the context of instructional supervision in Botswana.

The research design and methodology used in this study has been covered in chapter three. This chapter explains the research approaches used mainly quantitative and qualitative, the sampling, data collection methods and analysis as well as the ethical considerations. Chapter four presents the data presentation, analysis and discussions. Chapter five summarises the findings of the study. It also presents the recommendations basing on the findings as well as the suggested themes for further researches.

The effectiveness of instructional supervision is influenced by the capacity of the supervisors to be well vested in the supervision process so that they can always apply the most appropriate classroom supervision approaches that can result in positive changes. According to the Primary School Management Manual (2000:4) the, senior management team which is composed of the School-head, deputy School-head, Heads of Department and Senior Teacher Advisor-learning difficulties has direct management, supervision and leadership of the school. This document simply provides the general principles that the primary schools currently use as a reference when implementing curriculum supervision.

When teachers are promoted to assume senior management posts they can find themselves lagging behind on the area of instructional supervision if they are simply expected to apply the routine styles of supervision copied from their predecessors without having been fully exposed to the concept of instructional supervision. Some supervision guidelines should be developed and a review on the standard of supervision in schools should regularly be carried out to ensure that supervisors

apply proven methodological approaches that match the current trends in instructional supervision.

### **5.3 SYNTHESIS OF FINDINGS**

Evidence from the empirical study which was provided by the participants reveals that instructional supervision is saddled by supervisory competence, time constraints, teachers' negative attitude towards supervision, lack of feedback and teachers' resistance to take advices.

### **5.4 RESEARCH FINDINGS**

The findings captured in this study are discussed based on comparisons between data collected through interviews and questionnaires. These findings are further compared with the findings from literature review to determine whether there is any correlation among them or not. The comparisons help to reveal new information that may not have been captured previously.

- Teachers shun the instructional supervision process.

Evidence from quantitative approach reveals that some of the challenges faced in instructional supervision are that teachers display negative attitude towards instructional supervision and that they do not take instructional supervision advises seriously. Qualitative evidence provided on the other hand indicated that teachers refuse to change their attitudes towards instructional supervision.

According to Wanzare (2012:200) research studies indicates that teachers do not always readily accept the instructional supervision exercise. Oliva and Pawlas (2004:42) also state that some teachers know that they are clearly ineffective but they are always reluctant to accept suggestions for improvement. These teachers usually become defensive about their style of classroom instructions, refuse to seek help from supervisors and colleagues, shun capacity building initiatives for fear of revealing their own inadequacies and often blame learners for posting poor performance.

When linking McGregor's theory Y with instructional supervision Sergiovanni and Starratt (2007:19-18) assert that, theory Y argues that management is responsible for organising the elements of productive enterprise which means that in a school setting supervisors must ensure that all supporting structures and nurturing environment for teachers to develop should be considered. This theory continues to point out that people are not by nature passive or resistant to organisational needs. They have become so as a result of experience in organisations. The assumption here is that organisations are the one that have a great influence on the professional growth of teachers.

- Instructional supervision roles are not clearly defined.

Lack of instructional supervision competence and ambiguous supervision roles which were raised by participants from quantitative approach as well as poor communication and lack of cooperation among supervisors as highlighted by qualitative approach participants are some of the challenges that may be associated with supervisors who are not well developed on the area of instructional supervision. If supervisors do not have sufficient training they will not perform their roles well.

A study conducted by Habimana (in Jared 2011:52) reveals that instructional supervision is saddled by the fact that in some cases head teachers, teachers and students do not have the same point of views with regards to supervision, and this may have a significant effect on the success of supervision. According to Waite (in Wanzare 2012:193) one of the potential problems that frustrate instructional supervision process is the lack of agreed upon definition of instructional supervision or the scope of work. This problem may be influenced by the incompetency of the supervisors regarding supervision. Curtis (2002), Sergiovanni and Starratt and Glanz (in Wanzare 2012:199) point out that teachers view supervision as an evaluative judgemental exercise that has little value to them especially if it follows a bureaucratic style because in that approach they see supervision to be fulfilling the requirements of the organisation at the expense of their interest.

- Most supervisors do not have the much needed competence to administer instructional supervision.

Some participants from qualitative approach cited supervisory competence and failure to provide feedback to teachers as the challenges that holdback the intents of instructional supervision while the issue of lack of cooperation and poor communication from supervisors raised by qualitative approach can also be attributed to supervisors' insufficient knowledge and skill in instructional supervision. Supervisors are supposed to bring positive changes and developments in teaching and learning but if they show lack of skills on how to carry out instructional supervision then all hopes of improving teaching and learning will remain unchanged or will be reversed.

Goldhammer (in Glanz 2007:120) points out that supervisors lack knowledge on instructional methodological approaches and they merely address 'technicalities' of teaching when supervising classroom instruction. He also highlighted that it has emerged that too often supervisors merely rely on their own experiences in the classroom as a basis for providing instructional leadership. According to Garubo and Rothstein, Burchfield and Kosmoski, (in Wanzare 2012:193) supervision is compounded by incompetence on the part of the supervisors because they do not have a full understanding of what supervision encompasses. These authors state that supervisors with lack of training do not command the necessary respect among teachers while others who are not familiar with proven supervisory techniques avoid the supervision process.

- Instructional supervision is not given the attention it deserves.

Participants from the quantitative approach highlighted that instructional supervision is constrained by time and the same factor was raised by some participants from the quantitative approach. It has emerged that most supervisors in schools double as teachers but they can still organise themselves and carry out their supervisory roles as required because in order for supervision to be meaningful and effective, its implementation should not be compromised. Oliva and Pawlas, Iwanicki and Ridone

and Curtis (in Wanzare 2012:193) and Acheson and Gall (1992:520) indicate that too often supervisors find time for supervision difficult because of the diverse programs in diverse setting and as a result they resist devoting resources, including time for supervision even though they recognise the value of regular supervision.

## **5.5 RECOMMENDATIONS**

- Teachers should be trained on the area of instructional supervision once they assume supervisory roles so that they can apply the standards practices of supervision.

### **Motivation**

When newly appointed supervisors are given mentoring and orientation on their new roles, instructional supervision should become part of that process. Supervisors should be developed such that they become equipped with necessary skills for the challenging role of supervising teachers. Instructional supervision training can help to expose supervisors to proven methodologies of supervision of instruction. Orientation of supervisors can assist to eliminate the problem of supervisory incompetence that has been raised as a concern during this study. Well trained supervisors will also be able to execute their main roles and apply appropriate skills during the supervision process. Issues of negative attitude towards supervision as well as issues of resistance to change may be avoided or solved better if supervisors are given an orientation on how to assist teachers to improve teaching and learning.

- Supervisors should regularly review the effectiveness of their supervisory approaches.

### **Motivation**

Supervisors should always take time to reflect on the supervision approaches that they apply to see whether they bring positive changes in terms of developing teachers to improve classroom instruction.

Instructional supervision is not supposed to be conducted using one approach because it has many models which have been designed to match the varying needs of individual teachers and it is for this reason that supervision should be carried out using appropriate models. Teachers' classroom instructional styles are influenced by different ideologies towards teaching and learning as well as the level of commitment which need cannot be addressed using one approach so reviews of the supervision approaches cannot be over emphasised.

- Address all issues affecting instructional supervision promptly.

### **Motivation**

Instructional supervision should always be a priority in any formal educational institution that aspires to achieve desired predetermined academic goals. Instructional supervision influences the improvement of classroom instruction which later determines the overall academic outputs that learners manage to achieve. If the challenges that directly affect instructional supervision are not attended promptly teaching and learning will be compromised. Issues of giving feedback to teachers and making follow ups after the supervision process should always be dealt with without delay otherwise all efforts of improving teaching and learning will not be achieved.

- An instructional supervision blue print for primary schools that enshrines all aspects of supervision of instruction should be developed for supervisors.

### **Motivation**

Supervision of instruction in schools should be guided by written document so that supervisors can use it as reference to enable them to conduct supervision of instruction effectively. The availability of a written document in the form of a blue print with detailed instructional supervision approaches can eliminate worrying issues of lack of knowledge, inconsistency and inappropriate supervision approaches being applied. Supervisors cannot effectively execute their duties if they have not been exposed to various instructional supervision models. The various models have been purposefully developed to address the different behaviour patterns that teachers

display in relation to classroom instruction. It must be noted that teachers uphold different ideologies, view-points as well as display varying commitments towards teaching and learning. The provision of instructional supervision document will enable supervisors to apply appropriate supervision approaches that suit the varying needs of teachers.

## **5.6 SYNTHESIS FOR FURTHER STUDY**

This study was limited to primary schools in Botswana with particular attention to Kanye Central Inspectoral area. Other related topics that can help to broaden the scope of this study include the following;

- The extent to which teachers are developed to assume instructional supervision roles in schools.
- The effect of instructional supervision on teaching performance at privately owned English Medium schools as compared to government schools.
- Steps taken to measure the effectiveness of instructional supervision approaches applied in schools.

## **5.7 LIMITATIONS OF THE STUDY**

During this study the researcher encountered the following limiting factors;

- Participants rushing through the closed-ended questionnaires.
- Reduction of data collection instruments due to some participants declining to be interviewed and some not returning the questionnaires.
- Interruptions during the interviews and some recorded interviews not being audible.

## **5.8 CONCLUSION**

This study was aimed at establishing the challenges that are faced in the implementation of instructional supervision in schools. The study also wanted to find

out whether the supervisors know the purpose of instructional supervision, their roles and the skills that can help them to be effective instructional supervisors.

The challenges that the supervisors highlighted are not unique to those that are faced by other supervisors from around the world. They outlined such challenges as poor communication, lack of consultation, resistance to change by teachers and low morale by the teachers. These problems have possible solutions but the trick to deal with them depends on whether the supervisor uses proven methodologies to supervision to handle them. Instructional supervision is a sensitive aspect of teaching and learning in a sense that it deals with teachers who uphold different ideologies to teaching, learning and supervision as well as different behaviours of the teachers themselves. It is for this reason that instructional supervisors have to display some interpersonal and technical skills so that a rapport can prevail between them and the teachers during the supervision process.

Finally measures should be put in place to ensure that teachers who assume supervisory roles are nurtured on the area of instructional supervision so that they can handle instructional supervision satisfactorily using proven approaches to supervision that are commensurate with the current trends in supervision. It should be noted that instructional supervision has evolved during the course of time and it will continue to do so due to the ever emerging challenges in education systems and curriculum. There are capable teachers and supervisors in our schools whose supervision skills need to be nurtured and the introduction of instructional supervision blueprint for primary schools is imminent as it can bring consistency and professionalism in the practices of supervision. The blueprint can to a great extent provide the much needed guidance to these leaders in their quest to improve teaching and learning.

## REFERENCES

- Acheson, K. A. and Gall, M.D. 1992. Techniques in the clinical supervision of teachers- preservice and inservice applications: 3<sup>rd</sup> edition. New York: Longman.
- Babbie, E. 2007. The practice of social research: Eleventh edition. Australia: Thomson Wadsworth.
- Beach, D.M and Reinhartz, J. 2000. Supervisory leadership: Focus on instruction: Boston: Ally and Bacon.
- Bless, C, Higson-Smith, C and Kagee, A. 2006. Fundamentals of Social Research Methods: An African Perspective. Fourth Edition. Cape Town: Juta and Company.
- BOTSWANA. Revised National Policy on Education. 1994. Gaborone: Government Printers. 47p.
- BOTSWANA. Primary School Management Manual. 2000. Gaborone: Government Printers. 4p.
- Bush, T and Bell, L. 2002. The principles and practice of Educational Management. London: Paul Chapman Publishing.
- Bush, T and West-Burnham, J. 1994. The principles of educational management. Longman: Glasgow.
- Burke, P.J and Krey, R.D. 2005. Super vision: A guide to instructional leadership. Second edition. USA: Charles, C Thomas Publisher.
- Creswell, J.W. 2009. Research Design: qualitative quantitative and mixed method approach. Los Angeles: Sage Publications.
- De Grauwe, A. 2007. Transforming school supervision into a tool for quality improvement. International Review of Education, volume 53: 709-714.
- Donald, A, Jacobs, L.C, Razaviech, A and Soresen, C. 2006. Introduction to Research in Education, Seventh Edition. Australia: Thomson.

Drew, C.J, Hardman, M.L and Hosp, J.L. 2008. Designing and Conducting Research in Education. California: Sage Publications.

English, F.W., (ed). 2005. The Sage Handbook of Educational Leadership: Advances in Theory, Research and Practice. London: Sage Publications.

Earley, P and Weindling, D. 2004. Understanding School Leadership. London: Paul Chapman Publishing.

Fullan, M, Hill, P and Crevola, C. 2006. Breakthrough. California: Corwin Press.

Glanz, J.2007. On vulnerability and transformative leadership: an imperative for leaders of supervision, Theory and Practice: International Journal of Leadership in Education, 10.2:115-135.

Glanz, J. Shulman, V and Sullivan, S. 2007. Impact of Instructional Supervision on Student Achievement: Can We Make the Connection? (Paper presented at the Annual Conference of the American Educational Research Association (AERA), Chicago, April 13, 2007. 120p.

Glanz, J. 2006a. What every principal should know about collaborative leadership. California: Corwin Press.

Glanz, J. 2006b. What every principal should know about instructional leadership. London: Corwin Press.

Glickman, C.D., Gordon, S.P and Ross-Gordon, J.M. 2001. Supervision and Instructional Leadership: A developmental approach. London: Ally and Bacon.

Goldhammer, R., Anderson, R.H and Krajewski, R.J. 1993. Clinical Supervision:- Special methods for supervisors of teachers: 3<sup>rd</sup> edition. London: Harcourt Brace Jovanovich College Publishers.

Gorton, R.A and Thierbach-Schnieder, G. 1991. School-based leadership: Challenges and opportunities. 3<sup>rd</sup> edition. San Diego: Wm.C Brown Publishers.

Gray, D.E. 2004. Doing research in the real world. London: Sage Publications.

Henning, E, van Resnburg, W and Smit, B. 2004. Finding your way in qualitative research. Pretoria: Van Schaik

Huysmans, G.K. 2001. Methodology for the social and behavioural sciences. Cape Town: Oxford University Press.

Jared, B.N.2012. Influence of head teachers' general and instructional supervisory practices on teachers' work performance in secondary schools in Entebbe Municipality. Wakiso District: Nkumba University. (Thesis-M.A.)

Johnson, B and Christensen, L. 2008. Educational Research; Quantitative, Qualitative and Mixed Approaches. Third Edition: London: Sage Publications.

Lee, W.W. 2010. Consultative instructor supervision and evaluation: Wiley InterScience, vol. 49, no. 5: 26-30.

MATENJE,U. 2000. The role of School Heads in the improvement of teaching and learning. (Paper presented at the 4<sup>th</sup> Biennial Conference on Teacher Education at Gaborone on 8-10 February.) 2000.345p. Gaborone Printer.

Maree, K. 2010., ed. First Steps in Research.Pretoria: Van Schalk.

McMillan, J.H and Schumacher, S. 2006 Research in education. Evidence based inquiry: Sixth edition. Boston: Pearson.

Moswela, B. 2010. Instructional supervision in Botswana secondary schools: An investigation. BELMAS, volume 38(1): 71-87.

Neuman, W.L. 2007. Basics of social research: Qualitative and quantitative approaches. Second edition. Boston: Pearson.

Newstrom, J.W and Davis, K. 2002. Organisational behaviour: Human behaviour at work: Eleventh edition. Boston: McGraw-Hill.

Nolan,jr, J and Hoover, L.A. 2005. Teacher Supervision and Evaluation: Theory into Practice: Updated Edition: New Jersey: John Wiley and Sons, Inc.

Okendu, J.N.2012. The influence of instructional process and supervision on academic performance of secondary school students of Rivers State, Nigeria, volume 2(3): 490-496.

Oliva, P.F and Pawlas, G.E. 2004. Supervision for today's schools: Seventh edition. Florida: Wiley Publishing Inc.

Pansiri, N.O. 2008. Instructional leadership for quality learning: An assessment of the impact of Primary School Management Development Project in Botswana. BELMAS, volume 36(4):471-494.

Pettifer, A and Clouder, L. 2008. Journal compilation. Blackwell Publishing Ltd, 7.3: 168–177.

Punch, K. 2005. Introduction to Social Resedonarch: Quantitative and Qualitative approaches. Second Edition. London: Sage Publications.

Saginer, N. 2008. Diagonostic Classroom Observation: Moving beyond best practice. London: Corwin Press.

Sergiovanni, T.J and Starratt, R.J. 2007. Supervision: A redefinition.8<sup>th</sup> edition. Boston: McGraw-Hill.

Standing Committee on Ethics in Research with Human Participants of the British Psychological Society (2000:8-11)

Sullivan, S and Glanz, J. 2005. Supervision that improves teaching: Strategies and techniques. California: Corwin Press.

Tanner, D and Tanner, L. 1987. Supervision in Education: Problems and practices. London: Collier Macmillan Publishers.

Tesfaw T.A.; Hofman R.H. 2012.Instructional Supervision and Its Relationship with Professional Development: Perception of private and government secondary school teachers in Addis Ababa. Addis Ababa: University of Groningen. ( Master's thesis) 37p.

Titanji, P.F and Yuoh, N.M.J. 2010. Supervision of instruction in Cameroon: A pedagogic inspectors doing their work? ISEA, volume 38(2): 21-40.

Tyagi, R.S. 2010.School-based instructional supervision and the effective professional development of teachers: Compare. A Journal of Comparative and International Education, 40:1, 111-125.

Van Deventer, I and Kruger, A.G. 2003. An educator's guide to school management skills. Pretoria: Van Schaik Publishers.

Wanzare, Z. 2012. Instructional supervision in public secondary schools in Kenya. *Educational Management Administration and Leadership*, volume 40(2):188-216.

Winton, P.J, McCollum, J.A and Catlett, C. 1997. *Performing personnel preparation in early intervention: Issues, models and practical strategies*. Baltimore: Paul H. Brookes Publishers.

Zepeda, S.J. 2007. *The principal as instructional leader: A handbook for supervision*. Second edition. New York: Eye on Education.

Standing Committee on Ethics in Research with Human Participants of the British Psychological Society (2000:8-11) were addressed:

## **APPENDINCIES**

### **APPENDIX A**

#### **QUESTIONNAIRE ON INSTRUCTIONAL SUPERVISION CHALLENGES**

Dear respondent,

Instructional supervision has become one of the permanent functions that the school leadership performs in order to provide direction on matters pertaining to classroom instruction. This is influenced by the fact that in a school setting, teachers uphold different ideologies, beliefs, attitudes and perceptions towards classroom instruction. Supervisors therefore have to closely work with the teachers in order to develop a common understanding on how classroom instruction should be conducted to improve performance. Supervision in schools has therefore become a medium through which job performance can be improved by attending to the professional needs of teachers and dealing with classroom instruction challenges that emerge time and again.

This questionnaire is aimed at gathering information about the perception of supervisors towards instructional supervision as well as the challenges that are faced in the effective implementation of instructional supervision. The responses will primarily be used to suggest some possible interventions that can improve the instructional supervision process in schools. In order for this to be achieved you are kindly requested to dedicate few minutes of your valued time to complete this questionnaire. You need not to state your name but please note that this exercise will only be fruitful if the responses provided are deeply honest.

The exercise is targeted mainly at the HODs or Deputy School Heads in Kanye Central Inspectoral Area. This questionnaire has been divided into three sections which must all be completed.

**The views and opinions expressed in this questionnaire will be kept confidential and the details of the respondents will remain anonymous.**

## SECTION A

Provide the answers to the following statements by putting a (X) in the box or a full a statement on the space provided.

Name of the school \_\_\_\_\_

### Personal Details

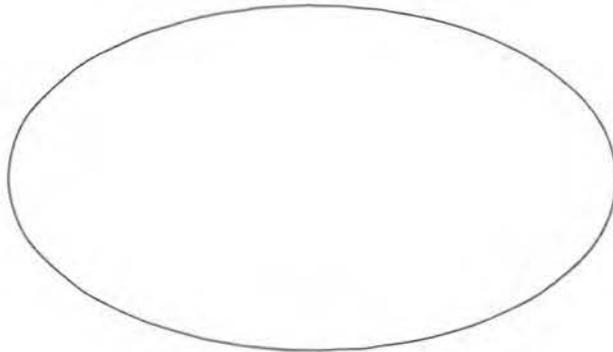
1. Gender: Male  Female

2. Teaching Experience: 0- 2 years  3-5 years  6-10 years   
11- 14 years  15- 20years  21 upwards

3. Qualifications: PTC  DIPLOMA  BED

Other, specify \_\_\_\_\_

School Stamp



Please complete questions (4-8) by placing a cross (X) in the space that best corresponds with your view on each statement.

**Scale:** SA-Strongly Agree, A-Agree, N-Neutral, D- Disagree, SD-Strongly Disagree

**4. Instructional supervision in a school.**

The purpose of instructional supervision in a school is to:	SA	A	N	D	SD
4.1 Improve classroom instruction					
4.2 Enhance the professional development of teachers as individuals and groups					
4.3 Create a supportive environment within which teachers, as individuals and groups, can experiment with new instructional approaches.					
4.4 Create awareness among teachers about the potential and consequences of their teaching behaviours					
4.5 Strengthen norms of collegiality among teachers and supervisors.					
4.6 Increase the motivation and commitment of teachers.					

**Other (please specify)**

.....

.....

.....

### 5. The roles of the supervisor

Please indicate by means of a (x) in the space provided, your level of agreement with the statements below.

The role that a supervisor should play in the instructional supervision process is that of:	SA	A	N	D	SD
5.1 Leader					
5.2 Planner					
5.3 Facilitator					
5.4 Motivator					
5.5 Change agent and mentor					
5.6 Good communicator					

#### Other (please specify)

.....

.....

.....

### 6. The qualities or skills that supervisors should possess to be able conduct instructional supervision well.

Please indicate by means of a (x) in the space provided, your level of agreement with the statements below.

Qualities/skills of a supervisor	SA	A	N	D	SD
6.1 Supervisors should have good knowledge of the supervision process.					
6.2 They should have good interpersonal skills.					
6.3 Supervisors should possess technical skills (planning, observing and evaluation of the supervision process).					
6.4 Supervisors should be patient, responsive and sensitive to the teacher's needs.					
6.5 They should possess good leadership skills.					

**Other (please specify)**

.....

.....

.....

**7. Possible challenges in the instructional supervision process.**

Please indicate by means of a (x) in the space provided, your level of agreement with the statements below.

Possible challenges	SA	A	N	D	SD
7.1 Supervisor competence					
7.2 Time constraints					
7.3 Teachers' negative attitude towards instructional supervision.					
7.4 Lack of feedback from supervisors.					
7.5 Teacher burnout					
7.6 Ambiguous supervision roles.					
7.7 Teachers who are ineffective but do not accept improvement suggestions.					

**Others (please specify)**

.....

.....

.....

.....

**8. How can the challenges be solved better?**

Please indicate by means of a (x) in the space provided, your level of agreement with the statements below

How best to overcome the challenges	SA	A	N	D	SD
8.1 Form instructional teams to deal with supervisory incompetence and ambiguous supervision roles.					
8.2 Supervisors need to acquire skills such as knowledge, interpersonal and technical skills to create a conducive environment for the supervision process.					
8.3 Good communication skills need to be maintained to eliminate lack of supervisory feedback.					
8.4 Motivation can be used to develop a positive supervision attitude on teachers and eliminate teacher burnout and negative attitude.					
8.5 Developing a detailed supervisory plan to eliminate the problem of time constraints.					

**Other (please specify)**

.....  
 .....  
 .....

**Thank you for your participation.**

## APPENDIX B

### Research Interview Consent Form

You are requested to participate in a study whose main purpose is to investigate the perception of supervisors towards instructional supervision as well as the challenges faced in the effective implementation of instructional supervision.

If you agree to participate you will be engaged in a 15 to 20 minutes recorded interview and **confidentiality** will be maintained throughout the interview process. You will not incur any costs or risks for participating in this study.

Your participation in this study is purely voluntary and you may withdraw your participation at any point without prejudice.

### AUTHORISATION

I have read the above statement and understood the nature of the study. I agree to participate in this study and I authorise the researcher to use my information in his research report provided I remain anonymous. I also understand that my participation is voluntary and I may withdraw it at any point.

Participant's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Researcher's signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Interview Schedule

**1. What is the main purpose of instructional supervision in school?**

---

---

---

---

**2. What roles do you play as a supervisor in the implementation of instructional supervision?**

---

---

---

---

---

**3. What are the skills or qualities that a teacher needs possess in order to do well as an instructional supervisor?**

---

---

---

---

**4. What do you regard as the main challenges that hinder the effective implementation of instructional supervision?**

---

---

---

---

**5. How can these challenges be best resolved?**

---

---

---

---

---



25 October 2012

TO WHOM IT MAY CONCERN

This is to certify that Mr Bowa, ML (Student No.21837783) is a Masters (MEd) student in Educational Management at the North West University, Mafikeng Campus.

He needs to collect data from teachers for his research from Kanye Central Inspectoral Primary Schools in Botswana.

I therefore request that he be given the necessary assistance in this regard.

Regards,

*W. J. Debeila*  
PR  
PROF JR DEBEILA

DIRECTOR: SCHOOL OF POSTGRADUATE STUDIES



TELEPHONE: 3655469  
TELEX: 2944 THUTO BD  
FAX: 3185167



REPUBLIC OF BOTSWANA

MINISTRY OF EDUCATION  
AND SKILLS DEVELOPMENT  
PRIVATE BAG 005  
GABORONE

REFERENCE : E1/20/2 XXIV (37)

7<sup>th</sup> November 2012

Mafhelo Lorato Bowe  
P O Box 50619  
Gaborone

Dear Madam/Sir

**RE: REQUEST FOR A PERMIT TO CONDUCT A RESEARCH STUDY**

We would like to acknowledge receipt of your application for research permit to conduct a study. This serves to grant you permission to conduct your study in the sampled areas in Botswana to address the following research objectives/question/topic:

**An Investigation On The Challenges Faced By Senior Management Teams In Instructional Supervision In Kanye Central Inspectoral Primary Schools.**

It is of paramount importance to seek Assent and Consent from Regional Education Office, School Heads and teachers of Primary Schools in Kanye Central, that you are going to collect data from. We hope that you will conduct your study as stated in your proposal and that you will adhere to research ethics. Failure to comply with the above stated, will result in immediate termination of the research permit. The validity of the permit is from 7<sup>th</sup> November 2012 to 6<sup>th</sup> November 2013.

You are requested to submit a copy of your final report of the study to the Ministry of Education and Skills Development, in the Department of Educational Planning and Research Services, Botswana.

Thank you.

A handwritten signature in black ink, appearing to be 'E Ranganai', written over a horizontal line.

E Ranganai  
For/Permanent Secretary

TELEPHONE (267) 5441876



DIRECTOR (SOUTHERN REGION  
MINISTRY OF EDUCATION AND SKILLS  
DEVELOPMENT  
PRIVATE BAG 003  
KANYE

FAX: (267) 5441880 / 5442042

---

**REF: SOUTHERN/1/15/1 I (20)**

29 November 2012

Mafhelo Lorato Bowe  
P O Box 50619  
**GABORONE**

Dear Sir

**RE-PERMISSION TO COLLECT DATA FOR RESEARCH PROJECT**

We acknowledge receipt of your letter requesting to be granted permission to collect data for your research project in our institutions. This therefore serves to grant you that permission to conduct your research in the sampled schools.

As part of research ethics it would be advisable that you seek consent from all the participants who would participate in this research. Finally you will be expected to submit a copy of your final report to The Director, Southern Region.

Thank you

Yours sincerely

M. Dikeme  
**For Acting Director**