

PERCEPTIONS OF SECONDARY SCHOOL MATHEMATICS TEACHERS ON
POST SMASSE INSET SUPERVISION: A SURVEY OF EKERENYO
EDUCATIONAL DIVISION OF NYAMIRA COUNTY,
KENYA.



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ABSTRACT

The purpose of this study was to assess the perceptions of secondary school mathematics teachers on post SMASSE INSET supervision in Kenya with specific focus on Ekerenyo educational division of Nyamira County. The Study objectives were: to investigate the perceptions of teachers on the frequency of the SMASSE supervision sessions, to find out the perceptions of teachers on the preparedness of SMASSE supervisors in supervision, to determine the perceptions of the teachers on the relationship between SMASSE supervisors and teachers as they interact in supervision sessions and to establish the teacher's perceptions on the extent to which supervisors assessment reports are acted upon by teachers. The study adopted the theoretical models of developmental supervision developed by Stoltenberg and Delworth, 1987 and Glickman, 1990. The study was conducted using descriptive survey research. Census inquiry method was used to select 74 mathematics SMASSE teachers, 2 QASOs and 2 SMASSE trainers in Ekerenyo Educational Division. However simple random sampling procedures were employed accordingly in the selection of 20 principals. Selected teachers and principals from 37 schools participated in the study. Data was collected using questionnaires and interview schedule and document analysis. Data were analyzed using descriptive statistics with presentations made in frequency tables and percentages. SPSS aided in the analysis of data. The study found out that the supervisors did not have fixed schedule to visit schools and their visits were not adequate, supervisors created a good rapport during supervision and most of assessment reports were implemented by schools. Teachers believe that SMASSE supervision improves students learning process if carried out regularly. The study recommends that the supervisors should have a consistent time table to follow so as to improve on teachers' implementation of SMASSE skills and the stakeholders should increase the number of supervisors and provide necessary facilities for supervision. The study will provide a guide to principals, CEMESTEAs, QASOs, and SMASSE trainers and mathematics teachers on how to boost supervision in schools.