

**CHALLENGES FACING SUPERVISION OF CURRICULUM IMPLEMENTATION IN  
SECONDARY SCHOOLS IN TAITA TAVETA COUNTY**

**By:**

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## ABSTRACT

The study was conducted on challenges facing supervision of curriculum implementation in secondary schools in Taita-Taveta County. Supervision is an important component for any organization that deals with provision of services. Thus curriculum implementation should be supported by adequate supervision. Historically, curriculum supervision started about 400BC. In Africa, curriculum supervision in formal education was initially done by Christian missionaries before the government took over. The study intended to establish the challenges facing supervision of curriculum implementation in secondary schools in Taita Taveta County. The purpose of the study was to examine the challenges faced in supervision of curriculum implementation in secondary schools. The study population comprised District Quality Assurance and Standards officers from four districts, fifty eight Principals and two hundred and ninety subject Heads of Departments from fifty eight secondary schools in Taita-Taveta county. It sought to establish challenges facing curriculum implementation in secondary school; knowledge, skills and attitudes needed by various secondary school supervisors and the support services available to the supervisors. Stratified sampling was employed to ensure that schools from each of the four districts had equal chances, while in each district schools were randomly selected. Stratified sampling was employed to ensure that supervisors from each of the four districts had equal chances, while in each district schools from where the supervisors were to be located, were randomly selected. Descriptive survey was used in the study. The data was collected through questionnaires. The data was collected by use of questionnaires. Before collection of data, permission was sought from Ministry of Higher Education, and the necessary permit obtained. The data obtained was analyzed by use of both qualitative and quantitative procedures. The presentation was in the form of tables and charts which were backed up with necessary explanations. From the analysis, conclusions were drawn and recommendations made. The study was intended to improve curriculum supervision in secondary schools. The study revealed that supervisors did not have adequate skills while an appreciable percentage did not have professional qualification in education. Further, there was strong correlation between experience and effective supervision. The challenges the supervisors faced included inadequate resources, lack of cooperation/support from stakeholders and large workloads. Supervisors needed training particularly in management related courses. The study recommends provision of adequate resources for supervisors, preparation of supervisors through induction and appropriate workshops for supervisory role, provision of opportunities for continuous knowledge and skill improvement for both the teacher and supervisor and more involvement of the stakeholders. It also recommends for further research on the quality of teachers and supervisors in private schools and their effect on learners.

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