



**ASSESSMENT OF STAFF SUPERVISION AND DEVELOPMENT IN
SELECTED DAY SECONDARY SCHOOLS IN MALAWI**

MED (POLICY, PLANNING AND LEADERSHIP) THESIS

JUDITH SAMBAKUNSI

UNIVERSITY OF MALAWI

AUGUST, 2024



**ASSESSMENT OF STAFF SUPERVISION AND DEVELOPMENT IN
SELECTED DAY SECONDARY SCHOOLS IN MALAWI**

MED (Policy, Planning and Leadership) Thesis

By

JUDITH SAMBAKUNSI

Bachelor of Arts (Education) –Mzuzu University

Submitted to the School of Education in partial fulfillment of the requirements for the
degree of Master of Education (Policy, Planning and Leadership)

UNIVERSITY OF MALAWI

AUGUST 2024

DECLARATION

This thesis is my original work and it has not been submitted to any other institution for similar purposes. Acknowledgments have been duly made where other people's work have been used. I bear the responsibility for the contents of this thesis.

Judith Sambakunsi

Full Legal Name

Signature

Date

CERTIFICATE OF APPROVAL

The undersigned certify that this thesis represents the student's own work and effort and has been submitted with our approval.

Signature: _____ Date: _____

Symon Chiziwa, PhD (Senior Lecturer)

Main Supervisor

Signature: _____ Date: _____

Samson MacJessie-Mbewe Ed. D (Associate Professor)

Co-Supervisor

ACKNOWLEDGEMENT

I acknowledge and thank God for endless love throughout my study. Thank you to all the people who gave me hope, encouragement support and guidance in my study phases. The list is endless to mention all of you. A special thanks to my research supervisors, Dr. Symon Chiziwa and Associate Prof. Samson MacJessie-Mbewe, I really appreciated your positive criticisms. My hubby Fanuel and daughter Mona Lisa, you have been awesome. Without you all, I would not have been able to complete this research. God's blessing to each one of you.

ABSTRACT

The Malawi's government has introduced several policies to improve the quality of education. One of them is the National Educational Standards for primary and secondary schools which was introduced in 2015. The main problem for this study was that, despite the agreements by many scholars that effective staff supervision enhances teacher development, students' performance in Community Day Secondary Schools is poor. The purpose of the study was to assess the implementation of staff supervision and development in the National Education Standards Policy document in the selected Community Day Secondary Schools in the South West Education Division. The study employed a qualitative research design, to be specific, a case study strategy was adopted. In-depth interviews and Focus group discussions were methods adopted to collect data from two CDSSs in Blantyre district. Thematic analysis was employed to analyse the data. The study revealed that both staff supervision and staff development were conducted in the schools although not regularly as spelled out in the policy document. Additionally, the study found that most participants agreed with the stipulated procedures of staff supervision and development in the NES policy document to be maintained. The contextual challenges that school supervisors encounter include: lack of funds, responsibility demands of supervisors, negative attitude towards supervision and staff development and among others. In view of the findings, the following policy and practice implications were made: Firstly, it is the researcher's view that the government through MoE needs to allocate more funds into schools specifically allocated for staff supervision and staff development for smooth implementation of staff supervision and development. Secondly, to enhance staff development practices, the Head teachers must encourage the participation of teachers through the HoDs in the identification of their professional needs and school improvement priorities. Finally, the government through MoE needed to train all the senior staff on the skills, competencies, and attitudes towards school-based supervision and CPD if the standard is going to achieve its intended goals. Further research should employ a quantitative methodology in order to generalize the findings to a larger community.

TABLE OF CONTENTS

ABSTRACT	VI
TABLE OF CONTENTS	VII
LIST OF TABLES	X
LIST OF APPENDICES	XI
LIST OF ABBREVIATIONS AND ACRONYMS	XII
CHAPTER ONE	1
INTRODUCTION	1
1.1 Chapter Overview	1
1.2 Background to the Study	1
1.3 Statement of the Problem	4
1.4 Purpose of the study	5
1.5 Research questions	5
1.5.1 <i>Main Research Question</i>	5
1.5.2 <i>Specific Research Questions</i>	5
1.6 Significance of the Study	6
1.7 Limitations of the Study	6
1.8 Definition of Terms	7
1.9 Chapter Summary	7
CHAPTER TWO	8
LITERATURE REVIEW	8
2.1 Chapter Overview	8
2.2 Concepts of Staff Supervision and Staff Development	8
2.3 How Internal Supervisors Implement Staff Supervision and Staff Development	10
2.3.1 <i>Effective Practices of Staff Supervision</i>	10
2.3.2 <i>Effective Practices of Staff Development</i>	13
2.4 Teachers' Attitudes towards Staff Supervision and Staff Development	16
2.4.1 <i>Attitudes towards Staff Supervision</i>	16
2.4.2 <i>Teachers Attitudes Towards Staff Development</i>	18
2.5 Challenges of Conducting Staff Supervision and Staff Development	18

2.5.1 <i>Challenges of Staff Supervision</i>	19
2.5.2 <i>Challenges of Staff Development</i>	20
2.6 Theoretical Framework	23
2.7 Chapter Summary	25
CHAPTER THREE	26
RESEARCH METHODOLOGY	26
3.1 Chapter Overview	26
3.2 Research Paradigm.....	26
3.3 Research Design.....	27
3.4 My Role as a Researcher	28
3.5 Selection of Participants and Study Sites (Sampling Technique)	29
3.6 Data Generation Methods	30
3.6.1 <i>In-Depth Interviews</i>	30
3.6.2 <i>Focus Group Discussion</i>	31
3.7 Data Analysis Method.....	31
3.7.1 <i>Familiarisation</i>	32
3.7.2 <i>Transcription</i>	32
3.7.3 <i>Organisation</i>	32
3.7.4 <i>Coding</i>	32
3.7.5 <i>Analysis and Interpretation</i>	33
3.8 Research Trustworthiness	33
3.9 Ethical Considerations	34
3.9.1 <i>Gaining Access</i>	35
3.9.2 <i>Informed Consent</i>	35
3.9.3 <i>Confidentiality and Anonymity</i>	35
3.9.4 <i>Potential Benefit to Participants</i>	35
3.10 Chapter Summary	36
CHAPTER FOUR	37
DISCUSSION OF FINDINGS	37
4.1 Chapter Overview	37
4.2 Description of CDSS and Biographic Data of Participants	37
4.3 Implementation of Staff Supervision and Staff Development	39
4.3.1 <i>Implementation of Staff Supervision</i>	39
4.3.2 <i>Implementation of Staff Development</i>	44
4.4 Suggested ways How Staff Supervision and Staff Development should be Conducted	47
4.4.1 <i>Suggestions on How Staff Supervision Be Conducted</i>	47
4.4.2 <i>Suggestions on how Staff Development should be Conducted</i>	48

4.5 Contextual Factors Affecting Staff Supervision and Staff Development.....	51
4.5.1 <i>Factors Affecting Staff Supervision</i>	51
4.5.2 <i>Factors Affecting Staff Development</i>	56
4.6 Chapter Summary	58
CHAPTER FIVE	59
CONCLUSIONS AND IMPLICATIONS OF THE STUDY.....	59
5.1 Chapter Overview	59
5.2 Summary of Results	59
5.3 Conclusions.....	61
5.3.1 <i>Irregular Staff Supervision and Staff Development</i>	61
5.3.2 <i>Prescribed Staff Development Needs</i>	62
5.3.3 <i>Limited Investment in the School Supervisors</i>	62
5.3.4 <i>Supervisors' Responsibility Demands Hindered Effective Implementation</i>	62
5.4 Implications of the Study	62
5.5 Areas for Further Research	63
REFERENCES.....	65
APPENDICES	73

LIST OF TABLES

Table 1: Mean Pass Rate (%) of Students' Performance in MSCE in SWED.	5
Table 2: Strategic Tasks of Policy Implementation (Source: Brinkerhoff and Crosby, 2002)	23
Table 3: Sample size of the study	30
Table 4: Biographic Characteristics of Participants from Pido CDSS	38
Table 5: Biographic Characteristics of Participants from Njilima CDSS.....	38

LIST OF APPENDICES

APPENDIX 1: Letter of Introduction	73
APPENDIX 2: Letter of Informed Consent.....	74
APPENDIX 3: Introductory Letter from SWED.....	75
APPENDIX 4: Consent Form for Head teachers.....	76
APPENDIX 5: Interview Schedule for Head teachers	77
APPENDIX 6: Interview Schedule for Heads of Department.....	79
APPENDIX 7: Focus Group Discussion Guide for Teachers	81

LIST OF ABBREVIATIONS AND ACRONYMS

CDSS	Community Day Secondary School
CPD	Continuous Profession Development
CSS	Convention Secondary School
DIAS	Directorate and Inspectorate of Advisory Services
DQAS	Directorate of Quality Assurance Services
EMAS	Education Methods and Advisory Services
FGD	Focus Group Discussion
GoM	Government of Malawi
HoD	Head of Department
INSET	In-service Training
KPI	Key Performance Indicator
MoE	Ministry of Education
MOEST	Ministry of Education Science and Technology
MSCE	Malawi School Certificate of Education
NES	National Educational Standards
QASOs	Quality Assurance and Standard Officers
SOPs	Standard Operating Procedures
SPSS	Statistical Package for the Social Sciences
STELLA	Science Teachers Learning from Lesson Analysis

CHAPTER ONE

INTRODUCTION

1.1 Chapter Overview

In this chapter, the researcher provides a historical background of staff supervision and staff development, a statement of the problem, the purpose of the study and the significance of the study.

1.2 Background to the Study

Globally, educational systems have undergone considerable reforms as education policies have been made to respond to global trends. The focus of educational reforms has shifted from analysis of school inputs such as grants allocated, curriculum documentation produced, pupil-teacher ratios, and teacher qualifications to an evaluation of educational outcomes such as quality of learning and extent of student achievement, including graduating rates and drop- out rates (MoEST, 2015a). The Malawian education system is no exception as evident in the introduction of several educational policies. One of the efforts to improve the quality of education in Malawi is the introduction of the National Education Standards (NES) policy for primary and secondary schools in 2015. The Ministry of Education (MoE) has a mandate under the Education Act 2013 section 4(c) to set and maintain NES. There are 26 standards in total which encompass key features of effective leadership, management and teaching and identify expected outcomes for students. The National Education Standards aim is to set down expectations of education quality in important aspects of school education in Malawi. The Ministry of Education (MoE) demands educational providers in primary and secondary schools to implement the national standards to support school reform efforts, promote education and eliminate achievement barriers. The Directorate of Quality Assurance (DQAS) is a prominent piece in the reform process as it monitors the implementation of national standards in schools.

This study sought to assess the implementation of standard number 20 namely staff supervision and staff development which falls under management in the NES policy document. The motivation for this study was based on the fact that, despite the agreements by many scholars that effective staff supervision enhances teacher development, students' performance in Community Day Secondary Schools (CDSSs) is poor. For this reason, it was envisaged that the findings of the study would be an eye opener to the MoE for effective implementation of staff supervision and development in the schools. In Malawi, both inspection and supervision have a long history. School inspection can be traced back to colonial times when the Department of Education was established in 1926 (Chirwa and Naidoo, 2014 cited in Dzikanyama, 2017). They further said that MoE officials could arrange some visitations to schools to carry out general inspection and supervision. Tyagi (2010) differentiates inspection from supervision. The former is a top-down approach focused on the assessment and evaluation of school improvement based on stipulated standards, and the latter, focuses on providing guidance, support and continuous assessment to teachers for their professional development and improvement in their teaching process (Tyagi, 2010). Owing to the above difference in connotation of inspection and supervision, Malawi's MoE has been employing the services in different timelines. Before the advent of democracy, the role of the Inspectorate and Examination Division of the Ministry of Education and Culture was to conduct an inspection only (MoE, 1977 cited in Dzikanyama, 2017). After the dawn of democracy in 1995, the Division changed its name to the Education Methods and Advisory Services (EMAS) and provided both supervisory and advisory services (MoEST, 2015b). Later on, inspection services were reinstated after noticing that the quality of education had gone down. EMAS changed the name to the Directorate of Inspectorate and Advisory Services (DIAS) in 2010 within MoEST to have two distinct sections namely inspection and advisory with different roles and responsibilities. In 2021, DIAS has changed its name to the Directorate of Quality Assurance (DQAS) which is mandated not only for inspection and advisory but also for several issues about quality assurance activities such as educational plans, construction projects, policies, standards, and among others (MoE, 2021). It is noted that the name change was necessitated to encompass several issues bordering on quality assurance.

Apart from inspection and supervision by MoE officials, both head teachers and senior teachers are obliged to conduct internal supervision of teachers under their

charge (MoEST, 2015a). Literature shows that internal supervision has got various names that include instructional supervision, staff supervision and school-based-supervision (Jaiyeoba, 2006, Sergiovanni and Starratt, 2002, as cited in Tesema, 2014). Jaiyeoba (2006) describes instructional supervision as the type of supervision carried out by the internal supervisors in the school such as the head teacher, their assistants, or the heads of departments. The concept of instructional supervision aims at guidance, support and continuous assessment provided to teachers for their professional development and improvement in the teaching and learning process. Many researchers believe that instructional supervision has the potential to improve classroom practices and contribute to student success through the professional growth and improvement of teachers (Sergiovanni and Starratt, 2002, Sullivan and Glanz, 1999). This is done by upgrading teachers' skills identified from supervisory activities as areas that need to be improved (Courtney 2007 cited in Kamindo, 2008). Professional development is a strategy that is commonly used. Wanzare and Ward (2000) cited in Kamindo (2008) describe professional development as a process that improves job-related knowledge, skills, or attitudes of teachers. They further say that there are other terms used interchangeably with professional development which are: staff development in service, In Service Training (INSET) and Continuous Professional Development (CPD). The Government of Malawi acknowledges the fact that initial teacher training would never be sufficient in making an effective teacher, but rather continuous professional development would help a teacher to teach effectively (National Strategy for Teacher Education Development, 2007). Owing to this, the GoM has established Teacher Development Centres and Schools as key structures for CPD (MoEST, 2018). Literature reveals that effective CPD impacts on classroom practices that ensure improved student learning and achievement (Desta, Chalchisa and Lemma, 2013, Isarbiye, 2015, Bautista and Ortega-Ruiz, 2015). In this regard, professional development which is currently known as CPD is a major function of school supervision because skillful and competent teachers are important for the successful school (Sergiovanni and Starratt, 2002).

The NES policy document treats staff supervision and staff development as one standard and identifies minimum requirements that all schools in Malawi should strive to achieve. The following activities below are a detailed elaboration on how the internal supervisors should conduct staff supervision and staff development: -

20.9 The head teacher and senior staff regularly observe lessons, record their findings and provide oral and written feedback to teachers.

20.10 All staff undergo regular documented appraisals of their work which focus on strengths, areas for improvement, and action to improve their skills.

20.11 Staff has engaged in training relevant to the needs of their students and school improvement priorities (MoEST, 2015a:36).

Owing to the mandatory implementation of NES in both primary and secondary schools by MoE, the current study sought to assess the implementation of staff supervision and staff development in the National Education Standards policy document in the selected CDSSs in the South West Education Division (SWED) in Malawi, cognisant of the that it has a bearing on the achievement of educational outcomes.

1.3 Statement of the Problem

The focus of educational reforms has shifted from analysis of school inputs, such as, grants allocated, curriculum documentation produced, pupil-teacher ratios and teacher qualifications to an evaluation of educational outcomes such as quality of learning and extent of student achievement, including graduating rates and drop-out rates (MoEST, 2015a). One of these reforms is mandating the implementation of NES in both primary and secondary schools. There are 26 standards in the NES policy document and standard 20 is to do with staff supervision and staff development. Many scholars agree that effective staff supervision enhances teacher development which has a bearing on academic achievement, a replica of performance (Cunningham and Cordeiro, 2009; Glanz, 2006 cited in Makau et al. 2016). Additionally, several studies have revealed that ineffective administered supervision and staff development have negative impact on learner's academic achievement (Mekonnen, 2014, Kimeu, 2018, Dechasa, 2019). Similarly, the quality of education in Malawi is reflected in the number of students passing National Examinations. However, students' performance in CDSS is poor as compared to Conventional Secondary Schools (CSSs) in SWED. This is factually evidenced by the data obtained from the SWED office for the past three-year trend from 2019 to 2021, as shown in **Table 1**.

Table 1: Mean Pass Rate (%) of Students' Performance in MSCE in SWED

Year	CDSS (%)	CSS (%)
2019	49.75	89.55
2020	31	75
2021	42.6	86.94

Given this trend above, it then prompted the researcher to investigate the implementation of staff supervision and staff development in selected South West Division Community Day Secondary Schools. Additionally, no study has been conducted to assess how internal supervisors implement staff supervision and staff development as stipulated in the NES policy document in Malawi.

1.4 Purpose of the study

The main purpose of this study was to assess the implementation of staff supervision and staff development in the National Education Standard Policy document in selected Community Day Secondary Schools in the South West Education Division in Malawi.

1.5 Research questions

The following research questions guided the study.

1.5.1 Main Research Question

This study was guided by the following grand tour research question: How do Community Day Secondary Schools implement staff supervision and staff development?

1.5.2 Specific Research Questions

- 1.How do school supervisors conduct staff supervision and staff development?
- 2.How should staff supervision and staff development be effectively conducted?
- 3.What contextual factors affect staff supervision and staff development in CDSS?

1.6 Significance of the Study

There is limited research that has investigated the implementation of National Education Standards in particular staff supervision and staff development standard within Malawi. For instance, a study by Toprakci, Beytekin and Chipala (2016) investigated the instructional leadership in Malawi Secondary Schools and it revealed that the principals monitored the curriculum implementation by working hand in hand with the deputy head principals and heads of departments to conduct clinical supervision of the teachers. Another study was conducted by Chiwanda (2012) on school leaders and Teacher Profession Development for teachers in Mulanje.

This current study contributed to filling the gap in the literature. Thus, the study has added to the body of information in the educational research field and serves as a guide to other researchers who would like to conduct studies of a similar nature. Secondly, the findings of this study could contribute to policymakers' awareness of the challenges that school leaders are facing in implementing the standard, which might help them to devise future policies in education. The study might empower teachers since they would be able to gauge whether they are professionally developed or not. Finally, the findings of this study have shed more light on: whether the process of staff supervision and staff development is following what has been stipulated in the policy document; and whether instructional leaders have time to conduct staff supervision and staff development exercise, among other indicators. All information obtained might be used as a reference to improve the quality of education in Malawian secondary schools.

1.7 Limitations of the Study

Terrell (2016:42) defines limitations as “constraints outside of the control of the researcher and inherent to the actual study that could affect the generalizability of the results.” In this regard, there were two key limitations of this study reflected in its qualitative research methodology. One of the limitations was the inability to generalize the results which are based on case studies. However, the study sought to counter the generalizability limitation by acknowledging that it is not the aim in qualitative studies to generalize the findings but rather to provide a thick description of the case for transferability purposes. Another limitation was reflected in the data collection methodology. It is noted that when the researcher is the key data collection

instrument, there are potential occurrence of reactivity, which is defined as the response of the researcher and participants to each other during the research process (Creswell, 2012). Reactivity limitation was offset with the phenomenological bracketing technique whereby I deliberately put aside my past knowledge, experiences, and judgments to examine the phenomena as they unfold.

1.8 Definition of Terms

School supervisors – These are the Head teacher and senior staff at the school.

Instructional leader - an instructional leader is in charge of maintaining and improving the quality of instructional programmes for the effective and efficient attainment of the educational objectives of the school.

Staff supervision – Also known as instructional supervision is the type of supervision carried out by the internal supervisor in the school such as the head teacher, their assistants, or the heads of departments (Jaiyeoba, 2006).

Staff development - refers to the provision of organized in-service programmes designed to foster the growth of groups of teachers (Eleonora, 2003).

1.9 Chapter Summary

This chapter has provided the historical background of staff supervision and staff development in Malawi and the background to the problem. The research problem, significance of the study, and limitations of the study have been presented as well. The proceeding chapter would be focusing on the Literature review and theoretical framework guiding the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter Overview

In this chapter, the researcher provides a brief overview of staff supervision and staff development by looking at its purpose and challenges. A global perspective of the implementation of staff supervision and staff development is provided. Finally, the Policy Implementation Task Model as a conceptual framework for describing and understanding the implementation of staff supervision and staff development is presented as well.

2.2 Concepts of Staff Supervision and Staff Development

Traditionally, inspection and supervision were taken as vital tools for ensuring the efficiency of an institution and the accountability of functionaries in the system. However, there is a difference between inspection and supervision. Tyagi (2010) differentiates inspection as a top-down approach focused on the assessment and evaluation of school improvement based on stipulated standards while supervision is a focus on providing guidance, support and continuous assessment to teachers for their professional development and improvement in their teaching process. However, to date, the emphasis has been on the mechanics of supervision, especially instructional supervision. Instructional supervision has different terminologies such as internal supervisory practice, staff supervision, and school-based supervision among other names. Different authors have defined instructional supervision in different ways. Glickman (1992) defines instructional supervision as the actions that enable teachers to improve the quality of instructions for students and as an act that improves relationships and meets both personal and organizational needs. Similarly, Sergiovanni and Starratt (2002) describe instructional supervision as the opportunities provided for teachers to sharpen their capacities to contribute to students' academic success. Given these definitions above, supervision is viewed as a cooperative undertaking in which supervisors and teachers engage in dialogue to improve

instruction which eventually should contribute to student performance and teachers' professional development. Jaiyeoba (2006) describes instructional supervision as the type of supervision carried out by the internal supervisor in the school such as the head teacher, their assistants, or the heads of departments.

Many researchers believe that instructional supervision has the potential to improve classroom practices, and contribute to student success through the professional growth and improvement of teachers (Sergiovanni and Starratt, 2002; Sullivan and Glanz, 1999). This is done by upgrading teachers' skills identified from supervisory activities as areas that need to be improved (Courtney 2007). Professional development is a strategy that is commonly used. Wanzare and Ward (2000) as cited in Kamindo (2008) describe professional development as a process that improves job-related knowledge, skills, or attitudes of teachers. They further say that there is other term used interchangeably with professional development which is staff development in service. This is in line with Eleonora (2003) who stated that several terms such as In-Service Training (INSET), Continuous Professional Development (CPD) and professional development are used interchangeably to describe staff development offered to teachers that are in the service. The most common aspect of these concepts is that all are concerned with practices aimed at teachers' development beyond that derived from their initial training. Since all these terms, professional development, staff development, and continuous professional development center on improving academic skills, knowledge and competencies of teachers in service to improve the learning outcomes of students, they will be used interchangeably in this study. However, the term staff development would be preferred in this study as pointed out by Eleonora (2003) to refer to the provision of organized in-service programmes designed to foster the growth of groups of teachers. This implies that staff development is offered to teachers while in the service rather than in the pre-service stage.

Although the practices of staff supervision and staff development are different, they are both highly interlinked. Thus, the purpose of both is to enhance the teaching process to improve the learning outcomes of students. Sergiovanni and Starratt (2002) argue that professional development is a major function of school supervision because skillful and competent teachers are important for the successful school. In this regard,

supervision and professional development go hand in hand. The school principal is a useful link between staff supervision and staff development processes. One of the roles of the school principal is instructional leadership. Litchfield (2003) describes that an instructional leader is in charge of maintaining and improving the quality of instructional programmes for the effective and efficient attainment of the educational objectives of the school. This means that instructional leadership is associated with several functions such as observing the lessons during the teaching and learning process, implementing staff development of teachers, and ensuring conducive teaching and learning environment among others (Litchfield, 2003). The proceeding paragraphs will focus on the effective practices of staff supervision and staff development.

2.3 How Internal Supervisors Implement Staff Supervision and Staff Development

This study aimed to assess how school supervisors implement staff supervision and staff development in Community Day Secondary Schools. There was a need to understand various effective practices of staff supervision and staff development.

2.3.1 Effective Practices of Staff Supervision

There are various ways in which internal school supervisors conduct instructional supervision practices including classroom observation, recording of findings, giving evaluative instructional feedback, among others.

2.3.1.1 Classroom Observation

Classroom observation practices by school principals include observation of lessons, inspecting records of work covered by teachers, monitoring of lesson plans and holding sessions with teachers for guidance. For instance, a study that was conducted by Lyonga (2018) on the impact of head teachers' instructional supervision practices on teachers' performance in primary schools in Cameroon revealed that school principals effectively supervised the teachers by observing the lessons, inspecting records of work and monitoring lesson plans. Lyonga's (2018) study employed a quantitative methodology whereby questionnaires were used. Another study by Mamo and Nigussa (2019) investigated the practices, challenges, and perspective of internal

school supervision in secondary schools of East Wollega zone in Ethiopia. The school principals were asked to conduct regular observations of teachers, organize short-term training to maximize the professional competence of teachers. The study employed a descriptive survey research methods and data gathering instruments used were questionnaires, interviews and document analysis. The study findings revealed that internal supervisors were occupied with teaching assignments rather than supervising the teachers. Additionally, the findings revealed that the major challenges for internal supervisors were the lack of supervising skills and the negative attitude of both supervisors and supervisees in school-based supervision. In this regard, these findings were against what was stipulated in Ethiopia's Ministry of Education policy (1994) that all educational leaders should assume internal supervisory practices within their schools.

Terra and Berhanu (2019) conducted a study to assess practices and challenges of instructional supervision in government secondary schools in Ethiopia. The study employed a descriptive survey design and mixed methods and questionnaires were used to collect quantitative data while interviews were used to collect qualitative data. Data analysis was done using both quantitative and qualitative methodologies. The study made several findings such as; the instructional supervisors did not give regular and adequate support to teachers in professional and curriculum development, and they did not give training to teachers either in pedagogical issues or on the importance of instructional supervision.

A study by Toprakci, Beytekin and Chipala (2016) investigated the instructional leadership in Malawi Secondary Schools. A qualitative approach was used to produce descriptions and explanations of principals' leadership practices as instructional leaders. Data was collected through interviews from two religious secondary schools. The study showed that the principals developed a positive partnership with the parents, students, and teachers as well. The study further revealed that the principals monitor the curriculum implementation by working hand in hand with the deputy head-principals and heads of departments to conduct clinical supervision of the teachers (Toprakci, et al. 2016). Thus, there was supervision of teachers through class observation.

2.3.1.2 Recording of Findings

Another instructional supervision practice is the recording of findings during classroom observation by the internal supervisors. Internal supervisors are required to have an observation instrument so that they collect data when they are observing the lesson. For instance, a study that was done by Dechasa (2019), on the current practices of instructional supervision approaches and teachers' professional development in secondary schools in Ethiopia revealed that supervisors had no observation checklist used to collect data on the lesson being taught by the teachers. Thus, this practice was never conducted in the schools studied. The study concluded that the practices of instructional supervision and their contribution to teachers' professional development were low.

2.3.1.3 Giving Evaluative Instructional Feedback

Effective evaluative instructional feedback is another supervision practice. Robinson (2020) states that actionable feedback which is specific, regular, meaningful and delivered soon after an observation encourages teachers to feel that the evaluation system is working to help them to improve their practice. Additionally, Blasé and Blasé (1998) describe that supervisors need to plan for evaluative instructional feedback and information to assist teachers in professional growth and development. For instance, Lyonga's (2018) study found that supervisors were using constructive feedback mechanisms which helped teachers to become aware of their weaknesses and strengths and sought ways of self-improvement. Another study by Dechasa (2019) which employed descriptive survey design combined with qualitative research revealed that the supervisors were giving feedback to teachers at a departmental level rather than on an individual teacher basis due to the large number of supervisees in the school. In this regard, effective supervision must provide immediate feedback on how to assist teachers to perform better in the teaching-learning process to encourage professional growth.

2.3.1.4 Checking Professional Documents

Supervision of teaching and learning documents such as lesson plans, lesson notes, schemes of work among others are another practice which aim at promoting quality teaching and learning in schools. For instance, Kielokom, Kanori and Mugambi's (2017) study aimed at establishing areas that principals focus on during instructional

supervision in public secondary schools in Kenya. The study findings showed various areas that principals focused on during instructional supervision namely schemes of work, lesson plans, records of work covered, pupils' lesson notes and class attendance. Another study done by Ngole and Mkulu (2021) in Tanzania found that supervision of teaching and learning documents such as schemes of work, lesson plans, lesson notes and action plans was one of the strategies which were used by school heads in improving the quality of teaching and learning.

2.3.1.5 Documenting Teachers' Performance Evaluation

Another effective practice of staff supervision is documenting of teachers' performance evaluation by school leaders and supervisors. Studies on teachers' performance evaluation have indicated that this is one of the elements in effective instructional supervision. A study done by Ahmedani (2021) which aimed to assess the effectiveness of teachers' performance evaluation in Dubai indicated that documentation in the studied organisation was conducted by the school leader and supervisors to ensure that evaluation was based on fair judgment. The school leader used teachers' job description whereby the Key Performance Indicators (KPI) were developed. The study concluded that documentation of teachers' performance evaluation enhances teachers' performance effectively. Another study by Tambrin, Wasliman, Hanafiah and Mudrikah (2021) which focused on the analysis of the implementation and evaluation of teachers' performance supervision revealed that there was implementation and evaluation of teacher performance supervision guided by the Standard Operating Procedures (SOPs) issued by the Ministry of Religious Affairs of the Republic of Indonesia.

2.3.2 Effective Practices of Staff Development

Various practices manifest in the literature on how staff development programmes should be executed. As pointed out by Craig, Richard and Plessis (1998), they said that effective professional development programmes should have the following characteristics, namely: need assessment, careful planning in the wider context, participatory planning and implementation, applicable curriculum content and methods, ongoing guidance, monitoring and support. While Griffin (1983) cited in Guskey (1986) stated that despite the variations in the context and methodology in

planning teachers' professional development programmes, the common denominator should be linked with the process of changing the professional practices, beliefs and understandings of the school teachers towards student learning improvement. This discussion therefore focuses on the effective practices of teacher professional development programmes as elucidated by different scholars.

2.3.2.1 Needs Assessment

An effective teacher professional development programme starts by first identifying the felt need of the teacher (Bautista and Ortega-Ruiz, 2015). This is known as needs assessment. Needs assessment is a first stage in the CPD process in the Malawian National Framework for CPD which acts as a guide of designing and implementing CPD programmes for teachers and teacher educators (MoEST, 2018). This practice helps in planning a significant programme that meets the goals of the school, the teacher and the student. Literature reveals that top-down approaches are ineffective as compared to bottom-up approaches. For example, Wyatt and Dikilitas (2016) as cited in Mann and Webb (2022) revealed that when teachers are engaged in constructivist CPD they are positioned as knowledge generators and they gain practical knowledge. Additionally, participants in staff development programmes consider the programmes as their own and that they are designed for their benefit (Dill and Helm, 1998, Isabirye and Moloji, 2013 as cited in Isarbiye, 2015). On the contrary, Yovita (2020) carried out qualitative research to assess the effectiveness of CPD for teachers to improve the quality of education in Indonesia. The study revealed that CPD was done without involving teachers to identify their felt needs. The study concluded that the CPD was not effective because it missed an important practice of the professional development programme. This means that school management should not impose any staff development programmes on their teachers.

2.3.2.2 Curriculum-Content Focused and Teaching Strategies

Another practice that needs to be considered in staff development programmes is focusing on curriculum content and teaching strategies. Professional development programmes that focus on both specific curriculum content and teaching strategies seem to be effective. This means that professional development should provide teachers with specific, concrete and practical ideas that directly relate to the day-to-day operation of their classrooms. For instance, survey studies which were conducted in the United States of America aimed at teachers from different schools revealed a

series of features related to the content of specific subject matter and pedagogical strategies (Penuel et al. 2007). Similarly, a comparison study that was done by Taylor et al. (2017) on the Science Teachers Learning from Lesson Analysis programme (STeLLA) aimed at strengthening teachers understanding of how to teach science productively by further evaluating video cases of teaching by themselves revealed high student achievement on science tests as compared to students whose teachers received content only without evaluating video teaching cases.

2.3.2.3 Continuous and Ongoing Training

Continuous and ongoing training is another practice of staff development programme. Guskey (2002) cited in Bautista and Ortega Ruiz (2015) explains that for professional development to be effective it must be seen as a process not an event. Teachers take time to become comfortable with new skills to use them with their students as put it by Germuth (2018). Old studies have revealed that effective professional development programmes need 30 to 80 hours of instruction, practice and coaching before the teacher master new skills (Bannilower, 2002; Joyce and Showers, 2002; Yoon et al. 2007 cited in Germuth, 2018). For example, a study done by Johnson and Fargo (2014) cited in Darlington-Hammond, Hyler and Gardner (2017) revealed that students whose teachers participated in the long programme showed significantly high improvements than students whose teachers experienced a short, one-off training. This aspect is important for any effective professional development programme to ensure that learning is transferred into practice (Germuth, 2018).

2.3.2.4 On-going guidance, Monitoring and support

Staff development programmes must also take into account the exercise of ongoing guidance, monitoring and support to the teachers after its implementation. For instance, different scholars explain that high-quality programmes should provide teachers with sustained follow-up support after programme completion (Bautista et al. 2015; Desimone, 2009; Sherin and Han 2004; cited in Bautista and Ruiz, 2015).

From the above literature review on how school supervisors implemented staff supervision and staff development, the studies revealed mixed findings. For instance, most studies conducted in Ethiopia revealed that educational leaders did not conduct staff supervision while studies in Kenya showed that school supervisors conducted staff supervision. Another study done in Malawi by Toprakci, et al. (2016) revealed that instructional leaders monitored curriculum implementation through clinical

supervision. Although this study was done in Malawi, it did not focus on the implementation of staff supervision and staff development as stipulated in the NES policy document. In this regard, no study has been conducted to assess how internal supervisors implement staff supervision and staff development as stipulated in the NES policy document in Malawi. There was a need to investigate how school supervisors implement staff supervision and staff development in Malawi.

2.4 Teachers' Attitudes towards Staff Supervision and Staff Development

The success or failure of various policies is determined by several factors. One of the factors is an attitude of the implementers towards the policy. In this regard, there is a need to understand teachers' attitudes towards staff supervision and staff development.

2.4.1 Attitudes towards Staff Supervision

Several studies have investigated teachers' attitudes towards supervision. Hogue, Kenayathulla, Subramaniam and Islam (2020) conducted a study to determine the relationships between supervision and teachers' performance and attitude in secondary schools in Kuala Lumpur, Malaysia. The study employed a survey research design to understand the current status of the supervisory practices in secondary schools in Malaysia. The survey design was also employed to collect data from a large sample of participants so that the findings could be generalized to similar conditions. The study findings revealed a small linkage between supervisory practices, teachers' attitudes toward supervision and teachers' performance after supervision in secondary schools in Malaysia. In addition to the above, the findings showed that there was no connection between supervisory practices, the teachers' performance and attitudes. However, there was a high connection between directive supervision and teachers' performance and attitude.

Another study was done by Khun-inkeeree, Dali, Daud, Fauzee and Khalid in 2019. It aimed to identify the influence of teaching and learning supervision on the attitude of teachers towards supervision in secondary schools of Kubang Pasu District, Kedah in Malaysia. A quantitative approach was employed and a questionnaire was used as an instrument to examine the attitudes of teachers. Both descriptive and inferential

analyses were employed for data analysis through the Statistical Package of Social Sciences (SPSS) and Partial Least Squares (PLS-SEM) respectively. The findings revealed that there is a significant influence between the dimensions of knowledge and technical skills with the teachers' attitude toward supervision, on the other hand, the dimensions of interpersonal skills do not have a significant influence on teachers' attitudes (Khun-inkeeree et al. 2019).

Dewodo, Dzakpasu and Agbetorwoka (2020) examined perceptions of teachers towards school supervision at the basic school level in the Hohoe Municipality of the Volta region of Ghana. The study was guided by the following research question: "How do teachers in the Hohoe Municipality perceive school supervision as a basis for classroom instruction? A descriptive survey design was employed to explore the perceptions of teachers toward instruction supervision. The study findings revealed that some teachers perceive school supervision positively while others negatively. On the contrary, a study done by Tesfaw and Hofman (2014) investigated the existing perceptions of beginner and experienced teachers towards instructional supervision in secondary schools in Addis Ababa, Ethiopia. The results of the findings in this study showed that both beginner and experienced teachers were convinced of the need for instructional supervision, and believed that every teacher would benefit from instructional supervision. In this regard, they perceive that supervision should be collaborative, promote professional growth and trust among teachers, and supervisory choices should be available to beginner teachers.

Tshabalala (2013) conducted a study to identify and establish the views that teachers have about instructional supervision in Nkayi District in Matabele land in Zimbabwe. This study employed qualitative inquiry of teachers' perceptions towards instructional supervision. The study findings showed that school teachers in the sample positively perceived classroom instructional supervision. For instance, the preferences for the frequency of instructional supervision, types of supervisors and purposes of supervision all add to the fact that teachers positively perceive supervision. However, findings revealed that despite their positive attitudes towards supervision, teachers felt unsatisfactory with the way it was conducted.

2.4.2 Teachers Attitudes Towards Staff Development

Research on teacher's attitudes towards staff development revealed mixed findings. For instance, Yovita (2020) conducted a study to assess the effectiveness of teachers' CPD to improve the quality of education in Indonesia. This study revealed several obstacles that impeded effective implementation of CPD such as lack of interest or motivation of teachers to develop themselves, teacher trainers were not willing to cascade the information to their colleagues. The study concluded that teachers had a negative attitude towards CPD. Another study conducted by Mekonnen (2014) revealed a negative attitude of teachers to implement CPD activities in the classrooms. The study concluded that school-based CPD was ineffective and student's academic achievement was negatively affected in secondary schools of Kemashi Zone in Ethiopia. On the contrary, a study done by Desta, Chalchisa & Lemma (2013) on school-based continuous teacher professional development in primary schools in Ethiopia revealed a positive attitude towards it. The study findings showed that most of the participants were of the view that a school-based teacher professional programme is crucial as it focuses on core issues and improves the quality of teaching and learning. In addition to the above, teachers had a positive attitude towards CPD just because it followed a bottom-up approach whereby teachers were involved in the planning, execution and evaluation. Another study done by Ray (2021), on teacher attitudes towards CPD in Private Language Schools in the United Kingdom and Canada revealed that teachers were motivated towards CPD in the sense that CPD would enhance their future possibility of stable employment.

Reviewed studies on teachers' attitudes towards staff development showed mixed findings. Some studies showed that participants had positive attitude towards school-based CPD while others showed negative attitude of the same. Most of the studies reviewed employed quantitative design methodology and none was conducted in Malawi. The current study employed a qualitative approach in a Malawian setting.

2.5 Challenges of Conducting Staff Supervision and Staff Development

Different researchers have also investigated challenges that are encountered when conducting staff supervision and staff development, namely; lack of competent supervisors, lack of training for supervisors and among others.

2.5.1 Challenges of Staff Supervision

The challenges are discussed under the following themes namely: lack of competent supervisors, lack of training for supervisors, lack of resources and lack of motivation for the teachers.

2.5.1.1 Lack of Competent Supervisors

A study done by Weerakoon (2017) focused on the problems faced by supervisors and teachers themselves during the instructional supervision process of the school. The survey research design and descriptive research approach were employed to carry out the study. Both qualitative and quantitative techniques were adopted for data collection which included interviews and questionnaires, respectively. The study findings revealed that there were several challenges from both supervisors and teachers namely lack of experienced and competent supervisors in the school, negative attitudes of teachers towards the supervision process, time allocation problems for the supervision process, administrative workloads and among other challenges. In line with the above findings, Mamo and Nigussa (2019) study also revealed that internal supervisors lacked supervising skills and both supervisors and supervisees had negative attitudes towards school-based supervision. In addition to the above, the major challenge for internal supervisors was that they were occupied with teaching assignments rather than supervising the teachers. In this regard, these findings were against with what was stipulated in the Ethiopian Ministry of Education (1994) that all educational leaders should assume in internal supervisory practices within their schools. Another study done by Terra and Berhanu (2019) in Ethiopia revealed similar challenges that instructional supervisors faced problems in selecting and assigning the right person as an instruction supervisor, lack of supervision manuals, lack of adequate budget and excessive workloads of principals.

2.5.1.2 Lack of Training for Supervisors

Defaru and Asrat (2015) study investigated the current practice and problems of school-based supervision in government schools of Jile Timuga Woreda of Oromia Zone in Ethiopia. A descriptive survey design was adopted. Questionnaires and semi-structured interviews were the key instruments adopted for collecting data. The study findings revealed that the school-based supervision practices were generally

ineffective. This was because supervisors were conducting supervision without proper training, as a result, they were unable to enhance the professional competence of teachers (Defaru and Asrat, 2015). Terra and Behanu (2019) found the same to be true in their study in Ethiopia that there was a lack of right training for supervisors and teachers resisted being supervised due to a lack of awareness of the importance of supervision.

2.5.1.3 Lack of Resources

Badah, Awawdeh, Akroush and AL Shobaki's (2013) study aimed to identify the difficulties facing the educational supervision processes in the public schools of the Directorate of Education at Jarash Governorate, Jordan, by surveying the principals of these schools. The questionnaire was the main tool for collecting data. The findings revealed some sort of the difficulties facing the educational supervision processes namely, the financial difficulties domain ranked first with a high degree, technical difficulties came in second with a medium degree, and finally administrative difficulties (Badah, et al. 2013).

A study conducted by John (2011) aimed to determine the obstacles to effective instructional supervision, faced by Quality Assurance and Standard Officers (QASOs), head teachers and teachers themselves in public schools in the Mboni West district in Kenya. A descriptive survey design was employed whereby a questionnaire was used as an instrument for data collection in this study. Quantitative and qualitative techniques were used for data analysis. The study revealed several obstacles to effective instruction supervision namely, shortage of trained personnel in supervision exercise, lack of teaching and learning facilities to serve for integrated curriculum, lack of time for head teachers to carry out supervision, QASOs supervision was hampered by lack of transport and poor road networks to schools (John, 2011).

2.5.2 Challenges of Staff Development

Several researchers have also investigated challenges that are encountered when conducting staff development. Research on staff development reveals that teachers may learn new practices but they hardly apply them to their work due to some

challenges they encounter. The challenges are discussed under the following themes, namely: lack of school leaders' commitment, lack of resources, lack of motivation for the teachers and irrelevant training.

2.5.2.1 Lack of School Leaders' Commitment

Research that was conducted by Wondimu (2020) on the assessment of school-based CPD concerning its practices and challenges in Oromia exposed multiple problems. Some of the school leaders' responsibilities were planning for training, arranging for newly deployed teachers' induction programme and evaluating teachers' CPD activities among others. However, the study revealed that school leaders lacked commitment to implement CPD activities. Mekonnen (2014) found the same as above to be true, in his study that explored practices and challenges of school-based CPD in Ethiopia. Consequently, the study concluded that CPD was inadequately implemented and students' academic achievement was poor.

2.5.2.2 Lack of Trained Facilitators

Mekonnen (2014) investigated the practices and challenges of school-based CPD in secondary schools in Ethiopia. The study revealed that trained CPD facilitators were not found to provide CPD support for teachers. Similarly, a study done by Yovita (2020) in Indonesia revealed the challenge of a lack of resource persons to effectively implement CPD.

2.5.2.3 Lack of Resources

The challenge of lack of resources is reflected in two-fold. Firstly, lack of resources is shown in impeding the implementation of school-based CPD by teachers and secondly, it is reflected in the failure to implement the knowledge gained from the CPD itself. A study done by Yovita (2020) showed a lack of funds from the government as a result implementation of CPD was not effective. Another study by Desta, et al. (2013) revealed a lack of funds to support CPD programmes at the school level especially for teachers. The challenge of lack of resources was also reflected in the CPD knowledge implementation. For instance, Abakah's (2022) study assessed how teachers' professional development translates into effective practice in Ghana and it revealed a lack of teaching and learning resources that affected negatively the CPD implementation in their respective classrooms. Chiwanda (2012) conducted a study on school leaders and Teacher Profession Development in the Chitakale Zone in

Mulanje in Malawi. The purpose of the study was to explore the challenges faced by school leaders in the implementation of school-based professional development for teachers in primary schools. In the findings, Chiwanda (2012) reported that school leaders encountered several challenges in two stages. The first stage was during the exercise of identification of teacher professional needs and the study revealed challenges such as leadership responsibility demands, negative attitudes towards supervision, incompetence and low qualifications of the school leaders. Second stage challenges were on implementation of teacher professional development activities in their schools, namely; lack of funds, lack of incentives, failure to handle curriculum content, and teacher's frustrations. In addition, he reported that the management of teacher professional development activities lacked guidance and support which led to poor management.

2.5.2.4 Irrelevant Training

Nasreen & Odhiambo's (2018) study on the CPD of school principals in Pakistan found that the principals were not happy with the content of the CPD training programme because it did not provide knowledge and skills in leadership and management areas. The training programme focused on knowledge content on teaching strategies and subject areas.

Mekonnen's (2014) study on practices and challenges of school-based CPD in secondary schools of Kemashi zone in Ethiopia revealed that the CPD activities were not directly related to teachers' day-to-day life as solving the student academic challenges. In this regard, the study concluded that the professional training was irrelevant.

Much as various studies have investigated the challenges of conducting staff supervision and staff development globally, only one study investigated on implementation of teacher professional development in Mulanje primary schools in Malawi. This study focused on primary schools only. The current study has filled the gap in the literature on the challenges that head teachers in CDSS face in conducting staff development as stipulated in the NES policy document.

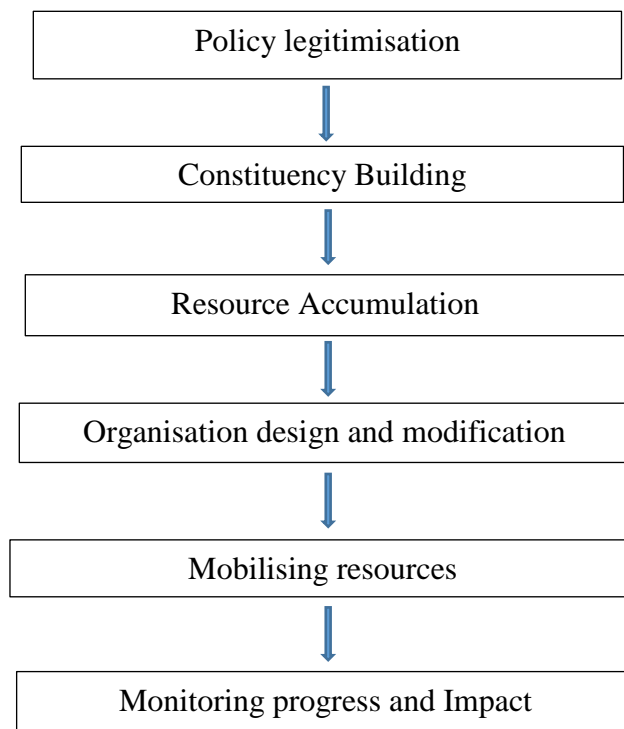
In summary, studies that have been conducted globally have revealed that instructional supervision implementation was a challenge. However, there was no research in Malawi which had been conducted to investigate the implementation of

staff supervision and staff development in the NES policy document. In light of the reviewed literature, it was necessary to conduct a study in selected CDSS in SWED.

2.6 Theoretical Framework

This study was guided by the task model of policy implementation proposed by Brinkerhoff in 1991 and modified by Brinkerhoff and Crosby (2002). The task model was chosen on the premise that policy reform implementation results from fulfilling several tasks once a policy has been adopted. There are six strategic tasks, namely; policy legitimization, constituency building, resource accumulation, organization design and modification, mobilizing resources and monitoring progress and impact. Table 2 below shows the six strategic tasks of policy implementation.

Table 2: Strategic Tasks of Policy Implementation (Source: Brinkerhoff and Crosby, 2002)



The first strategic task is policy legitimization. This is a stage whereby some individuals especially policy champions must prove to the decision makers that the policy is legitimate. For a policy to be considered legitimate, the policy champions assert that the policy is valid and desirable (Brinkerhoff and Crosby, 2002).

Constituency building is the second task in the model that needs to be implemented once the policy has been adopted. This is done when policy managers market and promote the reform to constituency members in an appealing manner in order to build support. Constituency building focuses on gaining acceptance and institutionalizing the change by creating a new set of beneficiaries with an interest in seeing the reform effected (Brinkerhoff and Crosby, 2002). This stage creates and mobilises positive stakeholders in favour of the reform.

For policy to be implemented, human, technical, material and financial resources must be allocated to the reform. This is the third task of resource accumulation. The task of resource accumulation ensures that a policy has been accommodated in the government budget allocation process to overcome the challenges of skilled human resources and financial resources to implement smoothly the new policy (Brinkerhoff and Crosby, 2002).

Organizational design and modification is the fourth task in the model. This entails putting new implementation arrangements, procedures and structures, by modifying existing ones so that the new policy can be implemented smoothly (Brinkerhoff and Crosby, 2002). It is noted that organizations become more feasible to establish new structures than to overhaul old routines. This exercise is achieved when key personnel is sent for training in the skills that would be required for a new policy.

The fifth task is mobilizing resources. This involves mobilizing resources in the appropriate direction to accomplish change reform (Brinkerhoff and Crosby, 2002). Put simply, the policy is implemented at this stage. The CDSSs must put into practice the policy reform. The school supervisors should start conducting staff supervision and development.

The last task is monitoring progress and impact. Brinkerhoff and Crosby (2002) state that a successful policy change should have an impact which would be seen in positive benefits or results to the consumers or clients.

This study employed three tasks as its conceptual framework according to Brinkerhoff and Crosby (2002) to guide data collection and analysis. The following tasks: constituency building, resource accumulation, organisation design and modification were used in this study. Not many studies have employed the task model. For

instance, Mbewe, Kamchedzera, Kumkwezu and Dembo (2021) used the task model of policy implementation in their qualitative study to explore the implementation of National Special Needs Education Policy Guidelines in private secondary schools in Malawi. The study employed five tasks out of six and revealed several bottlenecks that were not consistent with the task model of policy implementation including lack of resources, lack of commitment and lack of monitoring of the policy, among others (Mbewe, et al. 2021). The Major limitation of this model was that some tasks would not fit to be studied at a school level. For instance, Policy legitimization task which demands the policy champions to persuade decision makers to see that the policy is desirable.

2.7 Chapter Summary

This chapter has discussed relevant literature on school-based instructional supervision and staff development from a global perspective. The main areas covered include concepts of staff supervision and staff development, various practices employed in implementing staff supervision and staff development, challenges encountered when implementing both staff supervision and development.

The literature showed that staff supervision and staff development have different practices but they are highly interlinked. The purpose of both is to enhance the teaching process to improve the learning outcomes of students. The school principal is a useful link between staff supervision and staff development processes. Despite the agreements by many scholars that effective staff supervision enhances teacher development, students' performance in Community Day Secondary Schools (CDSSs) in Malawi is poor. This study, therefore, sought to assess the implementation of standard number 20 namely staff supervision and staff development which falls under management in the NES policy document. The literature has also shown that school supervisors encounter various challenges globally such as lack of resources, lack of trained facilitators in implementing both staff supervision and development smoothly. Additionally, the chapter has discussed the theoretical framework of the policy implementation task model by Brinkerhoff and Crosby and how it informed the study. The following chapter would focus on the research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Chapter Overview

This chapter discusses the means and tools used in attempting to meet the research questions of the study. Thus, it specifically, covered the research paradigm and design, the methodology used to collect data and how the data collected have been analysed. Additionally, it covered ethical considerations.

3.2 Research Paradigm

The study employed interpretivism which is also called the constructivism paradigm as it is considered the most suitable choice for addressing the research purpose and questions. Rossman and Rallis (2003) emphasise that the study is interpretive because the researcher makes meaning of or interprets what she learns as the investigation proceeds. Bryman (2008) states that the ontological assumption of interpretive paradigm is subjectivism in the sense that reality is perceived to be a social construction. This philosophical assumption married well with the purpose of this study and research questions as I was interested in finding meanings that internal school supervisors construct regarding their experiences as they implement staff supervision and staff development.

The epistemological underpinning of the interpretive paradigm is that “the investigator and object of investigation are assumed to be interactively linked so that findings are literary created as the investigation proceeds” (Guba and Lincoln, 1994). In the same vein, Nieuwenhuis (2007) emphasizes that the stories, experiences and voices of respondents are a medium through which reality can be understood. Similarly, in this study, I interviewed school supervisors and teachers to record in their own words how staff supervision and staff development was implemented, found out suggested ways how staff supervision and staff development should be conducted

and finally, examined their contextual factors affecting the implementation of the same in their schools.

Since the data was generated through interaction (Guba and Lincoln, 1994), methodologically, the study was qualitative in nature. The study employed In-depth interviews and Focus Group Discussions guided by a semi-structured format with open-ended questions. In this regard, it was deemed to adopt a qualitative research approach because it allowed me as a researcher to assess the participants' experiences of staff supervision and staff development implementation in their natural environment.

3.3 Research Design

In line with the research paradigm, the study adopted a phenomenological design through which the lived experience of a small number of people was investigated (Rossman and Rallis, 2003). To be specific, a case study strategy was most suitable to assess the phenomena of the current study as it sought to assess the implementation of minimum requirements of staff supervision and staff development in the NES policy document in selected CDSSs in SWED. Creswell (2009) defines a case study as a strategy of inquiry in which the researcher explores in depth a programme, event, and process of one or more individuals. Yin (2009) further describes a case study as an empirical inquiry that explores a contemporary phenomenon within its real-life context. From the definitions above, a case study is a detailed and in-depth exploration of single examples such as an event, process and among others. This study was therefore focusing on an education reform that was introduced in 2015 in both primary and secondary schools in Malawi and focused on two CDSSs in SWED.

This was a “two-case” case study which had an advantage over a single case study. Rossman and Rallis (2012) argue that analytic conclusions from two cases will be powerful as compared to a single case alone. Additionally, they further argue that a case study employs a variety of techniques for data gathering to establish the construction of a holistic picture (Rossman and Rallis, 2012). In this regard, this study used interviews and focus group discussions to achieve a thick description of school supervisors' experiences. The choice of the case study was also motivated by the justification that they give a voice to the people implementing educational reforms.

Lewin and Stuart (2003) note that it is the voice of policymakers that is on the fore, just because most educational reforms are initiated by government officials with the support of development partners using a top-down approach. In this regard, the adoption of the case study method gave a voice to the voiceless, who in this case were internal school supervisors and teachers. In addition to the above, a case study strategy appeared to be suitable for assessing a phenomenon to address the purpose and main question of this study. Yin (2009) discusses that a case study strategy is preferred when a “how” or “why” question is being posed about a contemporary set of events over which the researcher has little or no control. The main research question that this study sought to address was a “how” question more specifically, “how do CDSSs implement staff supervision and development?” This question sought to assess a contemporary event over which an investigator had no control. It should be noted also that the sub-research questions ask both “how” and “what” questions. Yin (2009) further argues that “what” questions also favour the employment of a case study strategy.

3.4 My Role as a Researcher

Owing that this study employed a qualitative research design whereby I was the instrument in both data collection and data analysis, the role of a researcher was paramount. As a serving secondary school teacher, I have the professional experience to be conversant with the phenomenon of the study. However, this professional experience could bring influence on the way data was collected. Phenomenological bracketing or suspension was employed to reduce the researcher’s knowledge and experience to demonstrate the validity of the data collection. Bracketing simply means ‘the task of sorting out the qualities that belong to the researcher’s experience of the phenomenon’ (Drew 2004 cited in Tufford and Newman, 2010). In this regard, bracketing was employed to mitigate the biases from researchers’ preconceptions throughout the research process. As a researcher, I deliberately put aside my past knowledge, experiences and judgments to examine the phenomena as they unfolded.

3.5 Selection of Participants and Study Sites (Sampling Technique)

Purposive sampling or non-probability was employed as a sampling technique. This entails the selection of respondents based on their experience, expertise, profession or position for the research (Cohen, Manion, and Morrison, 2007). Internal school supervisors (Head teacher, Deputy Head teacher and Heads of Department) are responsible for staff supervision and staff development implementation (MoEST, 2015a) and they provide relevant data on its implementation. For the purposes of this study, I targeted the Head teacher, three Heads of Department and six teachers from each school. Cohen et al. (2007) argue that purposive sampling selects information-rich cases for in-depth study. Code numbers to the respondents such as HT for head teachers, HoD for Heads of Department and Ts for teachers were used for each school. In addition to the above, six teachers from each school were interviewed separately through focus group discussions. I purposively chose teachers who have served a minimum of five years in secondary school teaching service to meet information-rich cases for in-depth study as Cohen et al. (2007) put it. This purposive sample was obtained from two CDSSs of the South West Education Division.

The study setting was at two Community Day Secondary Schools under the South West Education Division in Blantyre district. These CDSSs named Pido and Njilima as their pseudonyms. Pido is located in an Urban zone while Njilima is in a rural zone both in South West Education Division. Pido CDSS is close to the main road while Njilima CDSS is far away from the main road. Convenience sampling was used to select these schools. Schools that were accessible to the researcher in terms of transport and distance so that the researcher should have frequent visits for both data collection and member check techniques were chosen. For the purpose of anonymity and confidentiality, each school was given a pseudonym namely Pido and Njilima CDSS which are located in urban zone and rural zone respectively. Below is **Table 3** showing the sample size of the study.

Table 3: Sample size of the study

Category of Respondents	Head teacher	Heads of Department	Teachers
Number of respondents	2	6	12
Code Numbers	HT	HoD	Ts

The study proposed a sample size of two Head teachers, six Heads of Department and 12 teachers, thereby making a total of 20 participants as seen in Table 3 above. Owing to the fact that the research was purely qualitative, data generation from key informants stopped when data saturation was achieved. Grady (1998) as cited in Saunders (2018) defines data saturation as a point at which new data is redundant from data already collected. In this case, I interviewed a Head teacher and two Heads of Department from each school. Additionally, I had two focus group discussions comprising six teachers in each school.

3.6 Data Generation Methods

There are several methods on how data is generated. The proceeding section would discuss the ones the study employed.

3.6.1 In-Depth Interviews

The study employed in-depth interviews to gather data from various sources. In-depth interviews guided by a semi-structured format with open-ended questions were employed with three internal school supervisors (head teacher and two heads of department) from each school. A semi-structured format with an open-ended approach was chosen for interviews as it was determined that interviewing was most appropriate in providing the researcher with more opportunities to obtain rich information than would be the case with structured interviews as shown in Appendix 5 and 6. According to Fraenkel and Wallen (2000), interviews have an added advantage since they allow the researcher to clarify the questions if the respondent is not clear and probe deeper following the answer of the respondent. I used a cellphone

recorder to record all the interviews. A single interview session was done with all school supervisors' participants. These in-depth interviews were held in the Head teachers' office in both schools and took approximately 20 minutes for each participant. Both Head teachers paved the way after I interviewed them by leaving the room so that I could interview the rest of the school supervisors without their interference. This was a good gesture to both the head teachers because confidentiality and privacy were maintained during the interview sessions.

3.6.2 Focus Group Discussion

In this study, the Focus Group Discussion (FGD) for teachers (Appendix 7) was guided by semi-structured interview questions. Each group comprised of six teachers who had served a minimum of five years in the public service. The aim was for the group to produce new understandings or explanations as individuals react and respond to what others say (Rossman and Rallis, 2012). The assumption of this technique was that an individual's attitudes and beliefs do not form in a vacuum. Thus, people need to listen to other opinions and understanding to clarify their own. In this regard, the purpose of FGD was to investigate teachers' experiences on how staff supervision and staff development was conducted by school-based supervisors and to figure out the challenges. A deliberate effort was made to have a gender-balanced group of male and female teachers during the group discussion. Both FGDs were held in the Head teachers' office at each school and they lasted 27 minutes and 30 minutes at Pido and Njilima CDSSs respectively.

3.7 Data Analysis Method

Data analysis and interpretation was an important stage of the study. I listened to each recorded interview, followed by repeated replays while transcribing the verbatim manually. Methodological scholars like Rossman and Rallis (2003) argue that data analysis is an ongoing process and throughout the study, the researcher is "describing, analyzing and interpreting data although different activities may be focused and instrumental at various times." Creswell (2013) defines data analysis as the preparation and organization of data in the form of transcripts for analysis, then reducing the data into themes via the process of coding, condensing the codes and representing the data in figures, tables, or discussion. Generally, Brikci and Green

(2007) refer to this as thematic analysis. They define it as the process that looks across all the data to find the common issues that reappear and identify the main themes that summarise all the views that have been gathered (Brikci and Green, 2007). All data gathered through in-depth interviews and FGD underwent the process below. However, the following stages described by Lacey and Luff (2001) were considered, namely: familiarisation, transcription, organisation, coding, analysis and interpretation.

3.7.1 Familiarisation

According to Lacey and Luff (2001), the Familiarisation stage is whereby a researcher needs to listen and re-listen to the audios from recorders as well as read and re-read field notes to familiarize herself with the data before coming up with the formal analysis.

3.7.2 Transcription

At this stage, the researcher converted both recorded data and field notes into verbatim form for easy reading. Rossman and Rallis (2012) argue that the process of transcription minimizes the chances of analysis being biased.

3.7.3 Organisation

At this stage, data was organized into sections for easy retrieval. Code numbers were used for the respondents such as HT for Head teacher, HoD for Heads of Department and Ts for teachers.

3.7.4 Coding

At the coding stage, I extracted sections of text units and assigned different codes so that I easily retrieve them for further comparison and identify any patterns. Creswell (2012) concurs that this process is whereby a researcher may leave a column at the side of the data where she writes codes that eventually form the categories (themes). Themes such as checking professional documents, classroom observation, recording of findings among others were obtained from the narratives of participants on how supervision was conducted.

3.7.5 Analysis and Interpretation

This was the stage in data analysis whereby I was guided by the Policy Implementation Task model as the study's conceptual framework. Rossman and Rallis (2012) state that the conceptual framework provides major concepts that draw the attention of the researcher to some facets of the phenomenon of interest and suggest directions along which to look for potential coding and bring out categories. This is to say that a conceptual framework played a critical role in guiding and constraining the data a researcher gathered. Additionally, I integrated and synthesized the themes to find meaning beyond the specifics of the data. Patton (2002) cited in Rossman and Rallis (2012) writes that "interpretation means attaching significance to what was found, making sense of findings, offering explanations, drawing conclusions, extrapolating lessons, making inferences, considering meanings and otherwise imposing order." Because qualitative research is interpretive research, I needed to make sense of the findings by employing two strategies. Creswell (2012) argues that a researcher can interpret the findings by forming a larger meaning about the phenomenon based on personal views and making comparisons between the findings and past studies. This is to say that both personal reflections about the meaning of the data based on insights and intuition and references to the literature were included in the research study.

3.8 Research Trustworthiness

Research trustworthiness is important in any research. In this study, I put much effort into the development of data collection instruments, data collection and analysis and interpretation. In the development of the data collection instruments stage, I ensured that the instruments were valid to obtain the most credible information for the study. One way of doing this was to dodge leading questions which would compel participants to provide answers that support my opinion.

Additionally, there is a general consensus among researchers that no matter how careful one is in the construction of instruments for data collection, they cannot be perfect, hence the need to test them (Babbie, 2005; Bryman, 2008). Similarly, before the generation of data, a pilot study was conducted. The interview schedule was tested on colleagues at Ngumbe CDSS in Blantyre District who had similar characteristics to

the study participants. Both interviews and FGD were held with the head teacher, and a group of seven teachers respectively. The group discussion targeted three male and four female teachers who had served more than five years in the education system. The main goals of this trial were to establish the clarity of the questions, to determine the duration of interviews and eventually, the researcher to gain confidence in the employment of the instruments.

In the data analysis stage, a member check technique was employed to ensure the confirmability of the findings. Lincoln and Guba (1985) cited in Bhattacharje (2012) describe confirmability as a process in which the findings reported in interpretive research would be independently confirmed by others (typically participants). Thus, the study's participants should agree with the inferences derived by the researcher. In this case, after each interview, I reviewed the notes with the participants to determine any errors or misunderstandings. By doing this, I ensured that the study findings are confirmable and credible.

Having considered the techniques of ensuring that the study findings are credible and trustworthy, these study findings can be transferable to any context. Ary et al. (2010) define transferability as the extent to which the findings of the qualitative study can be applied or generalized to other contexts or other groups. In this study, I made sure to achieve this technique by providing sufficiently rich, detailed and thick descriptions of the two-case study so that potential readers can make comparisons and judgments about similarity, hence transferability.

3.9 Ethical Considerations

There are pertinent ethical issues that researchers must consider when conducting research with human beings. Different scholars who have written on educational research ethics have discussed the need for ethical issues (Creswell, 2012; Babbie, 2005; Patton, 2002). It is said that researchers must make sure that their participants are protected from harm that might arise due to researchers' activities. This study paid much attention to the following ethical issues:

3.9.1 Gaining Access

Gaining access through the gatekeeper was done by seeking permission from the MoE, and SWED offices to conduct my research in two CDSS. An introduction letter about the researcher was sought from the Education Foundations Department at Chancellor College (see Appendix 1). Thereafter, I obtained an approval letter from the Education Division Manager of SWED which was presented to the two head teachers whose schools were involved in my study (see Appendix 3).

3.9.2 Informed Consent

It is important to gain the informed consent of participants for the ethical conduct of research. The ethical principles underlying informed consent are normally codified in a standard form. Rossman and Rallis (2012) highlight several principles such as participants being fully informed about the study's purpose and audience, they give their consent willingly and among others. As an investigator, I explained to participants the purpose of the research and the procedure of collecting information during the collection of data. Since the mode of data collection was through interviews, I had to ask participants whether to be recorded or not. Fortunately, nobody denied to be recorded, therefore note-making was not employed. Finally, the participants in the study were asked to sign a written consent form (See Appendix 4).

3.9.3 Confidentiality and Anonymity

To ensure the confidentiality and privacy of the participants, they were not required to mention their names during interviews. In this regard, code numbers such as HT for Head teacher, HoD for Heads of Department and Ts for teachers were used by the interviewees. In addition to the above, participants were guaranteed that data would not be released to anybody else.

3.9.4 Potential Benefit to Participants

This study would help instructional leaders to gauge if they are conducting the effective practice of leadership and management at their respective schools. The school leaders would tell whether there is improved teaching and learning and create an environment in which teachers are helped to achieve professional/staff

development. The teachers would also have potential benefits as they would reflect on their practice and work towards improvement.

3.10 Chapter Summary

This chapter has outlined the research paradigm and design that have been used in this study. The justifications for the choice of the approaches which were employed have been explained in detail. Additionally, the chapter has included an account of ethical measures, measures to ensure trustworthiness and a description of data collection and analysis methods. The proceeding chapter would focus on the discussion of the findings of the study.

CHAPTER FOUR

DISCUSSION OF FINDINGS

4.1 Chapter Overview

This chapter presents and discusses the findings of the study on the implementation of staff supervision and staff development in the National Education Standards policy document in selected Community Day Secondary Schools in the South West Division. The structure of this chapter is based on the research questions and themes from the analysed data as well as the theoretical framework which guided the study. On ethical grounds, the names of the schools and respondents have been given pseudonyms and code numbers respectively. The findings will be presented in two parts on each research question. The first part will be staff supervision and the second part will be staff development.

4.2 Description of CDSS and Biographic Data of Participants

This study involved two CDSSs named Pido and Njilima as their pseudonyms. Pido is located in an Urban zone while Njilima is in a rural zone both in South West Education Division. Pido CDSS is close to the main road while Njilima CDSS is far away from the main road. The location of the schools might have an impact on the implementation of staff supervision and staff development through visits of external supervisors from the Division Office. This is in line with the study done by John (2011) that revealed that the supervision work of Quality Assurance and Standard Officers was impeded mainly by poor road networks in Kenya. In terms of number of teachers, Pido CDSS had more teachers and consisted of more female teachers than male teachers. This might be due to its urban location. Njilima CDSS had a smaller number of teachers and was dominated by more male teachers than female counterparts.

The physical status of both schools was of poor infrastructure. For instance, both CDSSs had “make-shift” libraries, science laboratories and staff rooms among

others. This is in agreement with the study by Nyirongo (2015) that revealed that CDSSs have poorly stocked libraries in Mzimba North.

The study involved three internal school supervisors from each school who exhibited varied characteristics in terms of academic qualifications and length of service in the position. **Tables 4** and **5** display the characteristics of internal school supervisors involved in this study.

Table 4: Biographic Characteristics of Participants from Pido CDSS

Aspect	Internal Supervisor	Internal Supervisor	Internal Supervisor
Sex	Male	Male	Male
Position	HT	HoD of Languages	HoD of Humanities
Education Qualification	B.A.Ed. College: MZUNI	Dip.Ed. College: Domasi	B.A.Ed. College: C.U
Length of Service on the position	9	3	4

Table 5: Biographic Characteristics of Participants from Njilima CDSS

Aspect	Internal Supervisor	Internal Supervisor	Internal Supervisor
Sex	Female	Male	Female
Position	HT	HoD of Sciences	HoD of Languages
Education Qualification	BED College: UNIMA	Dip. ED College: Domasi	BA. Ed College: Domasi
Length of Service on the position (years)	8	6	11

Apart from the six internal school supervisors above, there were other twelve participants of teachers who had a minimum of five years in secondary school teaching service.

4.3 Implementation of Staff Supervision and Staff Development

In exploring how school supervisors conducted staff supervision and staff development in CDSS, findings revealed various practices that are carried out to implement the same.

4.3.1 Implementation of Staff Supervision

The study participants were asked to describe how staff supervision is conducted at their school. The findings of the study revealed four major themes, namely; checking professional documents, classroom observation, recording of findings, giving feedback, and documenting teachers' performance evaluation.

4.3.1.1 Checking Professional Documents

The current study revealed that internal school supervisors checked teacher's records such as schemes of work and lesson plans when conducting staff supervision. All six internal supervisors pointed out that they requested for professional documents to be prepared before they visited the classroom. HT1 from Pido CDSS gave the following response when asked to describe step by step how staff supervision is conducted:

“First of all, the teacher to be supervised is approached and asked if he/she is ready to be supervised. Thereafter, the teacher is given ample time to prepare for the lesson by writing a lesson plan and other materials to be used during the lesson. (Semi-structured Interview with HT1 from Pido CDSS, 03/11/2023).

The statement made by HT1 from Pido concurred with what the HT1 of Njilima CDSS and HoDs from both schools said regarding the steps of conducting staff supervision. For instance, the HT1 from Njilima described that:

“the concerned teacher is approached and asked to accept willfully if he/she is ready to be supervised. When I visit the classroom I request for schemes of work and the lesson plan to be with me” (Semi-structured Interview with HT1 from Njilima CDSS, 15/11/2022).

The respondents of teachers at FGD were also asked to describe the steps on how school supervisors conducted the supervision and a similar procedure which was narrated by school supervisors, was narrated by them. One teacher had this to say:

“We are never ‘ambushed’ by our supervisors whenever they want to come for lesson observation we prepare our schemes of work and lesson plan. They don’t witch-hunt us” (FGD at Pido, 03/11/2022).

The study findings revealed that all participants pointed out that checking of professional documents was done when the school's internal supervisor visited the classroom during supervision. Although, this practice was not stipulated in the NES policy document, it was frequently mentioned by the participants implying that it is one of the necessary procedures during staff supervision. The findings of this study agree with the findings of a study done in Kenya by Kielokom et al. (2017). It was found that internal supervisors focused on schemes of work, lesson plans and records of work covered during supervision. Additionally, Ngole and Mkulu (2021) in Tanzania found that supervision of teaching and learning documents such as schemes of work, lesson plans, lesson notes and action plans was one of the strategies that were used by school heads in improving the quality of teaching and learning.

4.3.1.2 Classroom observation

Another finding that the current study revealed on how staff supervision was conducted was classroom observation. All six internal school supervisors who took part in this study mentioned that staff supervision was done by observing the classroom to check how a teacher was teaching.

HT1 from Pido CDSS gave the following response when asked to describe step by step how staff supervision is conducted:

“First of all, the teacher to be supervised is approached and asked if he/she is ready to be supervised. Thereafter, the teacher is given ample time to prepare for the lesson by writing a lesson plan and other materials to be used during the lesson. I go and observe his/her lesson by recording how she is teaching, thereafter, I call the teacher and we discuss her strengths and weaknesses. But if there are problems the teacher is asked to be supervised again. We always give a mark at the end of lesson observation” (Semi-structured Interview with HT1 from Pido CDSS, 03/11/2022).

In the same vein, HoD 2 from Njilima CDSS responded by saying:

“We usually approach and ask the teachers to be supervised if they are ready. Once they confirm that they are ready, we go to the class and observe the lesson and thereafter, we discuss the strengths and weaknesses together and finally, I document the overall performance” (Semi-structured Interview with HoD 2 from Njilima CDSS, 15/11/2022).

The statements made by HT1 and HoD2 from Pido and Njilima CDSS respectively concurred with what the HT1 of Njilima CDSS and HoDs from both schools said regarding the steps of conducting staff supervision. For instance, the HT1 from Njilima described that:

“The concerned teacher is approached and asked to accept willfully if he/she is ready to be supervised, since the goal of supervision is to improve teaching and learning processes rather than witch-hunting” (Semi-structured Interview with HT1 from Njilima CDSS, 15/11/2022).

The respondents of teachers at FGD were also asked to describe the steps of how school supervisors conducted the supervision, and a similar procedure which was narrated by school supervisors, was narrated by them. One teacher had this to say:

“On the day of lesson observation, the supervisor guides us at the end of the lesson by telling us where we did not teach well and he gives a score where we both agree upon it at the end” (FGD at Pido, 03/11/2022).

All participants in this study indicated that the lesson observation exercise was done, although not regularly. This shows partial implementation of the standard as it spelled out in the NES Policy document that head teachers and senior staff regularly observe the lesson. Thus, internal supervisors are demanded to observe lessons regularly and document their performance but this study shows that the class observation was not done regularly. The findings of this study on how staff supervision was conducted were similar to studies from Ethiopia by Mamo and Nigusa (2019) and Terra and Berhanu (2019). In these studies, the school supervisors were asked to regularly observe the lessons of teachers but the study findings revealed

that school supervisors were occupied with teaching assignments rather than conducting regular observations of lessons.

4.3.1.3 Recording of Findings

The study findings revealed that there were supervision checklist forms that guided the internal supervisors when evaluating the teachers. HT1 from Njilima CDSS had this to say:

“We were provided by the checklist instrument from the Division Office, and we adjusted them according to our needs. So all the supervisors are requested to use them when they are evaluating the teachers” (Semi-structured Interview with HT1 from Njilima CDSS, 15/11/2022).

In support of the above, HT1 of Pido CDSS mentioned the same, that they used a checklist that was provided by the supervisors from the Division Office and it was improvised based on their needs.

Most respondents on the FGD also mentioned that their supervisors came to class with the checklist. One respondent had this to say:

“When the supervisor comes to my class for lesson observation, he always carries a supervision form with him whereby I sign at the end of our discussion” (FGD at Pido, 03/11/2022).

The findings in the above presentation indicated that school supervisors used an observation checklist to evaluate the teachers when they were being observed. This is in agreement with the standard as it requires head teachers and senior teachers to record the findings during classroom observation. However, the study findings differ from the study by Dechasa (2019) in Ethiopia which revealed that supervisors had no observation checklist used to collect data on the lesson being taught by the teachers. This implied that their supervision was ineffective because it lacked one of the most important practices in staff supervision.

4.3.1.4 Giving Feedback

The study also revealed that internal school supervisors gave feedback to the supervisees. All six internal supervisors mentioned that they provided oral and

written feedback at the end of the lesson observation. HT1 from Pido CDSS mentioned that he provides feedback by pointing out the strengths and weaknesses of the teacher when he was asked to narrate step-by-step on how staff supervision is conducted.

Furthermore, HoD1 from Pido CDSS pointed out the same that:

“We are encouraged to provide feedback soon after the lesson observation by complimenting on the strengths and pointing out the weaknesses” (Semi-structured Interview with HoD1 at Pido CDSS, 03/11/2022).

In support of the above, respondents at FGD explained how school supervisors conduct the supervision, and one teacher said:

“On the day of lesson observation, the supervisor guides us at the end of the lesson by telling us where we did not teach well and he gives a score where we both agree upon it at the end” (FGD at Pido, 03/11/2022).

The findings above showed that all school supervisors provided oral and written feedback to the teachers after being supervised. This is in agreement with the standard as it stipulates that the Head teacher and senior staff provide oral or written feedback. This study's finding differs from the study by Dechasa (2019) which revealed that the supervisors were giving feedback to teachers at the departmental level rather than at the end of supervision due to the large number of supervisees in the school.

4.3.1.5 Documenting Teachers' Performance Evaluation

The findings also revealed how documentation of teachers' performance evaluation popularly known as teacher appraisal was done. An interesting finding was that documentation of teachers' performance evaluation was only carried out once by the directive from the Division Office. All six school supervisors mentioned that they conducted teachers' appraisals but they did not submit the forms to the Division Office due to the mandatory closure of all schools because of the COVID pandemic. HT1 from Njilima CDSS explained:

“We were just asked by the Division Office to conduct performance appraisals. We were given the appraisal forms of course, but

unfortunately, we did not continue due to the closure of schools owing to COVID pandemic’’ (Semi-structured Interview with HT1 from Njilima CDSS, 15/11/2022).

In support of the above, HT1 from Pido had this to say: ‘‘We were given the forms from the Division Office but nothing tangible came by.’’ (Semi-structured Interview with HT1 from Pido CDSS, 03/11/2022).

These narrations above were corroborated by teachers during group discussions who echoed the inconsistency of appraisal by their supervisors. One T had to say this:

‘‘Teacher appraisal was done once in my entire teaching experience by the Head teacher and HoDs. They had a checklist of things they were looking for but nothing fruitful came out from this exercise’’ (FGD at Njilima, 15/11/2022).

The findings above indicated that documentation of teachers’ performance evaluation in the CDSS studied was done once but with irregularities, as a directive from the Division Office. The stipulated procedure from the policy document did not match with what was done on the ground by the school supervisors. The policy document states that ‘‘all staff undergo regular documented appraisals of their work focusing on strengths, areas for improvement and action to improve their skills’’ (MoEST, 2015a). This study’s finding differs from a study done by Ahmedani (2021) which revealed that the school leader and supervisors did documentation of teachers’ performance evaluation in the studied organisation to ensure that evaluation was based on fair judgment. The study concluded that documentation of teachers’ performance evaluation enhances teachers’ performance effectively.

4.3.2 Implementation of Staff Development

The study participants were asked to describe how staff development which was known as In-Service Training (INSET) and is currently called Continuous Professional Development (CPD) is conducted at their schools. The findings of the study revealed one major theme, namely, ‘needs assessment.’

4.3.2.1 Needs Assessment

The school supervisors narrated that they conducted CPD by considering the teachers' needs which address the students' needs and school improvement priorities at least once in an academic year. The following response was given by HT1 from Pido CDSS:

“We normally ask the HODs to write their departmental needs and these needs are prioritized at the management meeting. Thereafter, we come up with a budget for all resources to be used during the training”

(Semi-structured Interview with HT1 from Pido CDSS, 03/11/2022).

A similar response was also provided by HT1 of Njilima CDSS who said that “CPD is done once in an academic year whereby HoDs and I prioritise the needs of the school and schedule them” (Semi-structured Interview with HT1 from Njilima CDSS, 15/11/2022). The responses of the school supervisors above were unconfirmed by teachers during FGD where they narrated that:

“trainings are done but we are never involved to come up with any suggestions on the items to be trained on” (FGD at Njilima CDSS, 15/11/22).

The school supervisors' participants indicated that they conduct needs assessments when implementing staff development. However, teachers' participants disagreed that they were never involved in the exercise of coming up with the school's needs. This showed a contradiction that teachers are left out in the exercise of needs assessment. Scholars state that an effective CPD starts by identifying the felt needs of the teachers because it helps in planning a significant programme that meets the goals of the school, the teacher, and the student (Bautista and Ortega-Ruiz, 2015). The school supervisors seemed to be aware of what the policy expected them to do, but they chose to take shortcuts deliberately. This transpired when the school supervisors bemoaned about too much workload when they were asked to mention contextual factors that hindered them in the successful implementation of the staff supervision function. The finding implies that school supervisors might have other means of identifying the professional needs of teachers rather than through interaction with teachers.

This finding above is not in line with the standard as it stipulates that staff has to be engaged in the training relevant to the needs of teachers which addresses the needs of the students and school improvement priorities. The CPD framework states that needs analysis should be conducted to identify both learning and development needs of an individual teacher, group of individuals or an institution by considering various strategies including routine supervision, individual discussion and deliberately organized appraisals (MoEST, 2018). The HoD further consolidates the individual needs at the department level and thereafter, the Head teacher analyse the needs at the institution level (MoEST, 2018). This study has revealed a contradiction between the narrations of school supervisors and the teachers. The former acknowledged that needs assessment was done by involving the teachers while the latter denied that they were left out in the needs assessment exercise. One of the advantages of the qualitative research design and the case study strategy, in particular, is that it employs a variety of techniques for data gathering to establish the construction of a holistic picture (Rossman and Rallis, 2012). Thus, triangulation of data generation instruments and data sources established that the school supervisors were the ones who came up with the CPD needs, and teachers were left out. The CPD Framework for Teachers and Teacher Educators has spelled out clearly the strategies to consider when identifying needs of an individual teacher, group of teachers or an institution when planning a CPD for it to be effective. The findings of this study agree with the findings of a study done by Yovita (2020) which revealed that CPD was done without involving teachers to identify their felt needs. Yovita's (2020) study concluded that the CPD was not effective because it missed an important practice of the professional development programme.

In summary, the results presented on this research question which asked participants to describe how staff supervision and staff development is conducted at their schools, indicate that both staff supervision and staff development were conducted in the studied schools. On one hand, the study established that school supervisors carried out the following practices when conducting staff supervision, namely; checking professional documents, classroom observation, recording of findings, giving feedback and documenting teachers' performance evaluation. On the other hand, only needs assessment was done during staff development.

Brinkerhoff and Crosby (2002) argue that any policy reform implementation results from fulfilling strategic tasks once a policy has been adopted. Task number two of the theoretical framework guiding this study is constituency building. This task demands that constituency members should support the new policy when policy managers market and promote the reform to them (Brinkerhoff and Crosby 2002). In this study, CDSSs as service providers of education through the school's internal supervisors accepted the responsibility of conducting staff supervision and staff development to their teachers. In the case of the CDSSs studied, it clearly indicated that task number two was fulfilled because all the school supervisors reported that they were conducting staff supervision and staff development as stipulated in the NES policy document. It can be concluded that the policy was marketed by the policy managers because there was policy implementation at the studied schools.

4.4 Suggested ways How Staff Supervision and Staff Development should be Conducted

The study participants were asked to suggest how effectively can staff supervision and staff development be conducted by their school supervisors.

4.4.1 Suggestions on How Staff Supervision Be Conducted

The study participants were requested to suggest how staff supervision should be conducted effectively by the school supervisors. The findings of the study revealed that all six school supervisors except one seconded the procedure which is written in the policy document as a minimum requirement process. HT1 from Pido CDSS had this to say:

“I buy the current procedures because they depart from inspection which was like ambushing the teachers. But in supervision, the teachers are given ample time to prepare before the actual day of lesson observation hence creating a friendly environment. We also discuss areas of improvement peacefully and come up with the total score.” (Semi-structured Interview with HT1 from Pido CDSS, 03/11/2022).

In support of the above, HoD1 from Njilima had this to say:

“I like the stipulated procedure in the Policy document because we don’t ambush the supervisees” (Semi-structured Interview with HoD1 from Njilima CDSS, 15/11/2022).

One school supervisor suggested an improvement on the laid down procedures in the policy document. The HoD2 from Njilima CDSS suggested that:

“I would love to be video-taping my lesson observation so that at the end of the lesson we both sit down with the observed teacher and start watching together to avoid disagreements” (Semi-structured Interview with HoD2 from Njilima CDSS, 15/11/2022).

From the FGD, the teachers supported the procedure which is in the policy document. One T had this to say:

“I don’t have a problem with the current procedure, I am on it” (FGD at Njilima CDSS, 15/11/2022).

This clearly shows that the practices in the policy document are recommendable by the majority of both school supervisors and teachers themselves.

The study findings are in tandem with the various studies on effective ways of conducting staff supervision. Lyonga’s (2018) study on the impact of head teachers’ instructional supervision practices on teachers’ performance in primary schools in Cameroon revealed that school principals effectively supervised the teachers by observing the lessons, inspecting records of work and monitoring lesson plans. Mamo and Nigussa’s (2019) study revealed that internal supervisors were occupied with teaching assignments although they were responsible for conducting regular observations of teachers and organizing short-term training to maximize the professional competence of teachers. These findings were against what was stipulated in Ethiopia’s Ministry of Education policy (1994) that all educational leaders should assume internal supervisory practices within their schools.

4.4.2 Suggestions on how Staff Development should be Conducted

On staff development which is also currently called CPD, all the school supervisors seconded the stipulated procedure which is in the policy document. For example, HT1 from Njilima CDSS had this to say:

“I find the procedure in the policy document very recommendable because it starts with identifying needs of teachers and these are discussed to come up with priority needs” (Semi-structured Interview with HT1 from Pido CDSS, 03/11/2022).

In support of the above, HT1 from Pido CDSS said that “CPD should be in tandem with the teacher’s needs and normally these are always presented by HoDs to me. So I don’t see any need to change the current procedure” (Semi-structured Interview with HT1 from Pido CDSS, 03/11/2022). This concurs with the goal of professional development which is upgrading teachers’ skills identified from supervisory exercises as areas that need to be improved (Courtney, 2007 cited in Kamindo, 2008).

The teachers’ participants seconded the spelled-out procedures in the NES policy document but they complained that school supervisors did not follow what the policy says. Most teachers’ participants lamented that they wished they could be involved in identifying the needs of the CPD activities. One T had this to say:

“We embark on training which most of the time is not a major problem of our day-to-day challenges. I remember I attended a training to do with study circles ...this was none to do with teaching and learning processes as far as am concerned.” (FGD at Pido CDSS, 03/11/2022).

In support of the above, another T said “I find CPD ineffective just because they don’t solve our weaknesses which emanate from supervision exercise” (FGD at Njilima CDSS, 15/11/2022). This clearly shows that teachers are left out when coming up with the training needs as a result they consider CPD as a waste of time.

The study findings revealed that all school supervisors’ participants and teacher participants were of the view that staff development procedures should be followed as stipulated in the NES policy document. However, teachers’ participants suggested an add-on procedure to the already stipulated procedure in the NES policy document of being involved in coming up with the CPD needs. The majority of teacher participants wished that the supervisors in practice should involve them in CPD needs identification. Literature reveals some of the importance of involving teachers in identifying CPD needs by emphasizing that top-down approaches are ineffective as compared to bottom-up approaches. For instance, Wyatt and Dikilitas (2016) cited in

Mann and Webb (2022) revealed that when teachers are engaged in constructive CPD they are positioned as knowledge generators and they gain practical knowledge. In addition to the above, participants in staff development programmes consider the programmes as their own and that they are designed for their benefit (Dill and Helm 1998; Isabirye and Moloji, 2013 cited in Isarbiye, 2015). Additionally, Yovita (2020) carried out research to assess the effectiveness of CPD for teachers and revealed that CPD was done without involving teachers to identify their felt needs. Yovita's (2020) study concluded that the CPD was not effective because it missed an important practice of the professional development programme. This means that school management should not impose any staff development programmes on their teachers.

In summary, the findings presented on this research question which asked participants to suggest how effectively should staff supervision and staff development be conducted at their schools indicated that the majority of the school supervisors' participants and teachers' participants were in support of following the staff supervision and staff development procedures which are spelled out in the NES policy document. However, teachers' participants complained that they were not involved in identifying needs for CPD. The study findings have revealed a gap that the school supervisors should fill, thus, the involvement of teachers in identifying their felt needs in CPD function. This might have an implication in the implementation of the CPD function as Dyer (1999) argues that deliberate efforts need to be considered to solicit stakeholders' interest by involving those who would be responsible for the policy implementation so that the policy achieves its intended goal.

According to Brinkerhoff and Crosby (2002), for policy to be implemented constituency building task number two needs to be fulfilled. This task demands that the policy reform be accepted by the constituents (Brinkerhoff and Crosby, 2002). In this study, the school supervisors and teachers are constituents who have agreed to follow the laid procedures spelled out in the NES policy document. In the case of the CDSSs studied, it indicated that task number two was fulfilled because all the school supervisors and teachers have seconded following the staff supervision and staff development processes as stipulated in the NES policy document. However, teachers were against some of the procedures that supervisors in practice conduct by taking shortcuts in needs assessment exercises. This means that both the school supervisors

and teachers did not have major challenges with the spelled-out procedures when implementing the policy.

4.5 Contextual Factors Affecting Staff Supervision and Staff Development

The study participants were asked to explain contextual factors that affect the implementation of staff supervision and staff development. The study findings established that school supervisors do experience several factors when conducting staff supervision such as lack of resources, and supervisors' responsibility demand among others. On staff development, the following factors, namely, lack of resources and negative attitude towards the CPD were established as well.

4.5.1 Factors Affecting Staff Supervision

The study findings revealed that school supervisors face some challenges when conducting staff supervision in their respective schools. The challenges that were frequently mentioned by participants were lack of resources, supervisors' responsibility demand, lack of competencies in some supervisors and negative attitudes towards staff supervision.

4.5.1.1 Lack of resources

All the school supervisors frequently mentioned lack of resources in terms of funds. For instance, HT1 from Pido CDSS narrated that:

“As a CDSS we always lack enough funds, for instance, we need funds to make photocopies of supervision forms whenever we want to conduct supervision” (Semi-structured Interview with HT of Pido CDSS, 03/11/2022).

The situation above was corroborated by HT1 from Njilima CDSS who narrated the same:

“We always need extra funds to conduct supervision of teachers especially in making copies of checklist instruments” (Semi-structured Interview with HT of Njilima CDSS,15/11/2022).

Apart from shortage of financial resources, lack of teaching and learning resources was also reported by all participants during the interviews. The school supervisors

from the Science department narrated about the lack of teaching and learning materials in their department. The HoD2 from Pido CDSS had this to say:

“I feel bad when I observe that my teacher is struggling to come up with realistic experiments due to lack of apparatus in the laboratory” (Semi-structured Interview with HoD2 of Pido CDSS, 03/11/2022).

This challenge was also corroborated by teachers during FGD. Most participants pointed out that teaching during supervision exercise is a daunting task. One T had this to say:

“Teaching sciences is hard when a supervisor is supervising you because instead of having practical lessons, I always switch to teaching theory” (FGD at Pido CDSS, 03/11/2022).

Apart from the Science Department, the language department also reflected the challenge of a lack of teaching and learning resources. One T from Njilima CDSS had this to say:

“It’s really a challenge to teach students English Literature lessons with few Literature books. When I ask my HoD to make copies of the Literature book, he always says that the school does not have enough ink in the photocopier machine” (FGD at Njilima CDSS, 15/11/2022).

The participants indicated that lack of resources in terms of funds and teaching and learning materials were challenges in conducting staff supervision. This is consistent with the existing literature. Badah et al. (2013) study aimed to identify the difficulties faced by principals in the educational supervision processes in the public schools of Jarash Governorate in Jordan. The finding revealed financial difficulties domain ranked first. In the same vein, the findings on lack of resources in this study are also concurring with a past study done by John (2011). The study revealed a lack of teaching and learning materials to serve for integrated curriculum as one of the obstacles to effective instructional supervision.

The contextual factor of lack of resources experienced by the studied schools indicates that the policy did not fulfill task three of resource accumulation in the Task Model of Policy Implementation theory. Brinkerhoff and Crosby (2002) say that for a policy to be implemented human, technical, material, and financial resources should

be allocated to the reform. From the findings of this study, it is revealed that the school supervisors implemented staff supervision with little financial resources. It can be deduced that the government of Malawi through the Ministry of Education is failing to accommodate the task of resource accumulation in its budget to overcome the challenge of financial resources to implement the new policy smoothly.

4.5.1.2 Supervisors' Responsibility Demands on Staff Supervision

The study established that supervisors' responsibility demand was another factor that affected school-based supervision. The HT of Pido had to say:

“Our core duty is to teach the learners but at the same time we are responsible for supervising the teachers, attending to other administration duties... I end up shelving aside supervision exercises and attending my classes. In the end, supervision exercise suffers” (Semi-structured Interview with HT from Pido CDSS 03/11/2022).

In support of the above, HoD1 from Pido narrated in a similar manner by saying:

“As you can see, I am a language HoD and at the same time a Librarian. So many roles on my shoulders. It's not easy for me to conduct supervision exercise” (Semi-structured Interview with HoD1 from Pido CDSS 03/11/2022).

The above scenario was also echoed by another T during FGD who had this to say:

“Supervisors don't honour their duties indeed, for instance, the supervisor approached me that he would observe my class but he never showed up” (FGD at Njilima CDSS, 15/11/2022).

From the above narrations, there is enough evidence indicating that supervisors' responsibility demands affect the implementation of school-based supervision negatively. This shows that supervision exercise is not done regularly. The findings of this study agree with the findings of another study done in secondary schools in Ethiopia by Mamo and Nigussa (2019). They found that internal supervisors were engaged with teaching assignments rather than supervising the teachers.

Findings on this challenge above, suggest that the schools in this study did not fulfill task number four of the theoretical framework which is organizational design and

modification. It states that policy implementation will require modifications in the implementing organization (Brinkerhoff and Crosby, 2002). School supervisors need to set aside time for supervision. From this regard, task four which is organization design and modification was not fulfilled in the studied schools. This is because the implementing organization did not change to new implementation arrangements and structures.

4.5.1.3 Lack of Competencies of School Supervisors

The study found that there were mixed outcomes in terms of the competencies of school-based supervisors. Both Head teachers from the two schools mentioned that they were well equipped in the staff supervisory skills.

“We were trained by Malawi Institute of Education before and recently we were trained by EQUALS project in conjunction with Lecturers from CHANCO” (Semi-structured Interview with HT from Njilima CDSS, 15/11/2022).

A different outcome was pointed out by all the HoDs who mentioned that they had never undergone any training in supervision. One of the HoDs lamented:

“I have never attended any training to do with school-based supervision but I am obliged to conduct the exercise” (Semi-structured Interview with HoD1 from Pido CDSS 03/11/2022).

In support of the above, another HoD from Njilima bemoaned:

“I hear that lecturers from CHANCO conduct trainings on different leadership skills but I have never been appointed to attend one” (Semi-structured Interview with HoD1 from Njilima CDSS 15/11/2022).

The study revealed that there were no proper structures put in place by the MoE to orient the Heads of Department on school-based supervision. This is consistent with the findings of Defaru and Asrat (2015) whose study revealed that supervisors from government schools were conducting school supervision without proper training as a result they were unable to enhance the professional competence of teachers in Ethiopia. In addition to the above, Weerakoon's (2017) study findings revealed that there was a lack of experienced and competent supervisors in the schools in Sri Lanka.

According to Brinkerhoff and Crosby (2002), for a policy to be implemented effectively, skilled human resources should be allocated to the reform. This is task number three of the resource allocation of Task Model Implementation Theory. They further say that this exercise is achieved when personnel is sent for training in the skills that would be required for a new policy. From the findings, all the HoDs were not trained in school-based supervision as compared to the Head teachers. However, the policy demands all the senior teachers to conduct internal supervision (MoEST, 2015a).

4.5.1.4 Negative Attitude of Teachers towards Staff Supervision

The study findings also established that the negative attitude of teachers towards supervision affected staff supervision. The school supervisors in this study mentioned that some teachers were never committed when approached to be supervised. HoD1 of Pido CDSS said:

“One day I waited for the teacher to be observed in the class, but he shunned his teaching duties” (Semi-structured Interview with HoD1 from Pido CDSS 03/11/2022).

Negative attitude was also manifested in the teachers themselves during the group discussion. One T had this to say:

“When the supervisors observe us in class, “nothing fruitful” comes out of it... The weaknesses of teachers from supervision exercise are never tabled at departmental meetings and as a result old routines are repeated” (FGD at Njilima CDSS, 15/11/2022).

The above narration clearly showed that school-based supervision was perceived as ineffective by the teachers. The use of the phrase “nothing fruitful” showed the extent to which the participants considered the supervision as not important to them.

The above finding is consistent with Weerakoon's (2017) study that focused on the problems faced by supervisors and teachers themselves during the instructional supervision process of the school in Sri Lanka. The study findings revealed negative attitudes of teachers towards the supervision process in Sri Lanka. This shows that policy implementation could not be a success if teachers were never consulted as

stakeholders during the policy formation process. Evans, Sack, and Shaw (1996) underscore that for educational policies to be implemented successfully, stakeholders' consultation and participation need to be considered to yield ownership

According to Brinkerhoff and Crosby (2002), for a policy to be implemented effectively, Task Number Two of the theoretical framework which is "constituency building," should be fulfilled. This task demands that constituents should support the new policy. Brinkerhoff and Crosby (2002) argue that constituency building emphasizes on gaining acceptance and institutionalizing the change by creating a new set of beneficiaries with an interest in seeing the reform effect. In this study, teachers are also considered as constituents who benefit from the reform when they are given constructive feedback on their teaching weaknesses by the school supervisors which aims to teachers' professional growth. In the case of the CDSSs studied, it clearly indicated that task number two was not fulfilled properly; otherwise there would not be some teachers with negative attitudes towards staff supervision exercise.

4.5.2 Factors Affecting Staff Development

In this section, the study findings indicated various challenges that affected the implementation of staff development. The study revealed two major themes, namely; lack of resources and the negative attitude of teachers towards staff development.

4.5.2.1 Lack of resources

The study established that lack of resources negatively affected staff development implementation. Lack of financial resources topped most in both of the CDSSs studied. HT1 of Njilima CDSS had this to say:

"Teachers would want to be given money as compared to what they would gain during CPD. That is, we need money to pay the teachers for transport and lunch allowance, paying the facilitators. These are not always enough" (Semi-structured Interview with HT from Njilima CDSS, 15/11/2022).

The above sentiment was also corroborated by HT1 of Pido CDSS who lamented that:

"As a CDSS we lack enough funds as I said earlier. When we have planned for a CPD, our coffers run dry because we need to pay for the

facilitators, venue, teachers allowances and so on’’ (Semi-structured Interview with HT from Pido CDSS, 03/11/2022).

The study indicated that lack of financial resources/funds topped most, as an impediment to staff development implementation. This study finding was consistent with other past studies. For instance, a study by Yovita (2020) revealed a lack of funds from the government as a result, the implementation of CPD was ineffective. Another study by Chiwanda (2012) revealed a lack of funds for the implementation of teacher professional development activities in Malawi.

The contextual factor of the lack of resources in terms of funds experienced by the studied schools indicates that the policy did not fulfill Task Three of “resource accumulation” in the Task Model of Policy Implementation theory. Brinkerhoff and Crosby (2002) say that for a policy to be implemented human, technical, material, and financial resources should be allocated to the reform. From the findings of this study, it is revealed that the school leaders implemented staff development with little financial resources. It can be deduced that the government of Malawi through the Ministry of Education is failing to accommodate the task of resource accumulation in its budget to overcome the challenge of financial resources to implement the new policy smoothly.

4.5.2.2 Negative Attitudes of Teachers towards Staff Development

The negative attitude of teachers towards staff development was another factor that was established in this study. The school supervisors interviewed mentioned that some teachers were not serious about the training they conducted at the school level. The HT of Pido CDSS lamented that:

“Most teachers are interested in the allowance of money they receive than the skills which are obtained at the end of it. If it is a three-day training, they vanish before the end of training once they get their allowance” (Semi-structured Interview with HT of Pido, 03/11/2022).

In support of the above, HoD1 of Njilima bemoaned that “teachers' main priority is to get the money as compared to gain skills’’ (Semi-structured Interview with HT from Njilima CDSS, 15/11/2022).

The study indicated that the negative attitude of teachers affected staff development implementation. A study done by Yovita (2020) established negative attitudes of teachers to develop themselves through attending CPD. This finding above was in tandem with the current study. Brinkerhoff and Crosby (2002) explain that for a policy to be implemented effectively, task number two of the theoretical framework which is constituency building, should be fulfilled. This task demands that constituents should support the new policy. Evans, Sack, and Shaw (1996) underscore that for educational policies to be implemented successfully, stakeholders' consultation and participation need to be considered to yield ownership. In this study, it is indicated that teachers were not consulted in the policy formulation process and were not oriented properly about the importance of staff development.

4.6 Chapter Summary

This chapter has discussed the study's findings on the implementation of staff supervision and staff development in the NES policy document. The study has found that in both of CDSSs studied, school supervisors conducted staff supervision and staff development without following the stipulated procedures in the NES policy document. The study has also revealed that the best practices for conducting staff supervision and staff development should be maintained as provided in the NES policy document. However, teacher participants complained that they were not involved in identifying needs for CPD. The study findings revealed a gap that the school supervisors should fill. Finally, the chapter presented the contextual factors that affected staff supervision and staff development. One of the major factors that affected both staff supervision and staff development was the lack of resources in terms of funds, as it is known that CDSSs are not as fully funded as Conventional Secondary Schools. Although staff supervision and staff development were conducted in these schools studied, there were some discrepancies between what has been stipulated in the NES policy document and what was carried out on the ground. The findings have revealed that all the tasks employed in this study of the task model of policy implementation by Brinkerhoff and Crosby (2002) were partially fulfilled. The following chapter would focus on conclusions and implications of the study.

CHAPTER FIVE

CONCLUSIONS AND IMPLICATIONS OF THE STUDY

5.1 Chapter Overview

This chapter presents a summary of results followed by conclusions based on the study's findings given along the lines of the research questions that framed and guided this study. This is further followed by implications of the findings of the study and areas for further study.

5.2 Summary of Results

The purpose of the study was to assess the implementation of staff supervision and staff development in the National Education Standards Policy document in the selected CDSSs in SWED. The grand tour question that was used to achieve the purpose was “how do CDSSs implement staff supervision and staff development?” To achieve the above main question, the following three specific research questions guided the study: how do school supervisors conduct staff supervision and staff development? How should staff supervision and staff development be effectively conducted? What contextual factors affect staff supervision and staff development in CDSS?

Firstly, it has been revealed that six school supervisors in the two CDSSs conduct staff supervision by employing these practices, namely: observing the lessons while recording the findings, giving feedback to the supervisee and documenting the performance evaluation. The study further established that the school supervisors focus on professional documents of teachers namely schemes and records of work, as well as lesson plans before observing the lesson. The study concluded that as much as staff supervision is conducted at their respective schools, the exercise is not done regularly as stipulated in the policy document. Thus, there was partial implementation of the standard.

On the other hand, the study established that staff development is conducted by considering the needs of the teachers which address the needs of students and school improvement priorities, once, in an academic year. However, the teachers reported that the CPD does not solve the “old traditions” that they normally experience when teaching the learners just because the school management prescribes the CPD needs by itself. As a result, teachers consider CPD as an ineffective exercise. Therefore, this study concluded that CPD is conducted just to fulfill the standard obligation. Thus, there was partial implementation of both staff supervision and staff development in the studied CDSSs.

On suggestions on how staff supervision should be conducted, the study concluded that all the participants except one were in support of the practices stipulated in the policy document, namely, the supervisor observes the lesson while noting the findings, he/she provides feedback to the supervisee and finally the final score of performance is documented. On suggestions on how staff development should be conducted, the study revealed that both the school supervisors and teachers were in support of the current procedure whereby the CPD should be relevant to the teachers’ needs which should address the needs of students and school improvement priorities. The teacher participants proposed an additional procedure for them to be practically involved in coming up with the needs of CPD. This was a discrepancy that the study revealed because the school supervisors mentioned that they involved the teachers in identifying the CPD needs while the teachers themselves denied on the same. This study suggested that school leaders need to encourage the HoDs to involve the teachers in coming up with CPD needs, by considering areas of improvement of supervisees which transpire during supervision exercises at departmental meetings if the CPD is to be effective by correcting old traditions of teaching and learning processes.

On the contextual factors that school supervisors face in implementing both staff supervision and staff development were different. To begin with staff supervision, the study established that the CDSSs faced several factors in implementing staff supervision. Lack of resources in terms of funds topped the list. The argument was that CDSSs are less funded than conventional secondary schools. This resulted in having irregular staff supervision and limited teaching and learning resources during

lessons which hinder effective teaching and learning process. Another factor that was established was that HoDs were conducting staff supervision without proper training. The MoE trained the Head teachers only and left out the HoDs in the CDSS studied, yet the policy demands all the senior teachers at the school to assume the school supervisory roles. Supervisors' responsibility demand was another factor that affected the implementation of staff supervision. Although the staff supervision was conducted by the school supervisors, they lamented that they had a lot of work on their shoulders, and this is another reason why supervision is not done regularly as stipulated in the policy document. The negative attitude of teachers towards supervision was also established as one of the factors affecting staff supervision. The teachers perceived supervision as a waste of time just because old routines were never corrected by their supervisors. This study therefore concluded that staff supervision is partially implemented due to several challenges that school supervisors face.

On staff development, the study established that lack of financial resources came first and was seconded by the negative attitude of teachers towards CPD as factors that affected the implementation. This study concluded that staff development (CPD) is implemented irregularly due to lack of enough financial resources which largely go towards serving teachers' allowances and other payments.

5.3 Conclusions

In light of the findings of this study, the following are summaries of the conclusions that the study has generated.

5.3.1 Irregular Staff Supervision and Staff Development

The study found that there was irregular implementation of staff supervision and staff development in the studied schools. Although all the school supervisors confirmed that staff supervision and staff development were conducted once every academic year, practically, these exercises were done irregularly. This was manifested in the limited staff supervision and staff development exercises due to limited funding. Hence, the study concludes that both staff supervision and staff development are partially implemented.

5.3.2 Prescribed Staff Development Needs

The study confirmed that teachers were never involved in identifying the needs of the staff development. The management team (school supervisors) prescribed the CPD needs on teachers' behalf. The argument is that this practice adds little or nothing to improving teachers' quality of teaching and student learning outcomes. Thus, teachers should be given the autonomy to come up with their own needs because they are the ones who may bring a lot of issues addressing the students.

5.3.3 Limited Investment in the School Supervisors

The study found that there was little investment in the implementation stage of staff supervision. The study established that the majority of the school supervisors lacked competencies in supervisory duty. The HoDs were conducting staff supervision without being trained. The MoE trained the school leaders in supervisory duties and left out the HoDs. The study concluded that MoE did put little investment in the implementation stage of staff supervision.

5.3.4 Supervisors' Responsibility Demands Hindered Effective Implementation

The study established that there was ineffective implementation of staff supervision and staff development due to school supervisors' responsibility demands. The majority of supervisors bemoaned too much work on their shoulders when conducting staff supervision.

5.4 Implications of the Study

The issue of lack of financial resources was repeatedly mentioned by all the school supervisors that it hinders the effective implementation of staff supervision and staff development. It is the researcher's view that the government through MoE needs to allocate more funds into schools specifically targeted for staff supervision and staff development.

To enhance staff development practices, the Head teachers must encourage the participation of teachers through the HoDs in the identification of their needs which

address the student's needs and school improvement priorities. This helps participants to perceive such training as designed for their benefit.

The government through MoE needs to train all the senior staff on the skills, competencies, and attitudes towards school-based supervision and CPD if the standard is going to achieve its intended goals.

At the school level, the school leaders need to come up with a calendar of events that would set aside both the supervision and CPD exercises weeks by exempting all senior staff and teachers from the teaching business.

5.5 Areas for Further Research

Since this study was aimed at assessing the implementation of staff supervision and staff development in the National Education Standards Policy document in the selected CDSSs in SWED, a qualitative methodology was employed which explored the experiences of school supervisors in two CDSSs. Therefore, the findings are based on a limited number of people. In this regard, there is need for a quantitative study that could be generalized to a larger community.

Owing to the fact that private schools are profit-oriented, they may not want to waste funds on staff supervision and staff development. Therefore, there is need for a comparative study of performance outcomes between public schools and private schools since the aim of staff supervision and staff development is to enhance the learning outcomes of students.

Task Model of Policy Implementation (Brinkerhoff and Crosby, 2002) states that for any policy to be successfully implemented it needs to be marketed by the policy managers to the policy implementers. In this case, there is need for another study to examine the teachers' awareness of the NES policy in the education district.

Further research is needed to determine the impact of staff supervision and staff development by employing the whole task model of policy implementation framework in another education district.

5.6 Chapter Summary

This chapter has presented a summary of results followed by the conclusions based on the study's findings on the implementation of staff supervision and staff development in the Community Day Secondary Schools (CDSSs) in the South West Education Division (SWED) in line with the research questions that framed and guided this study. This is further followed by implications of the findings of the study and areas for further research.

REFERENCES

- Abakah, E. (2023). Teacher Learning from Continuing Professional Development (CPD) Participation. A Sociocultural Perspective. *International Journal of Educational Research*, 4(1), 1-11. <https://doi.org/10.1016/j.ijedro2023.100242> on 20/06/23.
- Ahmedani, E.A.M. (2021). *Supervision and Effectiveness of Teachers' Performance Evaluation in a Center for Special Needs, A Case Study* (Master's Thesis). The British University.
- Ary, D., Jacobs, L.C., Sorensen, C. & Razavieh, A. (2010). *Introduction to Research in Education* (8th ed.). Wadsworth, Cengage Learning.
- Babbie, E. (2005). *The Practice of Social Research*. Oxford University Press.
- Badah, A., Al-Awawdeh, A., Akroush, L. & Al Shobaki, N. (2013). Difficulties facing the Educational supervision processes in the Public Schools of the Governorate of Jarash. *Directorate of the Journal of International Education Research*, 9(3), 223-234.
- Bhattacharje, A. (2012). *Social Science Research: Principle, Methods and Practices Textbook Collection Book 3*. http://scholarcommons.usf.edu/oa_textbook/3
- Blasé, J. & Blasé, J. (1998). *Handbook of Instructional Leadership: How Really Good Principals Promote Teaching and Learning*. Corwin Press.
- Bautista, A. & Ortega-Ruiz, R. (2015). Teacher Professional Development: International Perspectives and Approaches. *Psychology, Society and Education*, 7 (3), 240-251.
- Brikci, N. & Green, J. (2007). *A Guide to Using Qualitative Research Methodology*. <http://hdl.handle.net/10144/84230>
- Brinkerhoff, D. and Crosby, B.L. (2002). *Managing Policy Reform: Concepts and Tools for Decision-Makers in Developing and Transitioning Countries*. Kumarian Press.
- Bryman, A. (2008). *Social Research Methods*. Oxford University Press.

- Chen, C.C. (2018). *Facilitation of Teachers' professional development through principals' Instructional Supervision and Teachers' Knowledge Management Behaviours*. <http://dx.doi.org/10.5772/intechopen.77978>
- Chiwanda, C.L. (2012). *School Leaders and Teacher Profession Development: The Case of Selected Primary Schools in Chitakale Zone in Mulanje District* (Master's Thesis). University of Malawi, Chancellor College.
- Craig, H., Kraft, R.J. & du Plessis, J. (1998). *Teacher Development: Making an Impact*. ABEL Clearinghouse for Basic Education, AED; Human Development Network, The World Bank.
- Creswell, J.W. (2009). *Research Design: Qualitative Quantitative and Mixed Methods approaches*. SAGE Publications Ltd.
- Creswell, J.W. (2012). *Educational Research. Planning, Conducting and Evaluating Quantitative and Qualitative Research*. (4th ed.). Pearson Education Inc.,
- Creswell, J.W. (2013). *Educational inquiry and research design; choosing among the five approaches*. (3rd ed.). Sage Publication Ltd.
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research Methods in Education* (6th ed.). Routledge.
- Collins, A.B. (2000). Impact of centralized Instruction Supervision on Teachers. A Case Study of a Private Secondary School in Turkey. *Mediterranean Journal of Educational Studies*,5(2), 1-18.
- Courtney, J. (2007). What are Effective Components of In-Service Teacher Training? *Journal of In-Service Education*, 33(3),312-339. <http://dx.doi.org/10.1080/13674580701486978>
- Darling-Hammond, L. Hyler, M.E. & Gardner, M. (2017). *Effective Teacher Professional Development*. Learning Policy Institution.
- Dechassa, F. (2019). The Current Practices of Instructional Supervision Approaches and Teachers' Professional Development in Secondary Schools of Bale zone of Oromia Region. *Research on Humanities and Social Sciences*, 9(9), 1-16.

- Defaru, G. & Asrat, D. (2015). The Current Practices and Problems of School-Based Supervision in Primary Schools of Jile Timuga Woreda. *STAR Journal*, 4(1), 180-186. <http://dx.doi.org/10.4314/star.v4i1.30>.
- Desta, D., Chalchisa, D. and Lemma, G. (2013). School-based Continuous Teacher Professional Development: An Investigation of Practices, Opportunities and Challenges. *Journal of International Cooperation in Education*, 15(3), 77-94.
- Dewodo. C.Y., Dzakpasu, P.E. and Agbetorwoka, A. (2020). Perception of Teachers on Instructional Supervision at Basic Schools in Hohoe Municipality of Ghana. *American Journal of Education and Information Technology*, 4(1), 33-40. <http://doi.org/10.11648/j.ajeit.20200401.15> on 16/08/21.
- Dyer, C. (1999). Researching the Implementation of Educational Policy: A Backward Mapping Approach. *Comparative Education*, 35(1), 45-61.
- Dzikanyama, N. (2017). *Applicability of changes in History Pedagogy in Malawian Secondary Schools with Special Reference to Mzuzu Government Secondary School since 1964* (Master's Thesis). Mzuzu University.
- Eleonora, V.R. (2003). Teacher Professional Development. An International Review of Literature Paris: *UNESCO-International Institute for Education Planning*.
- Evans, D.R., Sack, R. & Shaw, C.P. (1996). Overview and Analysis of the Case Studies: Lessons for Educational Policy Formation. In D.R. Evans (Ed.), *Formulating Educational Policy: Lessons and Experiences from Sub Saharan Africa* (pp 1-37). Associations for the Development of African Education.
- Fraenkel, J.R & Warren, N.E. (2000). *How to Design and Evaluate Research in Education*. McGraw Hill.
- Germuth, A.A. (2018). Professional Development that Changes Teaching and Improves Learning. *Journal of Interdisciplinary Teacher Leadership (JoITL)*, 2(1), 77-90. <https://doi.org/10.46767/kfp.2016-0025>.
- Glickman, C.D., Gordon, S.P. & Ross Gordon, J.M. (2001). *Supervision and Instructional Leadership: A Developmental Approach* (5th ed.) Allyn and Bacon.
- Glickman, C.D. (1992). *Supervision in Transition*. ASCD.

- Guba, E.G., & Lincoln, Y.S. (1994). Competing Paradigms in Qualitative Research. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of Qualitative Research* (pp. 105-117). Sage Publications, Inc.
- Guskey, T.R. (1986). Staff Development and the Process of Teacher Change. *Education Researcher*, 15(5), 5-12. <http://doi.org/10.3102/0013189X015005005> on 07/10/22.
- Hogue, K.E., Kenayathulla, H.B., Subramaniam, M. & Islam, R. (2020). *Relationship between Supervision and Teachers Performance and Attitude in Secondary Schools in Malaysia*. SAGE
- Isarbiye, A.K. (2015). *Staff Development for Innovative Teaching and Learning at University of South Africa* (Bachelor's Thesis). University of South Africa.
- Jaiyeoba, A. O. (2006). School administration and supervision. In J.B. Babalola, A. O. Ayeni, S.O. Adedeji, A. A. Suleiman & M.O. Arikewuyo (Eds.), *Educational Management: Thought and Practice* (pp. 125-37). Codat Publications.
- John, C.K. (2011). *Obstacles to effective Instructional supervision in public primary schools in Mbooni Division, Mbooni West District* (Master's Thesis). Kenyatta University.
- Kamindo, C.M. (2008). *Instruction Supervision in an Era of Change: Policy and Practice in Primary Education in Kenya* (Doctoral Thesis). Durham University.
- Kielekom, D. Kanori, E. and Mugambi, M. (2017). Secondary School Principals Workload and Instructional Supervision Practices in Kenya: A Case of Lower Yatta Sub-Country, Kitui County. *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 4(2), 68-80.
- Khun-inkeeree, H., Dali, P.D., Daud, Y., Fauzee, M.S.O. & Khalid, R. (2019). Effects of Teaching and Learning Supervision on Teachers' Attitudes to Supervision at Secondary School in Kubang Pasu District, Keda. *International Journal of Instruction*, 12(1), 1335-1350. <http://doi.org/10.29333/iji.2019.12185a>
- Lacey, A. & Luff, D. (2001). *Trent Focus for Research and Development in Primary Health Care: An Introduction to Qualitative Analysis*. Nottingham.

- Lewin, K.M. & Stuart, J.M. (2003). Insights into the Policy and Practice of Teacher Education in Low-Income Countries: The Multi-Site Teacher Education Research Project. *British Educational Research Journal*, 29(5), 691-707.
- Lyonga, N.A.N. (2018). Supervision and Teachers' Work Performances in Primary Schools in Konye, Sub-Division in Cameroon. *Journal of Education*, 8(2), 115-124. <https://doi.org/10.2478/jesr-2018-0022>.
- Mann, S. & Webb, K. (2022). Continuous Professional Development: Key Themes in Supporting the Development of Professional Practice. In G. Schwab, M. Oesterle & A. Whelan (Eds.), *Promoting Professionalism, Innovation and Transnational Collaboration: A New Approach to Foreign Language Teacher Education*. <https://doi.org/10.14705/rpnet.2022.57.1382>.
- Makau, N, Ronoli, A. & Tanu, E. (2016). Relationship between Principals Instructional Supervision and Students' Academic Achievement in Sciences in Secondary Schools. *International Journal of Scientific and Engineering Research*, 7(9), 1585-1607.
- Mamo, T.R. & Nigussa, G. (2019). The Practices and Challenges of Internal Supervision: The Case in East Wollega Secondary Schools. *International Journal of Multidisciplinary Research and Development*, 6(3), 91-98.
- Mekonnen, A. (2014). *Practices and Challenges of School-Based Continuous Professional Development in Secondary Schools of Kemashi Zone* (Master's Thesis). Jimma University.
- Mbewe, G., Kamchedzera, E., Kumkwezu, E. and Dembo, E. (2021). Exploring Implementation of National Special Needs Education Policy Guidelines in Private Secondary Schools. *IAFOR Journal of Education: Inclusive Education*, 9(1), 95-111. <https://doi.org/10.22492/ije.9.1.06>.
- MoE (2021). *Directorate of Inspection and Advisory Services (DIAS) changes name to Directorate of Quality Assurance (DQAS)*. Author
- MoEST (2018). *Continuing Professional Development framework for Teachers and Teacher Educators*. Author.

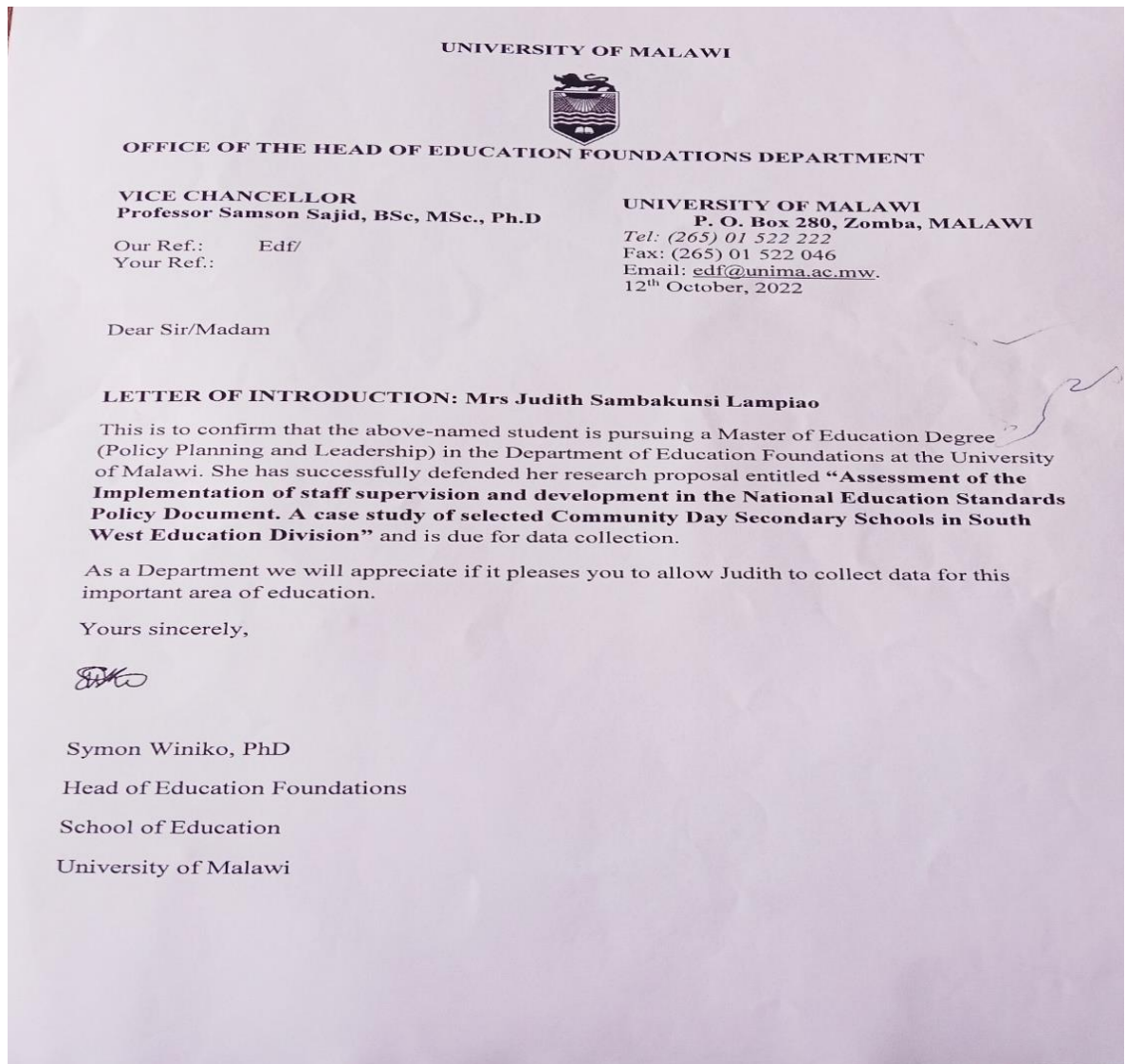
- MoEST (2015a). *National Education Standards. Primary and Secondary Education*. Author.
- MoEST (2015b). *Handbook of Inspectors and Advisors, Directorate of Inspection and Advisory Services*. Author.
- Nasreen, A. & Odhiambo, G. (2018). The Continuous Professional Development of School Principals: Current Practices in Pakistan. *Bulletin of Education and Research*, 40(1), 245-266.
- Nieuwenhuis, J. (2007). Qualitative research designs and data gathering techniques. In K. Marie (Ed.), *First Steps in Research. Pretoria* (pp. 46-68). Van Schaik.
- Ngole, D.M. and Mkulu, D.G. (2021). The Role of School Heads' Supervision in Improving Quality of Teaching and Learning. A case of Public Secondary School in Ilemela District Mwanza, Tanzania. *International Journal of English Literature and Social Sciences*, 6(1), 59-73
- Nyirongo, D.M.C. (2015). *An Exploratory Study of how Libraries in Community Day Secondary School support learning in Malawi: The Case of Selected Community Day Secondary School in Mzimba North* (Master's Thesis). Mzuzu University.
- Patton, M.Q. (2002). *Qualitative Research and Evaluation Methods*. Sage Publications.
- Penuel, W., Fisherman, B., Yamaguchi, R. & Gallagher, L. (2007). What Makes Professional Development Effective? Strategies That Foster Curriculum Implementation. *American Educational Research Journal*. 44(4),921-958.
- Ray, P.B. (2021). *Teacher Attitudes towards Continuous Professional Development within Private Language Schools: voices from the TESOL sector* (Doctoral Thesis). University of London. <https://eprints.bbk.ac.uk/id/eprint/47505/>
- Robinson, S.B. (2020). *Teacher Evaluations – Why Teacher Performance Matters*. *Frontline Education*. <https://www.frontlineeducation.com/teacher-evaluation/>
- Rossmann, G.B. & Rallis, S.F. (2003). *Learning in the Field. An Introduction to Qualitative Research*. Sage.

- Rossmann, G.B. and Rallis, S.F. (2012). *Learning in the Field. An Introduction to Qualitative Research* (3rd ed.). Sage.
- Saunders, B., Sim, J., Kingstone, T., Baker, S., Water field, J., Bartlam, B., Burroughs, H. & Jinks, C. (2018). Theoretical Saturation in Qualitative Research: Exploring its Conceptualization and Operationalization. *Qual Quant*, 52(4), 1893-1907.
- Sergiovanni, T.J., & Starratt, R.J. (2002). *Supervision: A Redefinition* (6th ed.). McGraw-Hill.
- Sullivan, s. and Glanz, J. (1999). *Supervision that Improves Teaching: Strategies and Techniques*. Corwin Press Ink.
- Stake, R.E. (2010). *Qualitative Research Studying how things Work*. Guilford Publications Inc.
- Tambrin, M., Wasliman, I., Hanafiah & Mudrikah, A. (2021). Implementation and Evaluation of Teachers' Performance Supervision at Madrasah Aliyah (Islamic Senior High School) *Journal of Educational Research and Evaluation*, 5(4),645-55.
- Taylor, J., Roth, K., Wilson, C. & Tipton, E. (2017). The Effect of an Analysis of Practice, Video-Case-Based, Teacher Professional Development Programme on Elementary Students' Science Achievement. *Journal of Research on Educational Effectiveness*, 10(2), 241-271.
- Terra, T. & Berhanu, E. (2019). Practices and Challenges of Instructional Supervision in Government Secondary School of Wolaita Zone. *Journal of Education and Practice*, 10(13),37-51.
- Terrell, S.T. (2016). *Writing a Proposal for Your Dissertation. Guidelines and Examples*. The Guilford Press.
- Tesfaw, T.A. & Hofman, R.H. (2014). Relationship between Instructional Supervision and Professional Development. *The International Educational Journal: Comparative perspectives*, 13(1), 82-99.

- Tshabalala, T. (2013). Teachers Perceptions towards Classroom Instructional Supervision: A case study of Nkayi District in Zimbabwe. *International Journal of Education and Social Science Research*, 4(1), 25-32.
- Tesema, A. (2014). *The Practices and Challenges of School-Based Supervision in Government Secondary Schools of Kamashi Zone of Benisgangu Gumuz Regional State* (Master's Thesis). Jimma University.
- Toprakci, E., Beytekin, O.S. & Chipala, H.S. (2016). A case Study of Instructional leadership in Malawi Secondary Schools. *Journal of the Faculty of Education*, 17(3), 169-176.
- Tufford, L. & Newman, P. (2010). Bracketing in Qualitative Research. *Qualitative Social Work*, 11(1), 80-89
- Turner, D.W. (2010). Qualitative Interview Design: A Practical Guide for Novice Investigators. *The Qualitative Report*, 15(3), 754-760.
- Tyagi, R.S. (2010). School-based Instructional Supervision and the Effective Professional Development of Teachers. *Compare*, 40(1), 111-125.
- Yin, R.K. (2009). *Case Study Research: Design and Methods* (4th ed.). SAGE Publications.
- Yovita, N.Y. (2020). The Effectiveness of Continuous Professional Development for Teachers to Improve the Quality of Education. *Advances in Social Science, Education and Humanities Research*, 417(1), 109-114. <http://creativecommons.org/licenses/by-nc/4.0>.
- Weerakoon, S. (2017). *School-Based Instructional Supervision Process: Issues encountered by Supervisors and Teachers*. <https://ours.ou.ac.lk/wp-content/uploads/2017/05/Education-1.pdf>
- Wondimu, B. (2020). An assessment of School-Based Continuous Professional Development: Practices and Challenges. *International Journal of Secondary Education*, 18(1), 6-15. <http://doi.org/10.11648/j.ijssedu.20200801.12>

APPENDICES

APPENDIX 1: Letter of Introduction



APPENDIX 2: Letter of Informed Consent

Letter of Informed Consent

University of Malawi,
Chancellor College,
P.O.Box 280, Zomba.
Cell: 0995822723/0883473950
Email: judiesamba@gmail.com
12th September 2022

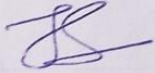
Dear Research participant,

I write to request permission to collect data from you on the Assessment of the Implementation of Staff Supervision and Staff Development in the National Educational Standards Policy Document in Community Day Secondary School in South West Division. I am studying for the Master of Education in Policy Planning and Leadership at Chancellor College.

I plan to collect data through interviews with Head teachers and Heads of department and Focus Group discussions with teachers. Be assured that the information you will provide will be treated with confidentiality since the study adheres to research ethics.

I will be grateful if you consider my request. Thank you for your cooperation in advance.

Yours faithfully,



Judith Sambakunsi.

UNIVERSITY OF MALAWI
RESEARCH ETHICS COMM
OCT 2022
APPROVE
PO BOX 280 ZOMBA

APPENDIX 3: Introductory Letter from SWED

Telephone: (265) 01 912 437/870 677
Fax: (265) 01 870 821
E-mail: swed@snpp.orw.mw

All correspondences should be addressed to:
The Education Division Manager

In reply please quote: Ref. No. SWED/1/41

SOUTH WEST EDUCATION DIVISION
PRIVATE BAG 386
CHICHIRI
BLANTYRE 3
MALAWI

Date: 14/10/2022

To : THE HEADTEACHER

Dear Sir/Madam,

RE: DATA COLLECTION

Reference should be made to your letter dated 12th OCTOBER 2022.

Please be informed that permission has been granted to JUDITH SAMBAYANSI to carry out the above activity. By copy of this letter, concerned headteachers are requested to provide necessary assistance while making sure that the exercise does not interfere with normal school activities.

It is expected that individual consent shall be sought from the participants and all research ethics shall be observed.

Yours faithfully,
Henry Gwede
THE EDUCATION DIVISION MANAGER (SWED)

EDUCATION DIVISION MANAGER
SOUTH-WEST DIVISION
14 OCT 2022
PRIVATE BAG 386
CHICHIRI, BLANTYRE 3

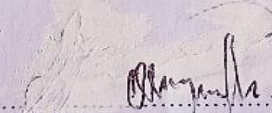
APPENDIX 4: Consent Form for Head teachers

CONSENT FORM FOR HEADTEACHERS (2)

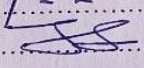
ASSESSMENT OF THE IMPLEMENTATION OF STAFF SUPERVISION AND STAFF DEVELOPMENT IN NATIONAL EDUCATIONAL STANDARDS POLICY DOCUMENT: A CASE OF SELECTED COMMUNITY DAY SECONDARY SCHOOLS IN SOUTH WEST DIVISION.

I agree to participate in this interview, whose conditions are as follows:-

1. The study intends to assess the implementation of staff supervision and staff development in NES policy document: a case of selected CDSSs in SWED.
2. Interviews will take for about an hour and questions are "how do internal supervisors implement staff supervision and staff development?" and "what contextual factors affect staff supervision and staff development?"
3. I have the freedom to withdraw from the interviews at any stage.
4. Recorders will be used during interviews and the recordings will be deleted after transcribed to verbatim.
5. All the interview data will be treated with confidentiality, that is, pseudonyms and code numbers will be used.
6. All data will be destroyed after completion of the study.
7. I may contact the Chair of the Research and Ethics Committee Prof. A. Munthali on 0888822044 and the Principal Investigator, Judith Sambakunsi on 0995822723 for any inquiries about the study.

Participant signature 

Date 3/11/22

Interviewer's signature 

Date 03/11/22

UNIVERSITY OF MALAWI
RESEARCH ETHICS COMMITTEE

4 OCT 2022

APPROVED
P.O. BOX 280, ZOMBA

APPENDIX 5: Interview Schedule for Head teachers

The purpose of the study is to assess the Implementation of staff supervision and staff development in the National Education Standards Policy Document in selected CDSS in South West Division.

Instructions

Feel free to honestly respond to the questions and be assured of the confidentiality of the information you will provide since no one will have access to the data collected. I will neither write your name nor your school.

A. Biographic Information

- What are your educational qualifications?
- Where were they obtained?
- Sex
- For how long have you been at this position?

B. Research Question 1 – Implementation of staff supervision and staff development

1. What are your daily activities as a head teacher?
2. One of your duties is to conduct supervision, tell me step by step how you do it.
3. What prompts you to have Continuous Profession Development (CPD)?
4. Another duty for a HT is to carry out performance appraisals of teachers, have you ever done it?

C. Research Question 2 – Suggested ways of implementing staff supervision and staff development.

1. From your experience, suggest how do you think staff supervision should be conducted?

2. Suggest how continuous profession development should be conducted as well?

D. Research Question 3 – Contextual factors affecting staff supervision and staff development

1. a. What factors enable you to conduct staff supervision effectively?
- b. What factors negatively affect staff supervision?
2. How have the following affected the way you conduct supervision?
 - Responsibility demands?
 - Attitude of teachers towards supervision?
 - Competencies in supervision activity?
 - Availability of material and financial resources?
3. a. What factors enable you to conduct staff development (or professional development)?
- b. What factors negatively affect staff development?
4. How have the following affected the way you conduct staff development?
 - Responsibility demands?
 - Attitude of teachers towards staff development?
 - Competencies in CPD and performance appraisal exercise?
 - Availability of material and financial resources?

E. Summary and Closure

1. Is there anything you would like to talk about that I have not covered?
2. Thanks very much for your cooperation. This is the end of the interview.

APPENDIX 6: Interview Schedule for Heads of Department

The purpose of the study is to assess the Implementation of staff supervision and staff development in the National Education Standards Policy Document in selected CDSS in South West Division.

Instructions

Feel free to honestly respond to the questions and be assured of the confidentiality of the information you will provide since no one will have access to the data collected. I will neither write your name nor your school.

A. Biographic Information

- What are your educational qualifications?
- Where were they obtained?
- Sex
- For how long have you been at this position?

B. Research Question 1 – Implementation of staff supervision and staff development

1. What are your daily activities as a head of department?
2. One of your duties is to conduct supervision, tell me step by step how you do it.
3. What prompts you to have Continuous Profession Development (CPD)?
4. Another duty for a HoD is to carry out performance appraisals of teachers, as a head of department, what is your role in this exercise?

C. Research Question 2 – Suggested ways of implementing staff supervision and staff development.

1. From your experience, suggest how you think staff supervision should be conducted?

2. Suggest how continuous profession development should be conducted as well?

D. Research Question 3 – Contextual factors affecting staff supervision and staff development.

1. a. What factors enable you to conduct staff supervision effectively?
 - b. What factors negatively affect staff supervision?
2. How have the following affected the way you conduct supervision?
 - Responsibility demands
 - Attitude of teachers towards supervision
 - Competencies in supervision activity
 - Availability of material and financial resources
3. a. What factors enable you to conduct staff development (or professional development)
 - b. What factors negatively affect staff development?
4. How have the following affected the way you conduct staff development?
 - Responsibility demands?
 - Attitude of teachers towards staff development?
 - Competencies in CPD and performance appraisal exercise?
 - Availability of material and financial resources?

D. Summary and Closure

1. Is there anything you would like to talk about that I have not covered?
2. Thanks very much for your cooperation. This is the end of the interview.

APPENDIX 7: Focus Group Discussion Guide for Teachers

The purpose of the study is to assess the Implementation of staff supervision and staff development in the National Education Standards Policy Document in selected CDSS in South West Division.

Instructions

Feel free to honestly respond to the questions and be assured of the confidentiality of the information you will provide since no one will have access to the data collected. I will neither write your names nor your school.

1. Tell me step by step, how do HT and HoD conduct supervision?
2. How often do HT and HoD supervise you?
3. How do you perceive the effectiveness of the supervision process?
4. Explain if you are contented with the way supervisors supervise you?
5. Suggest how best staff supervision can be conducted
6. Have you attended any school-based CPD?
 - a. If yes, where do professional needs come from? (Supervision's feedback weaknesses)?
7. Suggest how best CPD can be conducted
8. Do you have any challenges that you encounter during: -
 - a. staff supervision?
 - b. CPD?
9. Is there anything you would like to talk about that I have not covered?
10. Thanks very much for your cooperation, this is the end of the discussion.