Head Teachers' Supervisory Styles and Performance of Teachers in Government Aided

Primary Schools in Buyanja Sub County, Rukungiri District

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Declaration

I, Aidah Gumisiriza Keishiki hereby declare that this research report is my original work and has never been submitted to a university for the award of a degree or any other related award.

Signed................................   Date......18/10/2019

Aidah Gumisiriza Keishiki

Approval

This dissertation by Aidah Gumisiriza Keishiki entitled 'Head teachers' Supervisory Styles and Performance of Teachers in Primary Schools in Buyanja Sub County, Rukungiri District in Uganda, has been under our supervision and is now ready for submission to the school of post graduate studies with our approval.

Signed: .... Date 21/6/2019

Dr. Wilson Mugizi

Signed: .... Date 21/10/19

Ms Augustina Ogaga Dafiewhare

Dedication

This work is dedicated to my family specifically my lovely Husband Mr. Gumisiriza Joram and my children Tukashaba Racheal, Tukasiima Rebecca, Tukesiga Leah and Akatwijuka Kevin.

Acknowledgements

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Abstract

This study sought to establish the relationship between supervisory styles and performance of teachers in primary schools in Buyanja Sub County Rukungiri District, Uganda. The objectives of the study were to establish the relationship between task oriented supervisory styles, people oriented supervisory style and clinical supervisory style with performance of teachers in primary schools in Buyanja Sub County Rukungiri District. The study adopted the correlational research design on a sample of 181 using a self-administered and an interview guide. Data were analysed using both quantitative and qualitative data methods. The quantitative data analysis methods were descriptive statistics that included frequencies, percentages and means, and inferential analyses that were correlation and regression analyses. Descriptive analysis revealed that task oriented supervisory styles, people oriented supervisory styles, and clinical supervisory styles were good. Regression analysis revealed that clinical supervision had a positive significant influence on performance of teachers but task oriented supervision had a positive but insignificant relationship while people oriented supervision had a negative and insignificant relationship. Therefore, it was concluded that task oriented supervisory style is not the most essential supervisory style for performance of teachers in primary schools, people oriented supervisory style is not the most effective style for performance of teachers in primary schools, but clinical supervisory style is the most appropriate supervision style for performance of teachers. Therefore, it was recommended that head teachers of primary schools should not over prioritise task oriented supervisory style, head teachers' of primary schools over emphasise the people oriented supervisory style to influence performance of teachers in primary schools and head teachers of primary schools should prioritise clinical supervisory style to enhance performance of teachers.

Chapter One:

Introduction

1.0 Introduction

Education is an instrument for equipping society members with skills, relevant knowledge and habits for survival in the ever changing world (Dea & Basha, 2014). Education is a dynamic instrument of change, as such developed countries and those aspiring to develop have adopted it as an instrument for national development (Amuche & Kukwi, 2013). Therefore, effective performance of teachers is important for education to play its transformative role. This study investigated the factors that influence teachers' performance in order to fulfil their transformative role specifically looking at supervision. This first chapter of the study covers the background of the study, statement of the problem, purpose of the study, specific objectives, significance, scope and the conceptual framework.

1.1 Background Historical Perspective.

Teachers are the most important resource in schools. The quality of an education system depends on the quality of its teachers (Chong & Ho, 2009). Therefore, having highly performing teachers is very important. Performance of teachers has been a matter of concern throughout history. For instance, the clergy in the 1700s in towns in the America evaluated the effectiveness of teachers. Clergy were considered logical choices for this role because of their extensive education and presumed ability to guide religious instruction in schools (Stefanelli, 2019). Individual supervisors or supervisory committees were charged with monitoring the quality of instruction. In the latter part of the 19th century and the early part of the 20th century Frederick

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Taylor's scientific management penetrated into schools to ensure teachers job performance (Marzano, Frontier & Livingston, 2011).

Originally published in 1916, Cubberley in his book Public School Administration of 1929 indicated that schools were in a sense factories in which the raw products (children) had to be shaped and fashioned into products to meet the various demands of life (Mathison & Ross, 2008). Specifications for manufacturing had to come from the demands of twentieth century civilisation and schools had to build pupils according to the specifications laid down. Cubberley laid out a set of principles for school administrators that emphasised measurement and analysis of data to ensure that teachers in schools were productive (Marzano et al., 2011). Since its establishment in the 1940s, United Nations Education Scientific and Cultural Organisation (UNESCO) have monitored performance of teachers assessing trends and developments in education and educational policies affecting their performance (Van Nul and Khandelwal, 2006). However, according to Hanushek and Ettema (2017) teachers' productivity has declined since 1970 indicated by decline in scores of students. Symeonidis (2015) indicate that the trend of decline in the performance of teachers has been a global phenomenon in a number of countries in the western world, Asia and most of sub Saharan Africa especially in public schools.

In the United States of America (USA), teacher effectiveness has recently come under a great scrutiny and has triggered a hot political debate in many states. To enhance teacher job performance, policy makers have advocated for abolishing teacher tenure to base job security on performance. States including Colorado, Florida and others have thus passed Bills to abolish teacher tenure. Others have lengthened the number of years teachers have to wait before becoming eligible for tenure (King-McKenzie, Bantwini & Bogan, 2013). In the United Kingdom (UK), in

the 2000steacher morale was reported to be at the low ebb (Torrington, Earnshaw & Ritchie, 2003). NASUWT (2015) indicate that as a measure to fight poor teacher job performance, since 2002 all schools and local authorities for centrally attached staff have been required to annually review the performance of teachers.

In Africa, the challenge of decline in the performance of teachers is higher. For instance, in South Africa, the country is grappling with large numbers of dysfunctional schools because of dispirited, demoralised and underperforming teachers (Pretorius, 2013). In public schools in Nigeria there is a tendency for teachers to devote more of their energies to trade-union matters for better conditions of service rather than attending to the pupils (Ozoemena, 2013). In Uganda, under the colonial education system, teachers were treated with very high regard and produced excellent performance (Mazaki, 2014). However, throughout the 1970s and 80s affected the education sector was affected by the political turbulence in the country hence decline in teacher performance (Oketch & Rolleston, 2007).The situation deteriorated further after the government in 1997 introduced Universal Primary Education (UPE) programme which abolished parents' fees contribution which was being used to top up teachers' pay (Essama-Nssah, 2011). According to Mazaki (2017) teachers' job performance in Uganda is poor with teachers always not fully covering the curriculum, high teacher absenteeism and poor attitude staff towards the profession.

Due to the challenges surrounding performance of teachers, a number of scholars (Aldaihani, 2017; Khalid & Bano, 2015; Lyonga, 2018; Onu, Akinlabi & Fakunmoju, 2013; Yousaf, 2018) have devoted themselves to investigating factors affecting performance of teachers. For instance, Aldaihani (2017) in an analysis of the effect of prevalent supervisory styles on teaching performance in Kuwaiti high schools revealed that supervision had a positive effect on

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the professional performance of teachers. Khalid and Bano (2015) studying the influence of ethical leadership practices on individual task initiative in Pakistan reported that faculty supervisors' integrity had a strong influence on their individual task initiative or performance. Lyonga (2018) examined the impact of head teachers' instructional supervision practices on teachers' performances in primary schools in Cameroon. The findings revealed that head teachers instructional supervision influenced performance of teachers.

Onu et al. (2013) explored the influence remuneration, recognition and incentives on employees' performance in a Nigerian university. The findings of the study revealed a strong positive and significant relationship between incentives and remuneration with job performance. Yousaf (2018) in an investigation on the effects of supervision practices of school principals on teachers' work performance in Pakistani found out that supervision practices of principals related to better performance of teachers. The studies above revealed that factors influencing performance of teachers included head teachers supervisory styles, incentives, and ethical leadership practices. While most studies pointed to supervisory studies, none of the studies was carried out in the context of Uganda. Therefore, this study was carried to examine the relationship between supervisory styles of teachers on performance of teachers in the context of Uganda.

1.1.2 Theoretical Perspective.

The X and Y Theory propounded by Douglas McGregor in 1957 (Lawter, Kopelman & Prottas, 2015) informed this study. The X Theory postulates that people are averse to working, lack ambition and a desire for responsibility, are selfish, resistant to change, and gullible (Gannon & Boguszak, 2013). Hence, the average employee is more efficient under strict supervision (Aithal & Kumar, 2016). Therefore, the supervision style required for X employees should be the hard

approach of the supervisor being coercive, requiring close supervision and tight control (Gannon & Boguszak, 2013). Therefore, there is need for task oriented supervision by which the leader structures work, sets goals for employees and prescribes work in order to have employees perform. Therefore, the X Theory was the basis for relating task oriented supervision and performance of teachers.

On the other hand, the Y Theory postulates that work is as natural as play or rest, people are not inherently lazy, they have become that way as a result of experience. People will exercise self-direction and self-control in the service of the objectives to which they are committed(Aithal & Kumar, 2016). Y proposes that the role of management is not simply direction, to organize the employees such that they meet the objectives of the organisation (Gannon & Boguszak, 2013). This theory suggests that supervisors have to employ supervision approaches that evoke the best out of the employees. Such include people oriented supervision and clinical supervision. With people oriented supervision, the supervisor is committed to the employees, perceptive and reflective in the way he or she supervises (Friedlander & Ward, 1984). With clinical supervision the supervisor follows organisational norms, is restorative and helps employees to form their way forward (White (2018). Therefore, Y Theory was the basis for relating people oriented supervision and clinical supervision to employee performance.

1.1.3 Conceptual Background.

Supervisory Styles is the independent variable and performance of teachers the dependent variable. Defined, supervisory styles refer to the supervisor's distinctive manner of approaching and responding to trainees and of implementing supervision (Kirk, 2014). In this study, supervisory styles were defined as referring to task and people oriented (White, 2018), and clinical

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supervision (Friedlander & Ward, 1984). Task oriented supervision is a supervision approach by which the supervisor focuses on the tasks that need to be performedin order to meet certain goals, or to achieve a certain performance standard (Rüzgar, 2018). Basing on Friedlander and Ward (1984) task oriented was operationally defined as referring to structured, goal oriented and prescriptive supervision.

Person-oriented supervision is a supervision practice by which the supervisor forms mutual respect, trust and confidence with followers, as well as to motivate and inspire them to accomplish the strategic business vision and missions of their organisation (Chong, Lee, Ismail, Yazid& Ahmad, 2018). In this study, people oriented supervision was defined according to Friedlander and Ward (1984) as referring to commitment to people, perceptive and reflective supervision. Defined, clinical supervision is a sequential, organised, supervisory and continuous process carried out through partnership and cooperation between the teacher and the supervisor to develop the educational practices of the teacher inside the classroom (Fteiha & Abdawi, 2017). In this study, basing on White (2018), clinical supervision operationally was defined as referring to normative, formative and restorative supervision. Performance is the successful completion of tasks by a selected individual or individuals, as set and measured by a supervisor or organisation to pre-defined acceptable standards while efficiently and effectively utilising available resources within a changing environment(Nzuve & Njambi, 2015). With respect to performance of teachers refers to the duties performed by teachers at a particular period in the school system aiming at achieving goals of a school (Zeichner & Liu, 2010). In this study, performance of teachers was defined on Amin, ullah Shah, Ayaz and Atta (2013)as referring to classroom teaching, management of students, discipline and regularity and interpersonal relations.

1.1.4 Contextual perspective.

This study was carried out in Buyanja Sub County in Rukungiri District in Uganda. Buyanja Sub-County has 20 government aided primary schools with a total of 175 teachers and 20 headteachers (Rukungiri District Inspection Report, 2018). The performance of the teachers in these schools was unsatisfactory. To improve performance of the teachers, in the schools with the intervention of the district education department, head teachers were supervising teaching, carried out performance appraisal, monitored teachers making of lesson plans and schemes of work. School inspectors also visited schools to ensure that teachers carried out their duties. Despite the supervision effort, indicators of performance of teachers still pointed to poor performance. In the schools, there was poor academic performance of pupils. For instance, out of 812 pupils who sat for PLE in 2016 in Buyanja Sub County, only 122 pupils passed in division 1, 429 in division 2, 159 in division 3, 76 in division four and 19 in grade U (District Inspector of School's UNEB report 2012-2016). Still, teachers reported late for duty, a number hardly appeared in the schools and many taught without proper making preparations (Rukungiri District Inspection Report, 7015).The above situation in the schools showed that there was poor performance of teachers despite the effort to supervise them. This contextual evidence led to the unanswered empirical question that what is the relationship between head teachers supervisory styles and performance of teachers in schools in the Uganda context.

1.2 Statement of the Problem

The importance of the role of teachers in the educational process is undisputable. Teachers who effectively carry out their job of teaching, managing students, maintaining discipline and regularity and ensuring good interpersonal relations enable students and schools success (Amin et al. 2013). Teachers who perform their jobs create a psychologically safe environment for every

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learner, enhance each student's learning readiness and increase learners' engagement leading to successful learning (Kochoska & Ristevska, 2018). Cognizant of the importance of teachers, the government of Uganda has attempted to enhance the performance of teachers. For instance, the Ministry of Education has been training teachers in cyber school technology solutions knowledge through workshops in the teaching of science subjects and Secondary Science and Mathematics Teachers (SESEMAT) project annual workshops (Ssebbunga-Masembe, Bisaso, Kyasanku, Nakawuki & Nakabugo, 2013) and teachers' salarieshave gradually been increasing (Namara & Kasaija, 2016).

Despite the efforts geared at improving performance of teachers, it remained poor. Many teachers dedicate much of their classes time to ride bodabodas (commercial motorcycles) or attend to their merchandise to earn extra income than be in schools teaching, a number of teachers arrive at their respective schools as early as 8:00 am, sign in the attendance book and disappear against the Uganda Public Civil Service policy that prohibits public servants from engaging in any other employment during work hours (Mugizi, 2019). Teachers reported late for duty, a number hardly appeared in the schools and many taught without proper making preparations (Rukungiri District Inspection Report, 2015). To address the problem of poor performance of teachers, it was necessary to examine the factors that underpinned the problem. A number of studies (Aldaihani, 2017; Kigenyi, Kakuru & Ziwa, 2017; Lyonga, 2018; Poro, Yiga, Enon, Fabian & Marus, 2019; Yousaf, 2018) had been carried out on performance of teachers. Aldaihani (2017) in a study in Kuwaiti high schools revealed that supervision had a positive effect on the professional performance of teachers. Kigenyi et al. (2017) in a study on teachers' performance in public

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primary schools in Bugisu sub region in Uganda established that school environment had a statistically significant effect on teachers' performance.

In an analysis of performance of teachers in Cameroon, Lyonga (2018) found out that head teachers instructional supervision influenced performance of teachers. Poro et al. (2019) in a study in primary schools in Nwoya District, Northern Uganda reported that pedagogical skills and performance appraisals improved teacher performance. Yousaf (2018) in an investigation on teachers' work performance in Pakistani established that supervision practices of principals related to better performance of teachers. However, while studies such as Kigenyi et al. (2017) and Poro et al. (2019) were carried out in Uganda, none of studies on supervisory studies were carried out in the context of Uganda. Therefore, in the context of Uganda, this study sought to examine the relationship between supervisory styles of teachers and performance of teachers.

1.3 Purpose of the Study

The purpose of this study was to examine the relationship between Head teacher's supervisory styles and teachers' performance in primary schools in Buyanja Sub County.

1.4 Objectives

Specifically, this study sought to;

To establish the relationship between head teachers task oriented supervisory style and performance of teachers in primary schools in Buyanja Sub County.

To find out the relationship between head teachers' people oriented supervisory practice and performance of teachers in primary schools in Buyanja Sub County.

To establish the relationship between head teachers clinical supervisory style and performance of teachers in primary schools in Buyanja Sub County.

1.5 Research Hypotheses

There is a relationship between head teachers task oriented supervisory style and performance of teachers.

There is a relationship between head teachers' people oriented supervisory practice and performance of teachers.

There is a relationship between head teachers clinical supervisory style and performance of teachers

1.6 Scope of the Study

1.6.1 Geographical Scope.

The study was carried out in Buyanja Sub-County; Rukungiri District in Uganda. Rukungiri district is in south western Uganda. It boarders with Kabale district in south, Ntungamo district in east, Mitooma district in north and Kanungu district in west. Buyanja Sub-County had 25government aided primary schools with 25 head teachers and 175 teachers. These schools provided the sample for the study.

1.6.2 Content Scope.

The content scope of the study was on supervisory styles and performance of teachers. Supervisory styles were studied in terms of task and people oriented, and clinical supervision. Task oriented supervision was considered in terms of structured, goal oriented and prescriptive supervision. People-oriented supervision was studied in terms of commitment to people,

perceptive and reflective supervision. Clinical supervision was looked at in terms of normative, formative and restorative supervision. For the dependent variable of performance of teachers, it was studied in terms of classroom teaching, management of students, discipline and regularity and interpersonal relations.

1.6.4 Time Scope.

The time scope considered by the study was 2014-2019. This period was considered sufficient to enable the researcher analyse performance of the teachers in the area over a period of time. However, the study being cross-sectional, survey data was collected in the months of April to July 2019. This period was enough for field entry, data collection and analysis.

1.7 Significance of the Study

This study will benefit a number of people including policy makers, inspectors, head teachers, Schools Management Committees, teachers and the body of knowledge. To the policy makers such as the executive and parliamentarians, the study provides important information on the supervision and performance of teachers that can be a basis for policy formulation. To inspectors of schools they will gain an understanding of the role of head teachers in supervising teachers which will guide them as they carry out inspection of schools. On the part of the head teachers, the study provides the best supervisory styles which they can benchmark and they supervise teachers. For School Management Committees, they are expected to use the findings of this study to take administrative decisions regarding support of the head teachers in the supervision of teachers. The teachers will use the findings of the study will appreciate the importance of supervision and will also assess their performance which will be the basis for improving their

performance. To the body of knowledge, the study will provide researchers more information on

supervision and performance of teachers. This will provoke further research on the same.

1.8 Conceptual Framework

Figure 1.1 The conceptual relationship between head teachers supervisory styles and teachers job performance.

Independent Variable

Task Oriented Supervision
- Structured
- Goal oriented
- Prescriptive

People Oriented Supervision
- Commitment to people
- Reflective
- perceptive

Clinical Supervision
- Normative supervision
- Restorative supervision
- Formative supervision

Dependent Variable

Performance of Teachers
- Classroom teaching
- Management of students
- Discipline and regularity
- Interpersonal relations

Figure 1: Conceptual Framework relating Supervisory styles and Teacher Performance

Source: Amin et al. (2013), Friedlander and Ward (1984), and White (2018).

The conceptual framework (Figure 1.1) shows that there is a relationship between supervisory styles and performance of teachers. The framework shows that supervisory styles include task and people oriented, and clinical supervision. Task oriented supervision takes the form of structured, goal oriented and prescriptive supervision. Person-oriented supervision is in terms

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of commitment to people, perceptive and reflective supervision. Clinical supervision involves normative, formative and restorative supervision. The framework shows that the above supervisory styles relate to performance of teachers in terms of classroom teaching, management of students, discipline and regularity and interpersonal relations.

Chapter Two:

Literature Review

2.0 Introduction

This chapter is the literature review and includes the theoretical review, review of related literature and emerging gaps. The theoretical review is on the X and Y Theory while the review of related literature is presented in themes basing on the order of the research objectives. Empirical results of previous studies and gaps to be filled by this study identified.

2.1 Theoretical Review

This study was underpinned by the X and Y Theory by Douglas McGregor in 1957. The X Theory expounds that to harness human energy to organizational requirements, the task of management is to organise, direct, control, and modify the behaviour of employees as otherwise employees might become passive or even resistant to work. The underpinnings of the X Theory are that people are averse to working, lack ambition and a desire for responsibility, are selfish, resistant to change, and gullible. Therefore the conventional wisdom is that people need to be and indeed prefer to be led by others (Gannon & Boguszak, 2013). The X Theory deduces that the average employee is more efficient under strict supervision (Aithal & Kumar, 2016). Hence, the supervision style required for X employees should be the hard approach of the supervisor being coercive, requiring close supervision and tight control (Gannon & Boguszak, 2013).

Nevertheless, at the heart of McGregor's argument is the notion that the managers' assumptions/ attitudes represent potentially self-fulfilling prophecies. The manager who believes that people are inherently lazy and untrustworthy will treat employees in a manner that reflects

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these attitudes. Hence, if employees sense that there is little in the job to spur their involvement, will exhibit little interest and motivation hence poor work performance (Kopelman, Prottas & Davis, 2008). Nevertheless, the X Theory proposes the need for vigilant supervision of employees. Therefore, in organisations this calls for task oriented supervision by which the leader structures work, sets goals for employees and prescribes work in order to have employees perform. Therefore, the X Theory was the basis for relating task oriented supervision and performance of teachers.

On the other hand, the Y Theory postulates that work is as natural as play or rest, people are not inherently lazy, they have become that way as a result of experience. People will exercise self-direction and self-control in the service of the objectives to which they are committed. People have potential. Under proper condition they learn to accept and seek responsibility. They have imagination, ingenuity and creativity that can be applied to work. Theory Y assumes that people in the work force are internally motivated, enjoy their work, and work to better themselves without a direct reward in return (Aithal & Kumar, 2016). Y proposes that the role of management is not simply giving direction but to organize the employees such that they meet the objectives of the organisation. This is because people are not passive and it is the responsibility of management to provide opportunities for the development of their employees, to release their potential by creating the conditions so that people can harness their efforts to achieve organisational objectives (Gannon & Boguszak, 2013).

Conversely, Theory Y style suggests a supervising style that is tough to uphold in reality. This is because Y proposes that core with the right support and the right environment, self-directed employees will be able to perform their jobs well. Nonetheless, because every individual is

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different from one another, creating an environment which fits all might not be very practical in organisations. However, on the positive note, Y suggests that supervisors have to employ supervision approaches that evoke the best out of the employees. Such include people oriented supervision and clinical supervision. With people oriented supervision, the supervisor is committed to the employees, perceptive and reflective in the way he or she supervises (Friedlander & Ward, 1984). With clinical supervision the supervisor follows organisational norms, is restorative and helps employees to form their way forward (White (2018). Therefore, Y Theory was the basis for relating people oriented supervision and clinical supervision to employee performance.

2.2 Review of Related Literature

2.2.1 Task Oriented Supervision and Performance of Teachers. Task-oriented leadership is a behavioural approach, in which the leader focuses on the tasks that need to be performed in order to meet certain goals or to achieve a certain performance standard (Ruzgar 2018). Task behaviour is the extent to which leaders engage in top-down communication by explaining what the follower is to do, as well as when, where, and how each function is to be accomplished (Mujtaba & Alsua, 2011). The leadership task supervision focuses on achieving goals clearly telling employees what they should do, and make plans to tell employees how to work, and provide employees suggestions on how to solve problems. Task oriented supervision is involves setting performance standards for employees helping them to work efficiently (Guo, Dai & Yang, 2016).

The task-oriented strategy is problem focused and involves taking direct action to alter the situation itself and to reduce the amount of stress it evokes. Task-oriented strategies are associated with better adjustment, as reflected in higher self-rated coping effectiveness and less depression

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hence better job performance (Mujtaba & Alsua, 2011). Bintang, Afnan, Achmad and Mintarti (2017) investigated the influence of leadership orientation and employee satisfaction towards employee performance using civil servants who worked at Papua's Planning and Development Agency (BAPPEDA) in Indonesia. Using Partial Least Square (PLS), the results showed that task oriented leadership had significant influence over the employee performance.

Fayyaz, Naheed and Hasan (2014) examined the effect of task oriented and relational leadership style on employee performance and moderating effect of communicator competence with full time working employees in Pakistan as the study sample. The results revealed a strong positive and significant association between task-oriented leadership and employee performance. Guo et al. (2016)in a study on the effect of leadership task behaviour and relational behaviour on job performance used managers and employees from different organisations in Dalian, China. Their regression analysis revealed an insignificant relationship between the leadership task behaviour and job performance.

Kaiman (2013) analysed and explained the influence of leadership behaviour and employee commitment to job satisfaction and employees performance in the Population department and Civil Registration in Jakarta. In their study, leadership behaviour was conceptualised in terms of task and people leadership behaviours. The results showed that task behavior improve employee performance. Mihreza and Armanu. (2014) sought to determine whether there is a direct effect of leadership behaviour on intrinsic motivation, extrinsic motivation, and employee performance using employees of faculty of economics and business, Brawijaya University in Indonesia. The results showed that there was a positive and significant leadership behaviour including task oriented behaviour effect on intrinsic motivation, extrinsic motivation, and employee performance.

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Tabernero, Chambel, Curral and Arana (2009) examined the role of perceived leadership-task-or relationship-oriented in relation to the development of relational normative contract and group performance with employees in Spain as units of analysis. The results showed that task-oriented leaders led to higher group efficacy and positivism among members of the group hence job performance. The literature above suggested that scholars had expended significant effort to examine the relationship between task-oriented supervision and employee job performance. However, none of the studies was carried out in the context of a primary school and in Uganda. Still, the study by Guo et al. (2016) raised an empirical question. For inatnce, while all the other studies revealed a positive and significant relationship between task-oriented supervision and job performance, it did not. These gaps made it necessary for this study in the context of Uganda to investigate the relationship between task-oriented leadership and performance of teachers.

2.2.2 People Oriented Supervision and Performance of Teachers.

People orientation is the extent to which leaders engages in joint communication with followers while providing socio-emotional support (Mujtaba & Alsua, 2011). The supervisor forms mutual respect, trust and confidence with followers, as well as to motivate and inspire them to accomplish the strategic business vision and missions of their organisation (Chong et al., 2018). Leaders who are people oriented focus on supporting, developing, recognising and empowering their employees (Law, 2015). Such leaders encourage teamwork and collaboration, by building positive relationships and encouraging communication. People oriented leaders prioritise the welfare of every single employee, and do not hesitate to spend time and effort in meeting their individual needs (Ruzgar 2018).

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The view that all people (employees) are important provides the foundation for an exciting, supportive, dynamic, and innovative work environment. It also supports substantial growth and profits. When the work environment is designed to focus on its people, it builds trust and leverages the talent within the organization leading to performance measures. Therefore, an organisations performance depends on the nature of the relationships formed by individuals within that organisation and the relationships with external stakeholders (Black & Venture, 2017). People oriented leaders enhance member skills, leader member relationship, identification with team, unit, or organisation, and commitment to the mission of the organization (Yukl, 2012.) Therefore, people oriented supervision has a positive effect on subordinates' satisfaction with their leader and with their job hence good job performance.

Guo et al. (2016) studied the effect of leadership task behaviour and relational behaviour on job performance using of managers and employees from kinds of organisations in Dalian, China as units of analysis. Their analysis they found out that the relationship between leadership relational behaviour and job performance was insignificant. Fayyaz et al. (2014) examined the effect of task oriented and relational leadership style on employee performance and moderating effect of communicator competence. The study used full time working employees working for array of organizations including government, services, semi-government and private in Pakistan. The results indicated a strong positive and significant association between relational leadership styles and employee performance.

Fernandez (2008) sought to identify two broad categories of effective leadership behaviour looking at task-oriented and relations-oriented behaviour using Federal Employees in the USA. The findings showed that relations-oriented behaviour had a positively statistically significant

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relationship with perceived work unit performance. Khalid and Bano (2015) in their analysis of the influence of dimensions of ethical leadership practices on employee Individual task initiative used faculty members of the higher education institutes of Pakistan. The study found out a positive significant relationship between people orientation and task initiatives.

Tabernero et al. (2009) studied the role of task-oriented versus relationship oriented leadership on normative contract and group performance using employees in Spain. The results revealed that relationship-oriented leaders generated greater cohesion between members of the group hence high group job performance. The literature above indicated that some studies existed on the relationship between people oriented supervision and job performance. However, the studies above were biased outside the context of Africa. Further, while all the other studies suggested a significant relationship between people oriented supervision and job performance, Guo et al. (2016) did not. Therefore, in the context of primary schools in Uganda, this study was carried out to ascertain the relationship between people oriented supervision and performance of teachers.

2.2.3 Clinical Supervision and Performance of Teachers.

The term clinical supervision is from the medical profession where it has been in use for decades to describe a process for improving specialised knowledge and skills of instructional practitioners (Sarfo & Cudjoe 2016). Clinical supervision is an instructional supervision which draws upon data from direct observation of actual teaching and involves face-to-face interactions between the teacher and the supervisor in the course of analysing the observed professional behaviours and activities and seeking to define and/ or develop next steps towards improved performance of the teacher (Mabeya & Kinuthia, 2016). Clinical supervision is a classroom

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supervision which focuses upon the improvement of instruction by means of systematic cycles of planning, observation and intensive intellectual analysis of actual teaching performance in the interest of rational modification (Esia-Donkoh & Baffoe, 2018).

Veloo, Komuji and Khalid (2013) explain that through effective clinical supervision, teachers are able to improve on their teaching performance in terms of their teaching practice and the level of teaching knowledge in and out of classrooms. Barak, Travis, Pyun and Xie (2009) carried out a meta-analysis on the impact of supervision outcomes. The results indicate that clinical supervisory dimensions of task assistance, social and emotional support, and supervisory interpersonal interaction were positively and statistically significantly related to beneficial outcomes for workers including job performance. Chidobi (2015) examined the study on clinical supervision as a key for effective teaching and learning in Enugu State of Nigeria Secondary Schools using head teachers and teachers. The findings indicated that clinical supervision led to improvement of the teacher classroom behaviour and activities of clinical favoured students learning.

Nabhani, Bahous and Sabra (2015) investigated how the approach of clinical supervision to supervision contributed to teachers' professional development and how it was conducted at a private school in Lebanon using a questionnaire, semi structured interviews, analysis of school documents and observations. The findings indicated that both teachers and supervisors indicated that clinical supervision process serving most of its purposes including professional development of teachers and enhancing their performance. Okorji and Ogbo (2013) investigated the effect of modified Cogan supervision on Teachers instructional Performance using teachers in Ebonyi State

of Nigeria. The study revealed that clinical supervision induced some level of effectiveness on the teachers.

Sarfo and Cudjoe (2016) sought to find out the knowledge of supervisors in clinical supervision and how they used it to promote teacher performance in basic schools in Ghana with teachers, head teachers, circuit supervisors and district head of supervision as units of analysis. The findings revealed that most basic school supervisors were knowledgeable in clinical supervision and use it in basic school supervision leading to effective performance of teachers. Veloo et al. (2013) sought to determine the effects of clinical supervision on the teaching performance of teachers in secondary schools in Malaysia. The findings revealed that clinical supervision has a positive effect towards teachers' teaching performance. Also, the findings indicated that clinical supervision enabled teachers to make amendments or improvements in their teaching practice to become better and more effective. The literature revealed that scholars had made significant effort to relate clinical supervision to employee performance. However, the study revealed contextual. Contextually, none of the study was carried out in Uganda. Hence, this study was carried out in the context of Uganda to establish the extent of clinical supervision in the schools and how it related to performance of teachers.

Chapter Three

Methodology

3.1 Introduction

This chapter presents the methodology that was adopted in carrying out the study. It describes the research design, study area, study population, sample size and selection, sampling techniques, data collection instruments, research procedure, data quality control, data management and analysis, measurement of the variables and ethical consideration.

3.2 Research Design

The study adopted the correlational research design. The correlational research design is a method for testing relationships in the same population or between or among variables of interest (Curtis, Comiskey & Dempsey, 2015).The study adopted the correlational research design because correlational studies are a quick and easy way to establish whether or not there is a relationship between two variables that is worth exploring further (Schober, Boer & Schwarte, 2018). The correlational research design was used because a correlation coefficient is a simple and objective way to describe the strength of a relationship between two variables in a precise manner that makes it clear and easy to understand (Asuero, Sayago & Gonzalez, 2006). The correlational research design helped in establishing the existence of between supervision and performance of teachers. The study used both the quantitative and qualitative approaches. Quantitative data was basis to draw statistical inferences by relating the independent and dependent variables. Qualitative data supplemented quantitative data by providing detailed information in form of statements from interviews for in-depth analysis. Using both the quantitative and qualitative approaches, the study drew statistical inferences and carried out an in-depth analysis.

3.3 Study Population

The population of the study was a total of 195 teachers and head teachers from government aided Primary Schools in Buyanja Sub County. The population comprised 175 teachers and 20 head teachers.

3.4 Sample Size and Selection

The sample size was 128 respondents including 123teachers as respondents for the questionnaire survey selected using Table for determining sample size for a population of a given size (see Appendix B). The remaining five people were head teachers selected purposively for interviewing. The sample was as presented in Table 3.1.

Table 1: Population Size by Number and Category

Category	Total population	Sample size
Teachers	175	123
Head teachers	25	24
Total	204	151

3.5 Sampling Techniques and Procedures

The sample was selected using two sampling methods, namely simple random and purposive sampling. By simple random sampling, each individual was chosen by chance basing on the sampling frame containing names of the teachers in the schools (West, 2016). Simple random sampling was used to select teachers because it enabled the generalisability of the findings. With purposive sampling, this was used to select particular people to provide in-depth views since the study was both quantitative and qualitative. The method of purposive sampling used was

intensity purposive sampling. Intensity sampling allows the researcher to select a small number of

rich cases that provide in depth information and knowledge of a phenomenon of interest (Palinkas

et al., 2015). The respondents selected purposively were head teachers.

3.6 Data Collection Instruments

3.6.1 Self-Administered Questionnaire.

The study adopted a self-administered questionnaire which is a quantitative data collection

instrument to collect data from the teachers. A questionnaire with close ended questions was used

because it is easy to administer, is easily coded and analysed, allows comparisons and

quantification, and they are more likely to produce fully completed questionnaires while avoiding

irrelevant responses (Bird, 2009). The questionnaire contained three sections namely A through C.

Section Awas on background characteristics of the respondents measured basing on a nominal

scale questions with appropriate options given. Sections B was on the dependent variable, namely

performance of teachers and section on the independent variable, namely supervision. The

questions items in sections B and C were scaled using the five-point Likert from a minimum of 1

through 5. This instrument helped in collecting data that was quantitative in nature.

3.6.1 Interview Guide.

Qualitative data was collected using an interview guide on a few respondents to explore

their perspectives on the subject matter under inquiry. The interview guide helps to collect data

that is exploratory in nature-by gathering more detailed information (Gill, Kate, Treasure &

Chadwick, 2008). The interview guide contained open ended questions requiring detailed views

from the respondents. The interview guide helped in enabling the participants to provide detailed

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information because of the probing questions as a means of follow-up. The interview guide was responded to by five head teachers selected purposively.

3.7 Data Quality Control

Validity of the Instruments. The researcher ensured content validity of the instruments by constructing the questionnaire and interview guide with items for each of the construct of the main variables (independent and dependent variables) as described in the conceptual framework of the study. The researcher sought the opinion of the supervisors on the relevance, wording and clarity of the question items in the instruments.

3.7.1 Content Validity Index.

The researcher calculated content validity index for the questionnaire survey using two researchers in the field of educational management as judges. Each judge provided his opinion on the question items using a two point rating scale of Relevant (R) and Irrelevant (IR). The results from the judges were used to calculate content index (CVI). The items considered irrelevant were discarded or substituted with relevant ones. The formula used to calculate CVI was;

$$CVI = n/N$$

Where: n = number of items rated as relevant

N= Total number of items in the instrument

The CVI for each construct in the questionnaire was attained at 0.70 which according to Parsian and Dunning (2009) is the benchmark in a survey study. The average CVI = 0.76 for the 98 items in the questionnaire survey. CVI results were presented in Table 3.2

Table 2: Content Validity Index

Items	Number of Items	Content Validity Index
Structured supervision	6	0.75
Goal oriented supervision	8	0.81
Prescriptive supervision	7	0.75
Commitment to people	8	0.815
Perceptive	12	0.708
Reflective	8	0.75
Normative	10	0.7
Restorative	6	0.75
Formative	8	0.81
Classroom teaching	7	0.785
Management of pupils	5	0.8
Discipline and regularity	6	0.75
Interpersonal relations	7	0.785

3.7.2 Reliability.

Reliability for the interview guide was achieved with help of the supervisor who read the question items and guided on the formulation of the questions. Reliability for the qualitative instrument was achieved through consultation with the supervisors, prolonged engagement and audit trails. Data collected was systematically checked, focus maintained and errors identified and corrected (Carcary, 2009). The reliabilities of items in the various constructs were retested using Cronbach Alpha (α) method provided by statistical package for social scientists (SPSS 22.0).

Reliability for the items in the different constructs was attained at the benchmark of $\alpha = 0.70$ (see Appendix V) and above (Panayides, 2013). Hence, quality control of the instrument was ensured. The average Cronbach alpha = 0.71 for the 98 items in the questionnaire survey. The results were as presented in Table 3.3.

Table 3 showing Reliability Indices

Items	Number of Items	Content Validity Index
Structured supervision	6	0.832
Goal oriented supervision	8	0.711
Prescriptive supervision	7	0.880
Commitment to people	8	0.797
Perceptive	12	0.648
Reflective	8	0.711
Normative	10	0.827
Restorative	6	0.809
Formative	8	0.885
Classroom teaching	7	0.708
Management of pupils	5	0.769
Discipline and regularity	6	0.737
Interpersonal relations	7	0.785

3.8 Procedure of Data Collection

To collect data, I sought for a letter from the Directorate of Post Graduate Studies Kampala International University Western Campus, granting me permission to proceed with data collection after the proposal was approved. This letter was presented to the head teachers of different primary schools who introduced the researcher to the respective teachers to collect data. During data collection of interview guide, the researcher kept noting down the major points. Thereafter, data was coded, analysed, and the report written.

3.9 Data Analysis

3.9.1 Quantitative Data Analysis.

Before analysing data, all the data questionnaires were coded, entered into the computer using the Statistical Package for Social Scientists (SPSS 24.0), summarised them using frequency tables and edited them to remove errors. Quantitative data were analysed at three levels, namely univariate, bivariate and multivariate levels. At univariate level, descriptive statistics namely frequencies, percentages and means were calculated. At bivariate level, the dependent variable (DV) was correlated and then regressed on the independent variables (IVs).

3.10.2 Qualitative Data Analysis.

The processing of qualitative data collected involved coding and grouping following the study objectives and emerging themes. Analysis was done using content analysis. Through content analysis, it was possible to distil words into fewer content related categories. The aim was to attain a condensed and broad description of the phenomenon, and the outcome of the analysis was concepts or categories describing the phenomenon (Shahul, Siham & Rawiri, 2019). Qualitative data supplemented quantitative data and help in providing explanations.

3.10 Ethical Considerations

The researcher maintained research ethics in carrying out the study. This was done by respecting the rights of others and maintaining honesty. Therefore, data collection involved obtaining informed consent, ensuring anonymity, confidentiality and respect for privacy. Informed consent involved ensuring that all the respondents participate in the study knowingly, voluntarily and intelligently. Therefore, the researcher explained to the respondents the purpose of the study to make them chose to participate in it on their own. Anonymity was ensured by protecting the

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identities of the respondents by not linking the respondents' identities to personal responses. The responses were reported in aggregate form using such measures as percentages, means, correlations and regression coefficients. Qualitative findings were associated with the respondents but using codes that do not reveal the respondents. Confidentiality was ensured through ensuring that the respondents are free to give and withhold as much information as they wish to the researcher. The researcher also maintained honesty by ensuring that data presentation, analysis and interpretation are strictly based on the data collected.

Chapter Four

Data Presentation, Analysis and Interpretation

4.1 Introduction

This chapter is a presentation, analysis and interpretation of findings of the study. Specifically the chapter includes results on the background characteristics of the respondents and the dependent variable which is performance of teachers and variation in performance of teachers according to background characteristics, Findings on the independent variables namely; clinical supervision, people oriented supervision and task oriented supervision follow basing on the order of the study objectives with descriptive results presented first and then inferential analyses. Qualitative data complemented descriptive data by providing additional explanations as presented in appropriate sections. For descriptive data, variations in the totals of the frequencies were as a result of missing data in the instrument.

4.2 Background Characteristics of Respondents.

This section presents the background characteristics of respondents and how they vary with the dependent variable, performance of teachers. The characteristics were gender, age group, level of study, working experience and responsibility. These were as presented in Table 4.1.

Table 4: Descriptive Background Characteristics of the Respondents

Item	Categories	Frequency	Percent
Gender	Male	49	40.5
	Female	72	59.5
	Total	121	100.0
Age groups in Years	Up to 29 years	21	17.4
	30-39 years	61	50.8
	40-49 years	23	19.2
	50 years and above	14	12.5
	Total	120	100.0
Highest level of education	Grade 111	76	63.9
	Diploma	34	28.6
	Bachelor's Degree	9.0	7.6
	Total	149	100.0
Working experience	Less than 5 years	47	38.8
	5-10 years	62	51.2
	11 years and above	12	9.9
	Total	145	100.0
Responsibility held in school	Subject Teacher	55	46.6
	Class Teacher	53	44.9
	Head of Department	7	5.9
	Senior administrator	3	2.5
	Total	181	100.0

Source: Primary Data

The results on sex category showed that the majority percentage (59.5%) was of females with males being 40.5%. This implied that the majority percentage of the respondents were

females. However, despite the females being the majority percentage, the data collected was representative of both gender groups because the number of females was equally big with the difference being only 19%. With respect to age groups of the respondents in years, the results showed that the majority percentage (50.8%) was of the respondents who were between 30-39 years followed by 19.2% between 40-49 years 17.4% up to 29 years and 12.5% was 50 years and above. Therefore, teachers from different age groups participated in the study.

The data on the level of education showed that larger percentage (63.9%) of the respondents was of grade three, followed 28.6% who were diploma holders and 7.6% were Bachelor's Degree teachers. The data implies that the respondents were qualified teachers who could easily give appropriate responses necessary for the study. About the respondents' working experience, the majority percentage (51.2%) of the respondents were between 5-10 years, followed by 38.8% less than five years and 9.9% were 11 years and above. The results suggest that most of the respondents had a working experience of more than five years. Therefore, they competently provided suitable data on the study problem.

4.3.1 Results for performance of teachers.

In this study performance of teachers, which is the dependent variable was conceptualized in terms of classroom teaching, management of pupils, discipline and regularity and interpersonal relations. The results on the class room were as presented in Table 4.2

Table 5: Frequencies, Percentages and Means for Classroom Teaching

assroom Teaching	F/%	D	D	U	A	A	Mean
:e different methods of teaching	F		1	1	46	2	4.54
	%		.8	0.8	38.0	9.5	
it most of the pupils understand my :sons	F	-	2	2	59	7	4.43
	%	-	.7	1.7	49.2	7.5	
ach every pupil according to his ilities	F	1	7	16	63	1	3.98
	%	.8	.9	13.6	53.4	6.3	
ach every pupil according to his ilities.	F	0	4	31	43	7	4.50
	%	3.4	6.1	20.8	28.9	8.1	
ice I am make sufficient preparations all my lessons	F	4	7	11	74	4	3.90
	%	.4	.9	9	62.	6.4	
n able to make difficult lessons easy the pupils all the time	F		2	3	44	1	4.53
	%	.7	.7	2.5	36.7	9.2	
:nsure unbiased assessment during rking of pupils examination scripts	F	-	-	3	21	7	4.78
	%	-	-	12.5	17.4	0.2	

The results in Table 4.27 showed that teachers used different methods of teaching (mean = 4.54). This is because mean was close to code four which on the five-point Likert scale used to measure the items corresponded to very true. This suggested that the respondents indicated that it was very true that they could use different methods of teaching. Teachers also ensured that most of the pupils understood lessons (mean =4.43), that the teachers taught every pupil according to his or her abilities (mean =3.98) and made sufficient preparations for all lessons (mean =3.90). Further, teachers were able to make difficult lessons easy for the pupils all the time (mean =4.53), and ensured unbiased assessment during marking of pupils examination scripts (mean =4.78). To

confirm whether the items in Table 4.3 were valid measures of the construct of classroom teaching, descriptive analysis was carried out to confirm their reliability. The results were as presented in Tables 4.3.

Table 6 Summary Statistics for Classroom teaching

Descriptives				Statistic	Std. Error
Classroom teaching	Mean			4.39	0.04
	95% Confidence Interval for Mean		Lower Bound	4.31	
			Upper Bound	4.47	
		5% Trimmed Mean		4.41	
		Median		4.43	
		Variance		0.17	
		Std. Deviation		0.41	
		Minimum		2.57	
		Maximum		5.00	
		Range		2.43	
		Interquartile Range		0.57	
		Skewness		-1.17	0.23
		Kurtosis		2.71	0.46

The results in Table 4.3 show that the mean = 4.39 was virtually equal to the median = 4.00. Therefore, despite the negative skew (skew -1.167), the results were normally distributed. The mean and median close to four suggested that classroom teaching was good because basing on the scale used four represented true. The low standard deviation = 0.41 suggested low dispersion in the responses. The curve in Figure 4.13 indicated normality of the responses.

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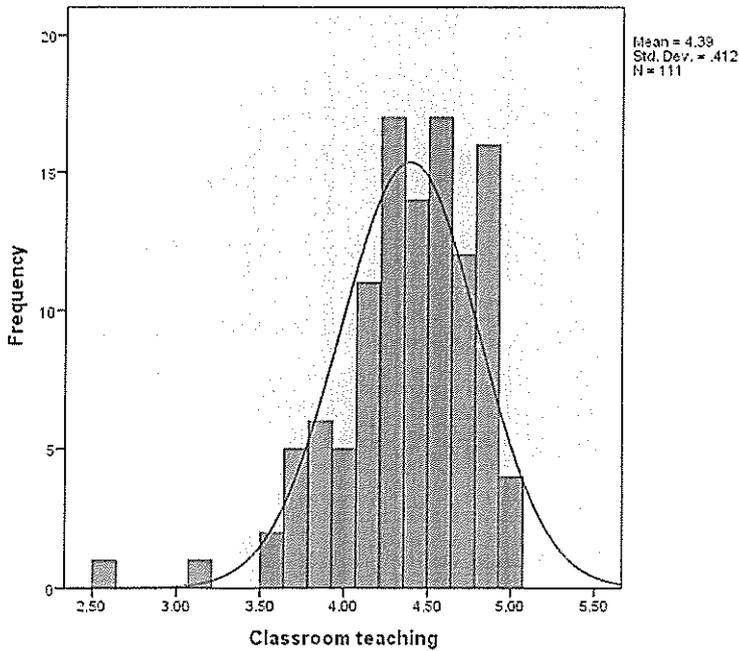
Figure 1: Histogram for Classroom Teaching.

Figure 2 indicate normal distribution of the responses obtained about classroom teaching.

Therefore, the data obtained was appropriate for linear correlation and regression analyses and would give accurate results.

Qualitative responses on performance of teachers were based on the open response question that required the teachers to give a precise comment on their actual classroom teaching. Several responses were given by the different teachers of which the key were presented. For instance, one teacher said, "I use different methods of teaching because it helps most of the pupils to understand me while teaching. That is why performance in my subject has been good." Another teacher indicated, 'I prepare properly my lesson notes and lesson plans regularly and always assess my pupils on weekly basis." Another teacher revealed, "I make sufficient preparations for all my

lessons and I am able to make difficult lessons easy for the pupils all the time" These findings therefore were consistent with the descriptive statistics results which revealed that actual classroom teaching of the teachers was good.

In relation to the above, in the interviews the respondents were asked to explain how teachers carried out actual classroom teaching. Several responses were given but the prominent ones follow below. Interviewee 1 said, "I ensure that all teachers prepare well before teaching by inspecting their lesson plans and lesson notes regularly." Interviewee 2 stated, "Teachers actual classroom teaching is good because teachers always explain most terms taught in the subjects given. Of course this is not to say that all the teachers are good, but generally most of the teachers are up to the required standard." Another head teacher had this to say, "Actual classroom teaching of the teachers is largely gauged during marking of examinations. In exams, very few show exceptional mastery of the basic elements of their subjects with the majority being just above average. The information above from the interviewees suggested largely the actual classroom teaching by the teachers was good. This finding is consistent with the descriptive statistics results and qualitative views from the teachers. Therefore, it can be indicated that actual classroom teaching of the teachers in the school was good.

4.3.2 Management of pupils.

The second aspect of performance of teachers, this was studied in terms of whether Apart from teaching teachers fulfilled management responsibilities very effectively, Fulfilled duties of directing pupils in every sphere of their school life , Accepted responsibilities given to them by their supervisors and made efforts to ensure that pupils perform in various activities of learning. The results on the same were as presented in Table 4.4.

Table 7 Frequencies, Percentages and Means for Management of pupils

nagement of pupils	F/ %	D	D	SN	A	SA	Mean
art from teaching I fulfil management ɔonsibilities very effectively	F	2	2	14	59	44	4.17
	%	1.7	.7	11.6	48.8	36.4	
olve pupils in co- curricular activities	F	1	7	11	66	36	4.07
	%	0.8	5.8	9.1	54.6	29.8	
fil my duties of directing pupils in every ere of their school life	F	1		9	57	53	4.32
	%	0.8	0.8	7.4	47.1	43.8	
ːept responsibilities given to me by my ervisors	F	-	2	6	43	70	4.50
	%	-	.7	5.0	35.5	57.9	
ıake effort to ensure that pupils their ʼormance in various activities of ning	F	-		8	47	65	4.45
	%	-	0.8	6.6	38.8	53.7	

The results in Table 4.4 showed that Apart from teaching teachers fulfiled management responsibilities very effectively (mean =4.17), involved pupils in co- curricular activities (mean =4.07), Fulfilled duties of directing pupils in every sphere of their school life (mean =4.32), accepted responsibilities given to them by their supervisors (mean =4.50), and made efforts to ensure that pupils perform in various activities of learning (mean = 4.32). To confirm whether the items in Table 4.4 were valid measures of the construct of Management of pupils, descriptive analysis was carried out. The results were as presented in Tables 4.5.

Table 8: Summary Statistics for Management of pupils

Descriptives				Statistic	Std. Error
Management of teachers	Mean			4.30	0.04
	95% Confidence Interval for Mean	Confidence	Lower Bound	4.20	
			Upper Bound	4.40	
	5% Trimmed Mean			4.35	
	Median			4.40	
	Variance			0.29	
	Std. Deviation			0.54	
	Minimum			2.00	
	Maximum			5.00	
	Range			3.00	
	Interquartile Range			0.60	
	Skewness			-1.32	0.22
	Kurtosis			2.77	0.44

The results in Table 4.5 show that the mean = 4.30 was virtually equal to the median = 4.00. Therefore, despite the negative skew (skew -1.32), the results were normally distributed. The mean and median close to four suggested that Management of teachers was good because basing on the scale used four represented true. The low standard deviation = 0.54 suggested low dispersion in the responses. The curve in Figure 4.2 indicated normality of the responses.
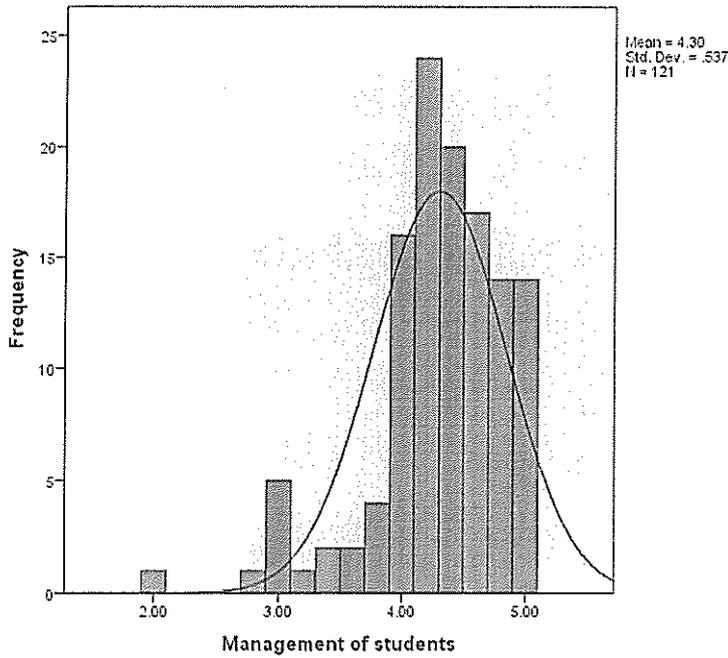
Figure 2 Histogram for Management of Teachers

Figure 3 indicates that normal distribution of the responses was obtained about management of pupils hence the results were appropriate for linear correlation and regression.

In the open responses of the questionnaire, the respondents were tasked to evaluate their capacity to manage of pupils in the school. One teacher stated, I use simple punishments to discipline pupils with bad behaviours regularly in order to discourage pupils from misbehaving." Another one revealed, "I always involve pupils in co-curricular activities." This finding concurs with the descriptive statistics results which indicated that management of pupils in the school was good.

In the interviews, several but related views were given. For instance, Interviewee 2 said, "Some of the pupils are good as there are also poor ones. A number of teachers are able to attend

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to pupils in order to fulfil their obligations. During discussions in with teachers I have seen many teachers who are punishing pupils in case they misbehave." Interviewee 5 argued that, "For most of teachers use guidance and counselling when managing pupils. Generally, the views support the descriptive statistics which suggested that management of pupils in the school was good.

4.3.3 Discipline and regularity.

This was the third aspect of performance of teachers, studied in terms of teachers effectively participate in ensuring that pupils come to school regularly, When present at school attend classes on scheduled time , effectively enforce school rules and regulations to regulate pupils discipline, fulfil all activities assigned to me by my superiors to maintain discipline of pupils, ensure that pupils under my care fulfil all curriculum requirements, and devise legally acceptable measures possible to maintain discipline in my class .The results on the same were as presented in Table 4.6.

Table 9: Frequencies, Percentages and Means on Discipline and Regularity

Discipline and regularity	F/%	D	D	U	A	A	Mean
I effectively participate in ensuring that pupils come to school regularly	F	2	9	3	0	6	.90
	%	.7	.5	0.8	8.3	8.1	
When present at school I attend to my class on scheduled time	F	-	-	1	6	3	.70
	%	-	-	.8	0.0	9.2	
I effectively enforce school rules and regulations to regulate pupils discipline	F	-	2	4	4	1	.36
	%	-	.7	.3	2.9	2.1	
I fulfil all activities assigned to me by my superiors to maintain discipline of pupils	F	-	2	2	1	6	.41
	%	-	.7	.7	0.4	6.3	
I ensure that pupils under my care fulfil all curriculum requirements	F	1	3	8	9	0	.19
	%	.8	.5	.6	7.0	3,1	
I devise legally acceptable measures possible to maintain discipline in my class	F	-	-	-	0	1	.80
	%	-	-	-	4.8	5.2	

The results in Table 4.6 revealed that teachers effectively participate in ensuring that pupils come to school regularly (mean =3.90), When present at school teachers attend to their classes on scheduled time (mean = 4.70), effectively enforce school rules and regulations to regulate pupils discipline (mean =4.36), fulfilled all activities assigned to me by my superiors to maintain discipline of pupils (mean = 4.41). Still, the results revealed that teachers ensured that pupils under their care fulfil all curriculum requirements (mean = 4.19), devise legally acceptable measures possible to maintain discipline in class (mean = 4.80), To find out the overall view of how the respondents rated discipline and regularity at school, an average index was computed for the 06 items measuring discipline and regularity. The summary of the statistics on discipline and regularity in schools are presented in Table 4.7

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Table 10: Summary Statistics for Discipline and Regularity

Descriptive				Statistic	Std. Error
Discipline and regularity	Mean			4.38	0.04
	95% Confidence Interval for Mean	Lower Bound		4.30	
		Upper Bound		4.46	
	5% Trimmed Mean			4.40	
	Median			4.33	
	Variance			0.18	
	Std. Deviation			0.43	
	Minimum			3.00	
	Maximum			5.00	
	Range			2.00	
	Interquartile Range			0.50	
	Skewness			-0.69	0.22
	Kurtosis			0.35	0.44

The results in Table 4.7 show that the mean = 4.38 was virtually equal to the median = 4.33. Therefore, despite the negative skew (skew -0.69), the results were normally distributed. The mean and median close to four suggested that discipline and regularity was good because basing on the scale used four represented good. The low standard deviation = 0.43 suggested low dispersion in the responses. The curve in Figure 4.3 indicated normality of the responses.

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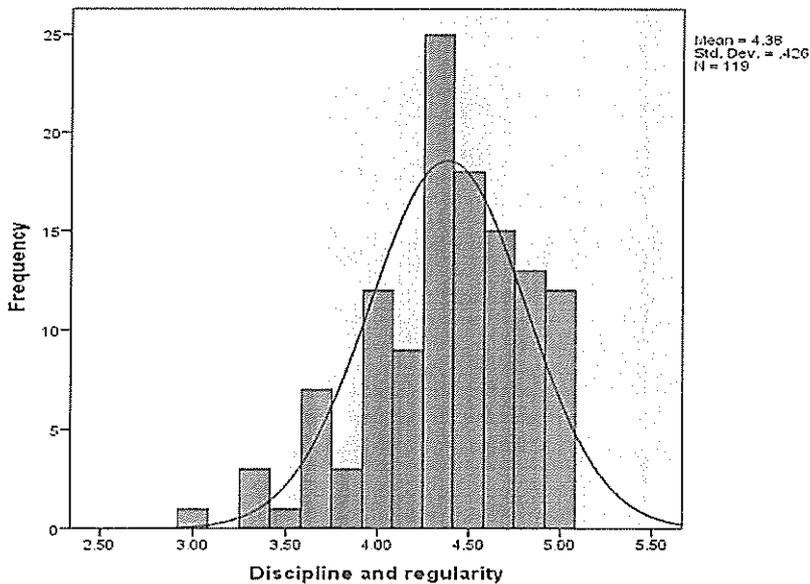
Figure 3: Histogram for Discipline and Regularity.

Figure 4 indicates normal distribution of the responses obtained about discipline and regularity in the schools. Therefore, the results were fit for linear correlation and regression results.

The open question item on procedural knowledge that provided qualitative data for explaining the descriptive statistics above required the respondents to briefly assess their discipline and regularity. Various responses were given that provided explanations on the same. For instance, one teacher stated, "I participate in disciplining pupils who misbehave" another one indicated that; "I enforce school rules and regulations to encourage good behaviours among pupils." Further, another respondent indicated, "The procedures have helped me on know how to handle children hence able to handle different situations I meet in life and work." These results thus agreed with the descriptive statistics which revealed that discipline and regularity was good.

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In the interviews, the respondents were asked to give their opinions about how teachers discipline and regulated pupils. One of the Interviewee stated "Teachers fulfil their duties assigned to them while maintaining discipline." Another Interviewee said; Teachers are have knowledge on how to discipline pupils who misbehave

Further, another interviewee remarked; "I make an effort to equip teachers with knowledge of handling pupils as and indeed quite a number of teachers exhibit this when doing activities given to them except that there are also a good number of teachers that appear very raw. Generally the views above show that the interviewees indicated that teachers disciplined pupils regularly. This information concurs with the descriptive results of the closed ended and open responses of the questionnaire which indicated that discipline of pupils was good.

4.3.4 Interpersonal relations.

The fourth aspect of performance of teachers was studied in terms of making effort to solve any problem that arise between teachers, enjoying good relations with colleagues, being a team player and work with colleagues to accomplish school tasks that require joint effort, When faced with complicated situations in handling pupils, requesting for support of from colleagues and maintain professional relations with colleagues and pupils. The results on the same were as presented in Table 4.8.

Table 11: Frequencies, Percentages and Means on Interpersonal Relations

Interpersonal relations	F/%	D	D	U	A	A	Mean
I make effort to solve any problem that arise between me and colleagues	F	-	2	9	0	0	.31
	%	-	.7	.4	9.6	1.3	
I enjoy good relations with my colleagues	F	-	1	0	8	2	.50
	%	-	0.8	.3	1.4	9.5	
I am a team player and work with colleagues to accomplish school tasks that require joint effort	F	-	-	2	0	9	.47
	%	-	-	.9	3.1	7.0	
When faced with complicated situations in handling pupils, I request for support of my colleagues	F	1	4	0	9	7	.30
	%	.8	.3	.3	0.5	7.1	
I maintain professional relations with colleagues and pupils	F	-	1	2	9	9	.29
	%	-	.8	.9	8.8	0.5	
I maintain good relations with the parents of the pupils I teach	F	1	4	9	1	6	.80
	%	0.8	1.6	5.7	0.4	1.5	
I help the head teacher in maintaining harmonious relations in the school	F	.8	6	6	6	2	.09
	%	.8	.0	3.2	6.3	4.7	

The results in Table 4.8 indicated that teachers made effort to solve any problem that arise between colleagues (mean =4.31), enjoyed good relations with their colleagues (mean =4.50), were capable of becoming team players and work with colleagues to accomplish school tasks that require joint effort (mean = 4.47). The results also showed that teachers when faced with complicated situations in handling pupils request for support from their colleagues (mean = 4.30), maintained professional relations with colleagues and pupils (mean = 4.29), and maintained good relations with the parents of the pupils they teach (mean = 3.80) Also, the results revealed that teachers helped the head teacher in maintaining harmonious relations in the school(mean = 4.09) To find out the overall view of how the respondents rated interpersonal relations in the school, an

average index was computed for the 07 items measuring interpersonal relations. The summary of the statistics on interpersonal relations in schools are presented in Table 4.9

Table 12: Summary Statistics for Interpersonal relations

Descriptives				Statistic	Std. Error
Interpersonal relations	Mean			4.25	0.05
	95% Confidence Interval for Mean	Lower Bound		4.16	
		Upper Bound		4.34	
	5% Trimmed Mean			4.28	
	Median			4.29	
	Variance			0.26	
	Std. Deviation			0.51	
	Minimum			3.00	
	Maximum			5.00	
	Range			2.00	
	Interquartile Range			0.57	
	Skewness			-0.86	0.22
	Kurtosis			0.40	0.44

The results in Table 4.9 show that the mean = 4.25 was virtually equal to the median = 4.00. Therefore, despite the negative skew (skew -0.86), the results were normally distributed. The mean and median close to four suggested that interpersonal relationship was good because basing on the scale used four represented good. The low standard deviation = 0.51 suggested low dispersion in the responses. The curve in Figure 4.16 indicated normality of the responses.

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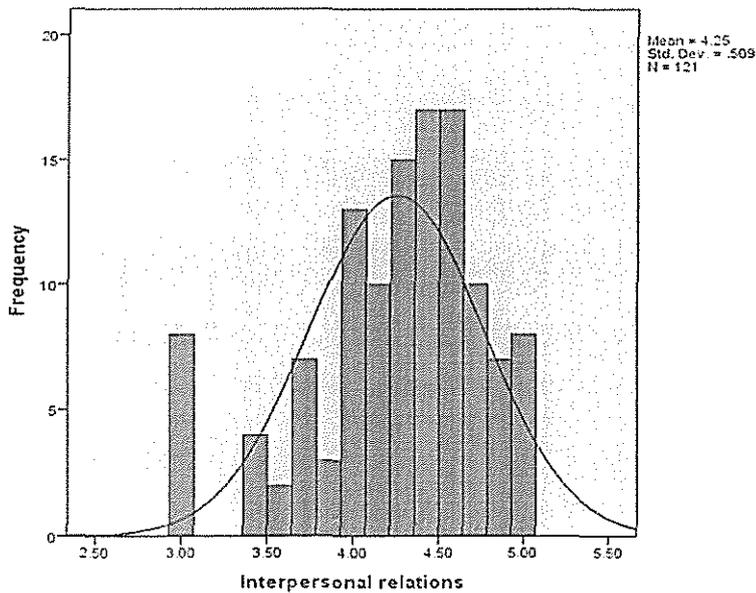
Figure 4: Histogram for Interpersonal Relationship

Figure 4.4 indicate normal distribution of the responses obtained about interpersonal relations. This means that the results on interpersonal relationship could be subjected to linear correlation and regression and appropriate results obtained.

The open question item on interpersonal relationship that provided qualitative data for explaining the descriptive statistics above required the respondents to concisely describe their interpersonal relations with their colleagues and pupils. The respondents gave several views and these included the following. For instance, one teacher stated, "When I am faced with a difficult situation in handling pupils, I always request for assistance from my fellow teachers." Another teacher indicated, "In my day to day life at school, I maintain professional relationship with my fellow teachers." Another respondent explained that, "I observe the tasks and try to find the

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solutions to it by comparing with what other teachers have. The responses above to a larger extent suggest that teachers indicated that their interpersonal relationship was good. This finding supported the descriptive statistics which indicated that interpersonal relationship of the teachers was good.

The interview item on interpersonal relations required the respondents to comment on the interpersonal relations among teachers. To this question item one Interviewee said, "A good number of the teachers often maintain professional relationship when at school." Another Interviewee remarked, "Some few are very good and a good number of enjoy having good relationships with fellow colleagues." Lastly, another interviewee stated, "Many teachers have help in maintaining good relationships with parents." The views above from the interviewees suggest that interpersonal relations was good.

4.3.5 Performance of teachers Index.

In the subsections 4.3.1 − 4.3.4 on the four aspects of Performance of teachers namely; classroom teaching discipline and regularity and interpersonal relations, descriptive data for each aspect was presented independently. However, for further analyses an average index for the measure of Performance of teachers was developed from the four aspects. The Performance of teachers average index was for 24 that were classroom teaching (7items), management of pupils (5 items), discipline and regularity (06 items) and meta (7 items). The summary statistics for Performance of teachers were as presented in Table 4.10.

Table 13: Summary Statistics for Performance of Teachers

Descriptives				Statistic	Std. Error
Performance of Teachers	Mean			4.33	0.03
	95% Confidence Interval for Mean	Lower Bound		4.27	
		Upper Bound		4.40	
	5% Trimmed Mean			4.35	
	Median			4.36	
	Variance			0.129	
	Std. Deviation			0.36	
	Minimum			2.80	
	Maximum			5.00	
	Range			2.20	
	Interquartile Range			0.46	
	Skewness			-0.95	0.23
	Kurtosis			2.14	0.46

The results in Table 4.10 revealed that the mean = 4.33 was almost equal to the median = 4.36. Therefore, despite the negative skew (skew -0.95), the results were normally distributed. The mean and median close to four suggested that performance of teachers was good because basing on the scale used four represented good. The low standard deviation = 0.36 suggested low dispersion in the responses. The curve in Figure 4.17 indicated normality of the responses.
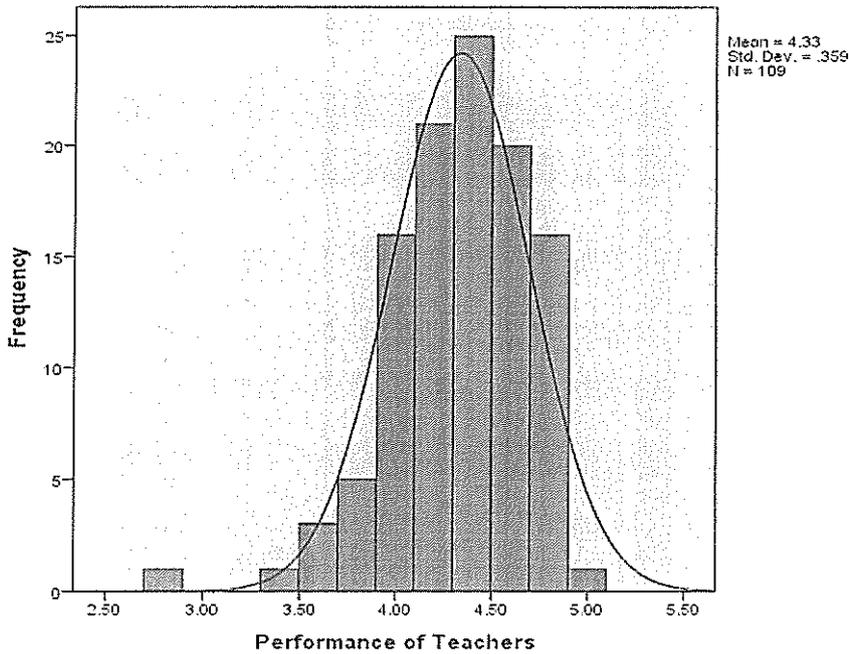
Figure 5: Histogram for performance of Teachers

Figure 4.5 indicated normal distribution of the responses obtained about performance of teachers. This suggested that the data obtained on performance of teachers could be subjected to linear correlation and regression and appropriate results obtained.

4.4 Task oriented supervision and performance of teachers.

This is the first objective of the study sought to establish the relationship between task oriented supervision and performance of teachers. Task oriented supervision was studied in terms of structured supervision, goal oriented Supervision and prescriptive supervision. The results on task oriented supervision included descriptive results followed by inferential results on each aspect

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4.4.1 Structured Supervision.

This was conceptualised as the first aspect of people oriented supervision. Structured Supervision was studied using 06 items seeking to establish whether the head teacher supervises me regularly,the supervision sessions my head teacher holds with me to guide me on what to do normally are well organised/ structured, my head teacher sometimes arranges supervision sessions free from interruptions. The items also sought to find out whether Supervision sessions normally have a specific focus, The supervision sessions my head teacher organises to discuss supervision feedback or give me guidelines are well organised ,and helped The head teacher arranges supervision sessions requiring interaction with me in advance. The results were as presented in Table 14

Table 14: Frequencies, Percentages and Means for Structured Supervision

The results in Table 4.11 showed that The head teachers supervised teachers

tured Supervision	F/ %	SD	D	NS	A	SA	Mean
ead teacher supervises me regularly	F	1	3	10	69	36	4.45
	%	.8	.5	8.3	57.5	30.0	
upervision sessions my head teacher holds ne to guide me on what to do normally are organised/ structured	F	2	5	11	54	48	4.18
	%	.7	.2	9.2	45.0	40.0	
head teacher sometimes arranges vision sessions free from interruptions	F	3	8	18	61	29	3.88
	%	.5	.7	15.1	51.3	24.4	
vision sessions normally have a specific	F	5	6	12	41	56	4.14
	%	.1	.0	9.9	33.9	46.3	
supervision sessions my head teacher ises to discuss supervision feedback or ne guidelines are well organised	F	7	0	9	62	20	3.49
	%	4.4	.5	7.6	52.5	16.9	
ead teacher arranges supervision sessions ring interaction with me in advance	F	3	3	9	43	62	4.32
	%	.5	.5	7.5	35.8	51.7	

regularly (mean =4.45), The supervision sessions head teachers holds with teachers guided them

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on what to do normally were well organised/ structured(mean =4.18), head teachers sometimes

arranged supervision sessions free from interruptions (mean =3.88) and that Supervision sessions

normally had a specific focus (mean =3.88).also results revealed that the supervision sessions head

teachers organised to discuss supervision feedback or give teachers guidelines were well organised

(mean =3.49) and The head teachers arranged supervision sessions requiring interaction with

teachers in advance(mean = 4.32). To certify the overall rating of structured supervision an average

index was calculated for the six items. The summary on the same was as presented in Table 4.12.

Table 15: Summary statistics for Structured Supervision

Descriptives			Statistic	Std. Error
Structured	Mean		4.06	0.07
Supervision	95% Confidence	Lower Bound	3.92	
	Interval for Mean	Upper Bound	4.20	
	5% Trimmed Mean		4.12	
	Median		4.17	
	Variance		0.54	
	Std. Deviation		0.73	
	Minimum		1.33	
	Maximum		5.00	
	Range		3.67	
	Interquartile Range		0.92	
	Skewness		-1.30	0.23
	Kurtosis		1.69	0.45

The results in Table 4.12 show that the mean = 4.06 was almost equal to the median

= 4.17 despite the negative skew (skew = -1.30), the results were normally distributed. The mean

and median close to four suggested that structured supervision was good because basing on the

scale used four represented true. The low standard deviation = 0.73 suggested low dispersion in the responses. The curve in Figure 4.6 indicated normality of the responses.
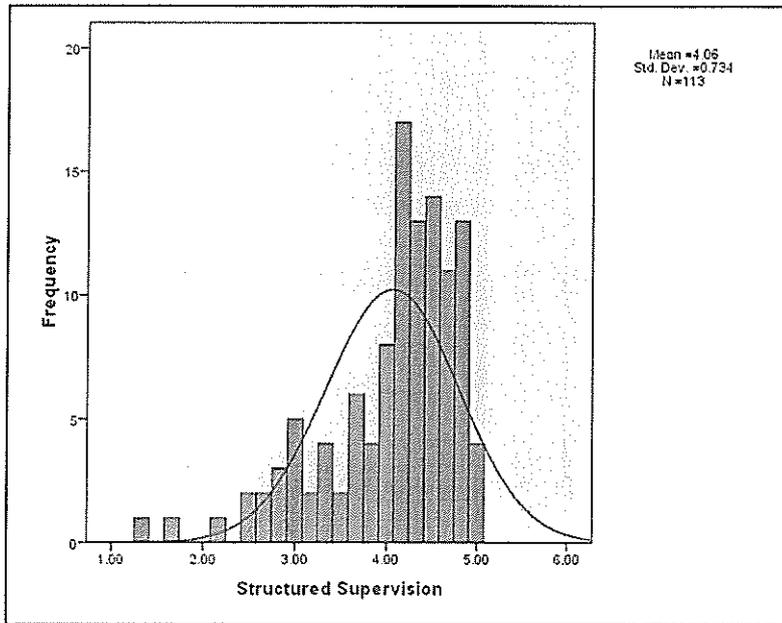
Figure 6: Histogram for Structured Supervision.

Figure 4.6 indicated normal distribution of the responses obtained about structured supervision. This suggested that the data on the same could be subjected to linear correlation and regression analyses and appropriate results obtained.

To obtain the views of the respondents about structured supervision, the teachers in open responses of the questionnaire were asked to give their own opinions on how the head teachers organises supervision sessions. "The teachers revealed that; "The head teacher supervises me regularly." Several related responses were given suggesting that supervision was often and structured. For instance, one respondent stated, "My head teacher sometimes arranges supervision

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sessions free from interruptions, "The supervision sessions my head teacher organises to discuss supervision feedback or give me guidelines are well organised, The views above from the Teachers suggested that the respondents indicated that they were able to perform their tasks. This finding is consistent with the descriptive statistics which indicated that structured supervision was good.

In the interviews, the respondents were asked to give their opinion on how head teachers organised supervision sessions. Several responses were given as those indicated below. One head teacher stated, "I often make schedules to supervise teachers while in classrooms". One of the Interviewee remarked, "I always tell my teachers to remain focused on the goals and objectives of the school during supervision". "Similarly, another interviewee said, "I often provide feedback to my teachers after supervision". The views above mean that there supervision of teachers in the school was structured and based on the tasks.

4.4.2. Goal oriented supervision.

This was conceptualised as the second aspect of task oriented supervision. It was studied using 08 items seeking to establish whether with the head teachers agreed on the objectives (goals) on which to be supervised, the objectives on which to be supervised were thoroughly explained, Supervision sessions were laid out. The items also sought to find out whether The activities on which supervisors were goal driven, head teachers gave teachers the opportunity to discuss inadequacies in supervision, gave guidance for achieving better work performance, revolved around how to make their school the best and The head teachers focused on making teachers work hard . The results were as presented in Table 4.13.

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Table 16: Frequencies, Percentages and Means for Goal Oriented

Goal oriented	F/%	D	D	N	A	A	Mean
With the head teacher we agree on the objectives (goals) on which to be supervised	F	-	1	3	4	83	4.64
	%	-	.8	.5	8.1	8.6	
The objectives on which to be supervised are thoroughly explained	F	-	2	6	5	8	4.31
	%	-	.7	.0	3.7	9.7	
Supervision sessions are laid out	F	-	2	4	6	9	4.50
	%	-	.7	.3	8.0	7.0	
The activities on which supervised are goal driven	F	-	-	9	7	5	4.46
	%	-	-	.4	8.8	3.7	
My head teacher gives me the opportunity to discuss in adequacies in supervision	F	3	8	8	5	7	4.20
	%	.5	.6	.6	7.2	7.1	
The head teacher gives guidance for achieving better work performance	F	-	2	4	4	1	4.36
	%	-	.7	.3	2.9	2.1	
The head teachers revolves around how to make this school the best	F	-	4	4	3	0	3.93
	%	-	.3	.3	0.3	3.1	
The head teacher gives feedback to teachers on their performance highlighting areas where they need improvement	F	-	3	1	7	9	4.36
	%	-	0.8	.2	5.8	4.2	
The head teacher ensures that teachers fulfil their professional responsibilities	F	-	6	12	6	6	4.18
	%	-	.0	.9	6.3	8.3	

The results in Table 4.13 suggested that teachers agreed with the objectives (goals) on which to be supervised (mean = 4.64), the objectives on which to be supervised were thoroughly

explained(mean = 4.31), Supervision sessions were laid out (mean =4.50), The activities on which supervised were goal driven(4.46), The head teachers revolved around how to make their schools the best(3.93), The head teachers gave feedback to teachers on their performance highlighting areas where they needed improvement (4.36) andThe head teachers ensured that teachers fulfilled their professional responsibilities (mean = 4.18). To establish the overall rating of goal oriented an average index was calculated for the nine items measuring goal oriented. The summary on the same was as presented in table 4.14

Table 17: Summary statistics for Goal oriented Supervision

Descriptions			Statistic	Std. Error
Goal oriented Supervision	Mean		4.34	0.04
	95% Confidence Interval for Mean	Lower Bound	4.26	
		Upper Bound	4.4	
	5% Trimmed Mean		4.35	
	Median		4.38	
	Variance		0.18	
	Std. Deviation		0.42	
	Minimum		3.12	
	Maximum		5.00	
	Range		1.88	
	Interquartile Range		0.50	
	Skewness		-0.57	0.22
	Kurtosis		-0.133	0.44

The results in Table 4.14 showed that the mean = 4.34 was almost equal to the median = 4.38 despite the negative skew (skew = -0.57), the results were normally distributed. The mean and median close to four suggested that goal oriented supervision was good because basing on the scale used four represented good. The low standard deviation = 0.42 suggested low dispersion in the responses. The curve in Figure 4.7 indicated normality of the responses.

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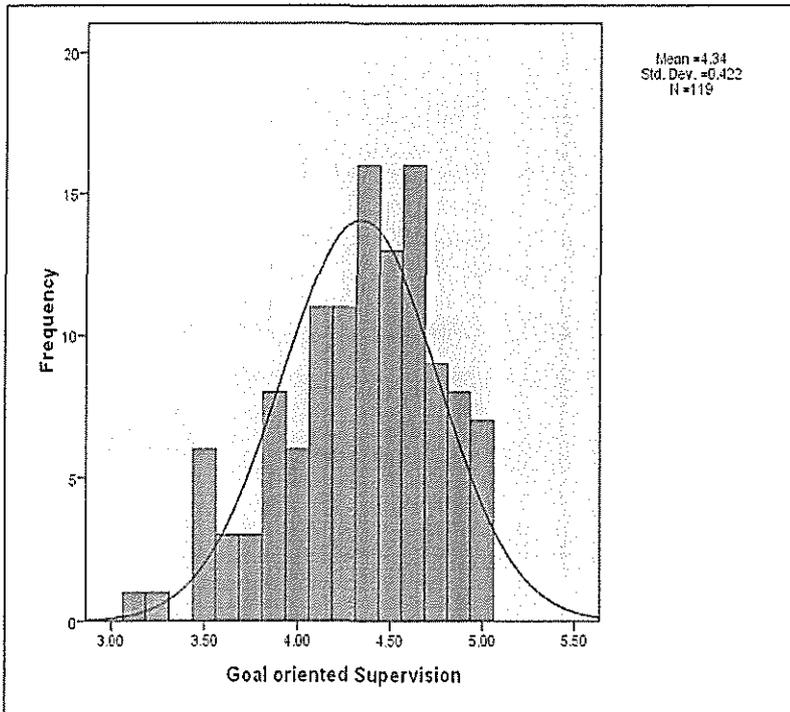
Figure 7: Histogram for Goal Oriented Supervision.

Figure 4.7 indicate normal distribution of the responses obtained about goal oriented supervision. The open response question item in the question survey on how the head teacher was goal oriented during supervision. One of the teachers stated, "The head teacher gives guidance for achieving better work performance." Another one remarked that, "The head teacher's focuses on making teachers work hard. This helps us to search for information, compile it and present it in front of the class and the head teacher guides us where corrections are needed." Another respondent revealed that; "The objectives on which to be supervised are thoroughly explained." The views above show that supervisory styles were goal oriented. This agrees with the descriptive statistics results which revealed that task oriented was good."

In the interviews, the respondents were asked to give their opinion on how head teachers ensured that teachers were focussed on goals of the school. Several responses were given as those indicated below. One head teacher stated, "The objectives on which to be supervised are thoroughly explained". One of the Interviewee remarked, "I always tell my teachers to remain focused on the goals and objectives of the school during supervision". Another interviewee said, "I give guidance for achieving better work performance". More still another respondent had this to say, "I agree on the objectives (goals) on which to be supervise my teachers". The views above mean that there supervision in the school was often based on the goals of the school.

4.4.3 Prescriptive Supervision.

This was conceptualised as the third aspect of task oriented supervision. It was studied using seven items seeking to establish whether head teachers puts out fires, The head teachers tracked mistakes of teachers during supervision, The head teachers ensured that teachers follow school rules , The head teachers made what they expected from teachers very clear. The items sought to establish whether the head teachers set standards for teachers to follow while carrying out work and established work agreements to help teachers accomplish their assignments. The results were as presented in Table 4.15.

Table 18: Frequencies, Percentages and Means for Prescriptive Supervision

Prescriptive Supervision	F/%	SD	D	NS	A	SA	Mean
My head teacher puts out fires	F	3	1	8	9	40	.76
	%	0.1	.1	.6	0.5	3.1	
The head teacher tracks mistakes of teachers during supervision	F	0	8	2	7	4	2.89
	%	6.5	.4	.9	0.6	1.6	
The head teacher ensures that teachers follow school rules	F	7	4	7	4	9	.20
	%	4.0	9.8	4.0	6.4	5.7	
The head teacher makes what he expects form teachers very clear	F	2	4	8	7	9	.64
	%	6.7	8.3	.4	8.8	.5	
The head teacher acts quickly to prevent problems from becoming chronic	F	9	6	3	2	8	.86
	%	4.6	2.0	1.0	7.1	5.3	
The head teacher sets standards for us to follow while carrying out work	F	2	4	8	9	7	.71
	%	0.0	1.7	.7	0.8	0.8	
The head teacher establishes work agreements to help us teachers accomplish our assignments	F	2	6	1	6	3	.10
	%	8.6	2.0	.3	0.5	9.5	

The results in Table 18 revealed that head teachers puts out fires (mean = 3.76) head teachers somehow tracked mistakes of teachers during supervision (mean =2.89). The results also showed that head teachers moderately ensured that teachers follow school rules (mean =3.20), head teachers fairly made what they expected from teachers very clear (mean =2.64), and moderately acted quickly to prevent problems from becoming chronic (mean =2.86). The results also showed that the head teachers set standards for teachers to follow while carrying out work (mean = 3.71) and somehow established work agreements to help teachers accomplish their assignments (mean = 3.10) therefore the overall rating was that prescriptive supervision was

moderately conducted by head teachers. To establish the overall rating of prescriptive supervision, an average index was calculated for the seven items measuring prescriptive supervision. The summary on the same was as presented in Table 4.16.

Table 19: Summary statistics for Prescriptive Supervision

Descriptive			Statistics	Std. Error
Prescriptive	Mean		3.17	0.10
Supervision	95% Confidence Interval for Mean	Lower Bound	2.98	
		Upper Bound	3.37	
	5% Trimmed Mean		3.19	
	Median		3.14	
	Variance		1.08	
	Std. Deviation		1.04	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		1.79	
	Skewness		-0.22	0.23
	Kurtosis		-0.99	0.45

The results in Table 4.16 showed that the mean = 3.17 was almost equal to the median = 3.14 despite the negative skew (skew = -0.22), the results were normally distributed. The mean and median close to three suggested that prescriptive supervision was moderate because basing on the scale used three represented moderate. The high standard deviation = 1.04 suggested high dispersion in the responses. The curve in Figure 4.8 indicated normality of the responses.

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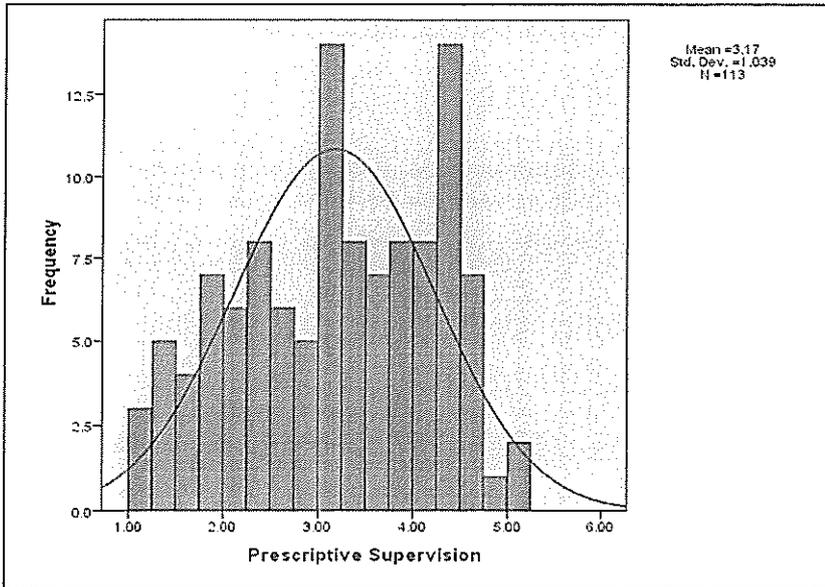
Figure 8: Histogram for Prescriptive Supervision.

Figure 4.8 indicate normal distribution of the responses obtained about prescriptive supervision. Therefore, the descriptive results above could be subjected to linear correlation and regression analyses and accurate results obtained.

The open response question item in the question survey on how the is the head teacher directive during supervision. One of the teachers stated, "The head teacher acts quickly to prevent problems from becoming chronic." Another respondent had this to say, "The head teacher tracks mistakes of teachers during supervision. Another respondent revealed that; "I establish work agreements with the head teacher to help me accomplish my assignments." The views above show that supervisory styles were goal oriented. This agrees with the descriptive statistics results which revealed that task oriented was moderate."

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In the interviews, the respondents were asked to give their opinion on how head teachers ensured that teachers remained objective during supervision. Several responses were given as those indicated below. One head teacher stated, "I treat my teachers with a lot of respect during supervision". One of the Interviewee said, "I give feedback to my teachers after supervision". .The views above mean that there supervision in the school was moderate.

4.4.4 Task oriented supervision Index.

In the subsections 4.4.1 – 4.4.3 on the three aspects of task oriented supervision namely; structured, goal oriented and prescriptive supervision, descriptive data for each aspect was presented independently. However, for further analyses an average index for the measure of task oriented supervision was developed from the three aspects. The task oriented supervision average index was for twenty one items. These included structured supervision (6 items), goal oriented (8 items), and prescriptive supervision (7 items). The summary statistics for task oriented supervision were as presented in Table 4.17.

Table 20: Summary Statistics for Task Oriented Supervision

Descriptives			Statistic	Std. Error
Task Oriented	Mean		3.90	0.04
Supervision	95%	Lower Bound	3.82	
	Confidence Interval for Mean	Upper Bound	3.98	
	5% Trimmed Mean		3.90	
	Median		3.90	
	Variance		0.20	
	Std. Deviation		0.44	
	Minimum		2.90	
	Maximum		4.86	
	Range		1.95	
	Interquartile Range		0.52	
	Skewness		0.02	0.23
	Kurtosis		-0.23	0.46

The results in Table 4.17 reveal that the mean = 3.90was almost equal to the median = 3.90. Therefore, skewness (skew 0.02), the results were normally distributed. The mean and median close to four suggested that performance of teachers was good because basing on the scale used four represented good. The low standard deviation = 0.44suggested low dispersion in the responses. The curve in Figure 4.9 indicated normality of the responses.
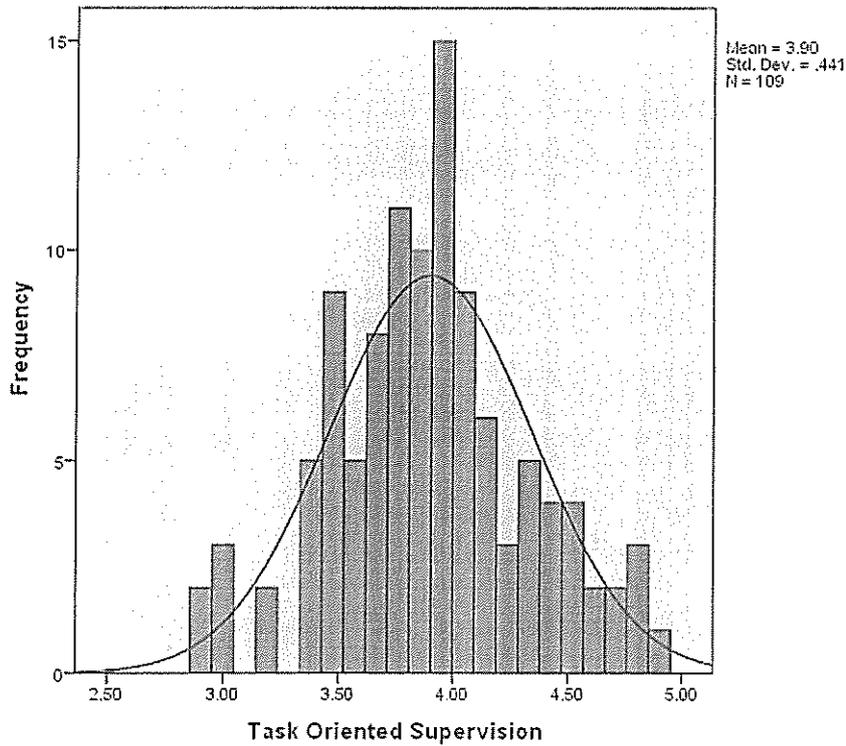
Figure 9 Histogram for Task Oriented Supervisory Styles

Figure 4.9 indicate normal distribution of the responses obtained about task oriented supervision. Therefore, the descriptive results above could be subjected to linear correlation and regression analyses and accurate results obtained described in table 4.9

4.4.5Correlation between Task Oriented Supervision and Performance of Teachers in Primary Schools.

To establish whether the existing Task oriented supervisory style namely structured, goal and prescriptive supervisory styles, related to performance of Teachers, The researcher carried out correlation analysis. The results were as given in Table 4.18.

Table 21: showing Correlation between Task Oriented Supervision and Performance of Teachers in Primary Schools

	Performance of Teachers	Structured Supervision	Goal oriented Supervision	Prescriptive Supervision
Performance of Teachers	1			
Structured Supervision	0.598** 0.000	1		
Goal oriented Supervision	0.811** 0.000	0.567** 0.000	1	
Prescriptive Supervision	-0.028 0.781	-0.252** 0.010	-0.087 0.362	1

**. Correlation is significant at the 0.05 level (2-tailed).

The results in table 4.18 suggest that all the aspects of task oriented supervision namely; structured supervision (0.598, p=0.000<0.05), Goal oriented Supervision (0.811, p=0.00<0.05) Prescriptive Supervision (-0.028, p=0.781>0.05) had a positive and significant relationship with the performance of teachers. This means that the hypothesis H1was supported. However, structured supervision was more significant followed by goal oriented and lastly prescriptive supervision.

rs in Primary Schools on Task Oriented

whether task oriented supervision influenced s carried out. The results were as in Table 4.10

: of Teachers in Primary Schools on Task

dardise Coefficients	Significance
Beta (β)	(p)
0.244	0.001
0.677	0.000
0.105	0.077

:hers

ated; structured, goal oriented and prescriptive

oriented supervision (adjusted R=0.680). This

or by other factors not considered under this

pervision, structured supervision, (β=0.244,

=0.677, p=0.000<0.05) had a positive and

significance influence on performance of teachers while prescriptive (β=0.105, p=0.077>0.05) had a positive but insignificant influence on performance of teachers. The magnitudes of the respective betas suggested that goal oriented supervision had the most significant influence on performance of teachers followed by structured supervision.

4.5 Results for people oriented supervision and performance of teachers

The second objective of the study sought to establish the relationship between and performance of teachers. People oriented supervision was studied in terms of Commitment to People, Perceptive Supervision and Reflective people oriented supervision. The results on the clinical supervision include descriptive results followed by inferential results on each aspect.

4.5.1. Results for Commitment to People.

This was conceptualised as the first aspect of people oriented supervision. It was studied using eight items seeking to establish whether head teachers were enthusiastic about supervising teachers, appeared interested in supervising them, sometimes teachers felt to be burden to head teachers, head teachers were approachable and available , head teachers were interested in professional development and appeared interested in enhancing teacher as a person . The results were as presented in Table 4.20

Table 23: Frequencies, Percentages and Means for Commitment to People

mitment to People	F/ %	D	D	N	A	A ·	Mean
ıead teacher is enthusiastic about ·vising me.	F	3	6	9	5	28	3.98
	%	.5	.0	.4	2.0	3.1	
ıead teacher appears interested in ·vising me	F	1	9	12	1	7	3.87
	%	.8	.5	0.0	7.5	4.2	
head teacher appears to like ·vising me	F	1	1	5	4	7	3.89
	%	.8	.3	2.7	4.2	2.9	
ıetimes feel I am a burden to my teacher	F	4	7	6	9	3	3.50
	%	1.8	4.3	3.4	2.8	7.7	
ead teacher is approachable	F	1	5	0	3	0	4.059
	%	.8	.2	.4	1.3	5.2	
ead teacher is available to me	F	-	4	-	3	0	4.44
	%	-	.4	-	5.3	1.3	
ıead teacher is interested in my opment as a professional	F	1	4	1	0	3	4.18
	%	.8	.4	.2	0.4	6.1	
My head teacher appears sted in enhancing me as a person	F	2	7	0	8	4	4.03
	%	.7	.8	.3	6.2	8.1	

The results in Table 4.20 revealed that head teachers were enthusiastic about supervising teachers (mean =3.98) head teachers appeared interested in supervising teachers(mean =3.87). The results also showed that head teachers liked supervising teachers (mean = 3.89), head teachers were approachable (mean =4.06) and available to teachers (mean = 4.44). The results also showed that the head teachers were interested in teacher development as a professional (mean =4.18) and appeared interested in enhancing teachers as a person (mean =4.03).therefore the overall rating was that prescriptive supervision was moderately conducted by head teachers. To

establish the overall rating of prescriptive supervision, an average index was calculated for the seven items measuring prescriptive supervision. The summary on the same was as presented in Table 4.21

Table 24: Frequencies, Percentages and Means for Commitment to People.

Descriptive			Statistic	Std. Error
Commitment to People	Mean		4.02	0.05
	95% Confidence Interval for Mean	Lower Bound	3.91	
		Upper Bound	4.12	
	5% Trimmed Mean		4.05	
	Median		4.13	
	Variance		0.32	
	Std. Deviation		0.57	
	Minimum		2.25	
	Maximum		5.00	
	Range		2.75	
	Interquartile Range		0.75	
	Skewness		-0.88	0.23
	Kurtosis		0.85	0.46

The results in Table 4.21 reveal that the mean = 4.02 was almost equal to the median = 4.13. Therefore, despite the negative skew (skew -0.88), the results were normally distributed. The mean and median close to four suggested that commitment to people was good because basing on the scale used four represented good. The low standard deviation = 0.57 suggested low dispersion in the responses. The curve in Figure 4.10 indicated normality of the responses

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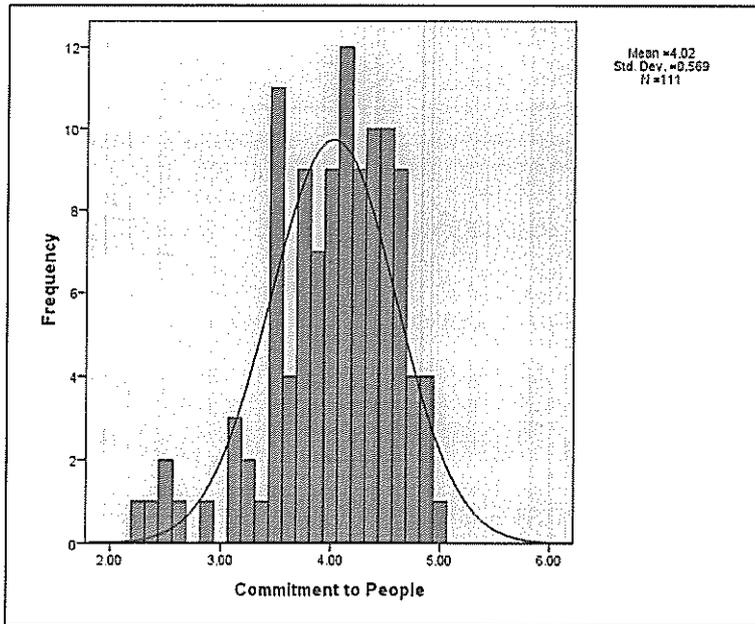
Figure 7: Histogram for Commitment to People.

Figure 10 indicate normal distribution of the responses obtained about perceptive supervision. Therefore, the descriptive results above could be subjected to linear correlation and regression analyses and accurate results obtained.

To obtain the views of the respondents about structured supervision, the teachers in open responses of the questionnaire were asked to give their own opinions on how the head teachers was committed to teachers during supervision. "The teachers revealed that; "The head teacher supervises me regularly." Several related responses were given suggesting that supervision was often and structured. For instance, one respondent stated, "My head teacher is available to me, another respondent had this to say, "My head teacher is enthusiastic about supervising me, another respondent said that, "My head teacher appears interested in enhancing me as a person." The views

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above from the Teachers suggested that the respondents indicated that they were able to perform their tasks. This finding is consistent with the descriptive statistics which indicated that commitment to people was good.

In the interviews, the respondents were asked to give their opinion on how head teachers ensured that teachers complied with supervision expectations. Several responses were given as those indicated below. One head teacher stated, "I often encourage teachers to remain positive during the supervision sessions". Another interviewee remarked, "I always tell my teachers to remain focused during supervision". Another interviewee said, "I always encourage professional development of teachers during supervision". The views above mean that there supervision of teachers in the school and often committed to teachers and that supervision was people oriented.

4.5.2 Results for Perceptive Supervision.

This was conceptualized as the second aspect of people oriented supervision. It was studied using eight items seeking to establish whether head teachers were respectful of teachers' views and ideas, head teachers acted as an equal partner during supervision, head teacher used a collaborative approach in supervision and head teacher treated teachers with respect during supervision. The results were as presented in Table 4.22

Table 25: Frequencies, Percentages and Means for People Oriented

Perceptive Supervision	F/%	D	D	U	A	SA	Mean
My head teacher is respectful of my views and ideas	F	2	5	1	62	50	4.28
	%	.7	.2	0.8	51.7	41.7	
My head teacher acts as an equal partner during supervision	F	-	3	7	68	41	4.24
	%	-	.5	5.9	57.1	34.5	
My head teacher uses a collaborative approach in supervision	F	1	6	13	72	28	4.00
	%	.8	.0	10.8	60.0	23.3	
I feel comfortable when being supervised by my head teacher	F	-	0	5	53	53	4.23
	%	-	.3	4.1	43.8	43.8	
My head teacher is less judgemental during supervision	F	6	4	17	57	22	3.65
	%	.2	2.1	14.7	49.1	19.0	
My head teacher treats me with respect during supervision	F	1	2	3	68	47	4.18
	%	.8	.7	2.5	56.2	38.8	
Feedback on my performance from my head teacher felt is educative	F	1	3	1	50	65	4.46
	%	.8	.5	0.8	41.7	54.2	
I feel able to discuss my concerns with my head teacher openly	F	2	8	7	66	37	4.07
	%	.7	.7	5.8	55.0	30.8	
With my head teacher, supervision is an exchange of ideas	F	2	3	7	65	42	4.55
	%	.7	.5	5.9	54.6	35.3	
My head teacher gives feedback to me in a way that makes me feel safe	F	1	8	2	62	47	4.39
	%	.9	.6	1.7	51.2	38.8	
My head teacher treats me like an adult	F	-	4	1	56	57	4.07
	%	-	.2	0.8	47.1	47.9	
I easily open up to my head teacher	F	2	3	7	65	42	4.55
	%	.7	.5	5.9	54.6	35.3	

The results in Table 4.22 revealed that head teachers were respectful of teachers' views and ideas (mean =4.28) head teachers acted as an equal partner during supervision (mean =4.24). The results also showed that head teachers used a collaborative approach in supervision (mean =4.00), teachers felt comfortable when being supervised by their head teachers (mean =4.23), and head teachers were less judgemental during supervision (mean =3.65). The results also

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showed that the head teacher treated teachers with respect during supervision (mean =4.18), the Feedback on teachers performance from their head teachers felt educative (mean =4.46), teachers felt able to discuss their concerns with head teachers openly (mean =4.07), head teachers gave feedback to teachers in a way that makes them feel safe (mean =4.39). Therefore the overall rating indicated that perceptive supervision was conducted by head teachers. To establish the overall rating of prescriptive supervision, an average index was calculated for the seven items measuring prescriptive supervision. The summary on the same was as presented in Table 4.23.

Table 26: Summary statistics for Perceptive Supervision

Descriptive			Statistic	Std. Error
Perceptive	Mean		4.21	0.06
Supervision	95%Confidence	Lower Bound	4.09	
	Interval for Mean	Upper Bound	4.33	
	5% Trimmed Mean		4.23	
	Median		4.25	
	Variance		0.39	
	Std. Deviation		0.63	
	Minimum		2.33	
	Maximum		7.58	
	Range		5.25	
	Interquartile Range		0.62	
	Skewness		0.78	0.233
	Kurtosis		7.67	0.46

Results in Table 4.23 reveal that the mean = 4.21 was almost equal to the median = 4.25. The skewness was positive (skewness 0.78), therefore the results were normally distributed. The mean and median close to four suggested that perceptive supervision was good because basing on the scale used four represented good. The low standard deviation = 0.63 suggested low dispersion in the responses. The curve in Figure 4.11 indicated normality of the responses

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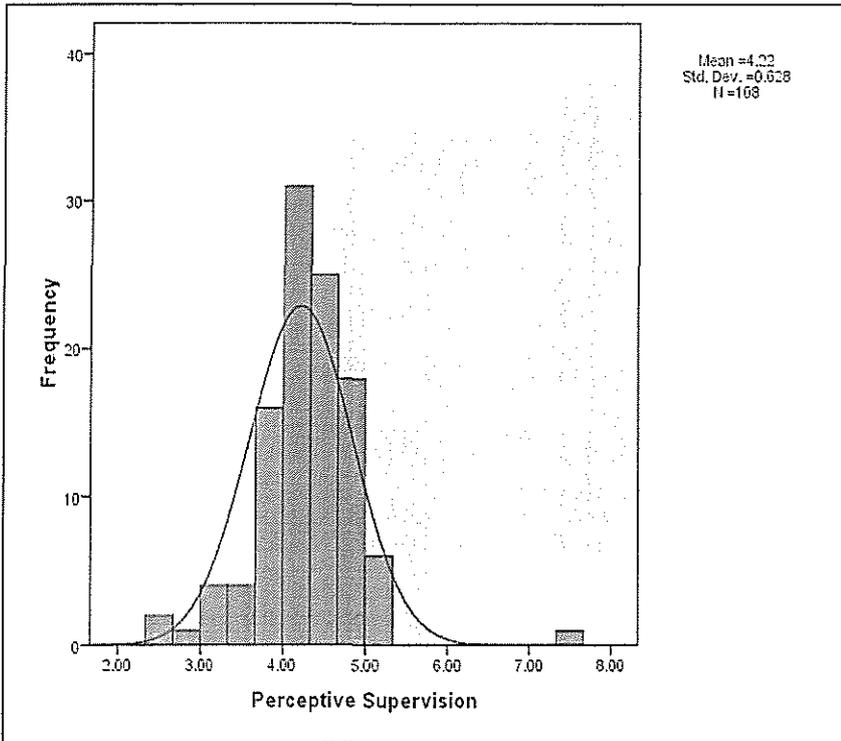
Figure 11 Histogram for Perceptive Supervision

Figure 4.11 indicate normal distribution of the responses obtained about perceptive supervision. Therefore, the descriptive results above could be subjected to linear correlation and regression analyses and accurate results obtained.

To obtain the views of the respondents about structured supervision, the teachers in open responses of the questionnaire were asked to give their own opinions on how the head teachers were positive during supervision. "One of the respondents had this to say; "The head teacher respects my views and ideas during supervision." Several related responses were given suggesting that supervision was often perceptive. For instance, another respondent stated, "I am able to discuss

my views with my supervisor during supervision, another respondent had this to say, "My head teacher treats me with respect during supervision, another respondent said that, "My head teacher appears interested in enhancing me as a person." The views above from the Teachers suggested that the respondents indicated that they were positive during their supervision. This finding is consistent with the descriptive statistics which indicated that perceptive supervision was good. In the interviews, the respondents were asked to give their opinion on how head teachers ensured that teachers remained positive during supervision. Several responses were given as those indicated below. One head teacher stated, "I often encourage teachers to remain positive during the supervision sessions". Another interviewee remarked, "I always respect the ideas of my teachers during supervision sessions". Another interviewee said, "I discuss ideas with my teachers during supervision". The views above mean that there supervision of teachers in the school was perceptive and always people oriented.

4.5.3 Results for Reflective Supervision.

This was conceptualised as the third aspect of people oriented supervision. It was studied using eight items seeking to establish whether head teachers gave teachers the opportunity to learn how to carry out my activities, encouraged them to reflect on the way they carried out their work, paid close attention to the process of supervision, did not emphasise authority when guiding teachers on what to do , head teachers helped teachers to learn by delegating them different responsibilities and teachers learnt a great deal from observing their head teachers carrying out supervision . The results were as presented in Table 4.24

Table 27: Frequencies, Percentages and Means for People Oriented Supervision

eflective	F/%	SD	D	S N	A	SA	Mean
1y head teacher gives me the pportunity to learn how to carry out 1y activities	F	4	6	8	3	27	.96
	%	.4	.1	.8	1.9	2.9	
1y head teacher encourages me to :flect on the way I carry out my 'ork	F	-	2	4	4	0	.43
	%	-	.7	.3	5.0	0.0	
1y head teacher pays close attention) the process of supervision	F	-	1	2	3	5	.67
	%	-	.8	.7	7.3	0.2	
1y head teacher does not emphasise .ithority when guiding me on what) do	F	3	3	6	9	0	.07
	%	.5	.5	3.2	8.8	3.1	
1y head teacher helps me to learn y delegating me different :sponsibilities	F	1	4	6	4	6	.16
	%	.8	.3	.0	1.2	9.8	
1y head teacher pays attention to 1y unspoken feelings and anxieties : work	F	1	-	4	3	3	.38
	%	.8	-	.3	2.1	3.8	
1y head teacher facilitates me in 1teresting and informative iscussions	F	-	2	2	5	2	.46
	%	-	.7	.7	5.5	1.2	
have learnt a great deal from bserving my head teacher carry out .ipervision	F	-	-	3	2	6	.52
	%	-	-	.5	3.0	4.5	

results in Table 4.24 revealed that head teachers gave teachers the opportunity to learn how

to carry out my activities(mean=3.96), encouraged them to reflect on the way they carried out their

work(mean=4.43), paid close attention to the process of supervision(mean=4.67), did not

emphasise authority when guiding teachers on what to do(mean=4.07) , head teachers helped

teachers to learn by delegating them different responsibilities(mean= 4.16) and teachers learnt a

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great deal from observing their head teachers carrying out supervision(mean=4.52).Therefore the overall rating was that perceptive supervision was well conducted by the head teachers.To establish the overall rating of prescriptive supervision, an average index was calculated for the seven items measuring prescriptive supervision. The summary on the same was as presented in Table 4.25.

Table 28: Summary statistics for Reflective Supervision

Descriptive			Statistic	Std. Error
Reflect ive Supervision	Mean		4.33	0.04
	95% Confidence Interval for Mean	Lower Bound	4.25	
		Upper Bound	4.40	
	5% Trimmed Mean		4.34	
	Median		4.38	
	Variance		0.17	
	Std. Deviation		0.41	
	Minimum		2.25	
	Maximum		5.00	
	Range		2.75	
	Interquartile Range		0.50	
	Skewness		-1.29	0.22
	Kurtosis		4.77	0.44

Table 4.25 reveal that the mean = 4.33 was almost equal to the median = 4.38. Therefore, despite the negative skew (skew -1.29), the results were normally distributed. The mean and median close to four suggested that perceptive supervision was good because basing on the scale used four represented good. The low standard deviation = 0.41 suggested low dispersion in the responses.

The curve in Figure 9 indicated normality of the responses.
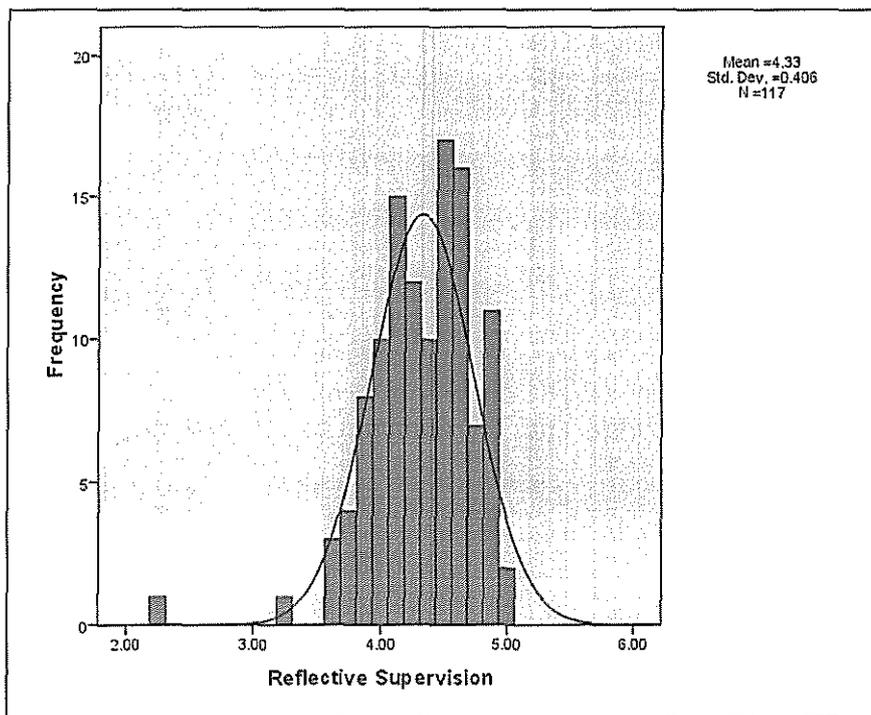
Figure 12 Histogram for Reflective Supervision

Figure 12 indicate normal distribution of the responses obtained about reflective supervision. Therefore, the descriptive results above could be subjected to linear correlation and regression analyses and accurate results obtained.

To obtain the views of the respondents about reflective supervision, the teachers in open responses of the questionnaire were asked to give their own views on how the head teachers were objective during supervision "One of the respondents had this to say; "My head teacher gives me the opportunity to learn how to carry out my activities." Other related responses were given

Teachers suggested that the respondents indicated that they were objective during their supervision sessions. This finding is consistent with the descriptive statistics which indicated that perceptive supervision was good.

In the interviews, the respondents were asked to give their opinion on how head teachers ensured that teachers remained positive during supervision. Several responses were given as those indicated below. One head teacher stated, "I often encourage teachers to remain positive during the supervision sessions". Another interviewee remarked, "I always respect the ideas of my teachers during supervision sessions". Another interviewee said, "I discuss ideas with my teachers during supervision". The views above mean that there supervision of teachers in the school was perceptive and always people oriented.

4.5.4 People oriented supervision Index.

In the subsections 4.5.1 – 4.5.3 the three aspects of people oriented supervision namely; commitment to people, perceptive supervision and reflective supervision, descriptive data analysis for each aspect was presented independently. However, for further analysis, an average index for the measure of people oriented supervision was developed from the three aspects. The people oriented supervision average index was for twenty six that is commitment to people (8 items), perceptive supervision (10 items), and reflective supervision (8 items). The summary statistics for task oriented supervision were as presented in Table 4.26.

Table 29: Summary statistics for People Oriented Supervision

Descriptives				Statistic	Std.Error
People Oriented Supervision	Mean			3.95	0.04
	95% Confidence Interval for Mean	Lower Bound		3.87	
		Upper Bound		4.03	
	5% Trimmed Mean			3.95	
	Median			3.93	
	Variance			0.16	
	Std. Deviation			0.40	
	Minimum			2.52	
	Maximum			4.85	
	Range			2.33	
	Interquartile Range			0.56	
	Skewness			-0.23	0.25
	Kurtosis			0.67	0.49

Table 4.26 reveal that the mean = 3.95 was almost equal to the median = 3.93. Therefore, despite the negative skewness (skewness -0.23), the results were normally distributed. The mean and median close to four suggested that People Oriented Supervision was good because basing on the scale used four represented good. The low standard deviation = 0.40 suggested low dispersion in the responses. The curve in Figure 4.13 indicated normality of the responses
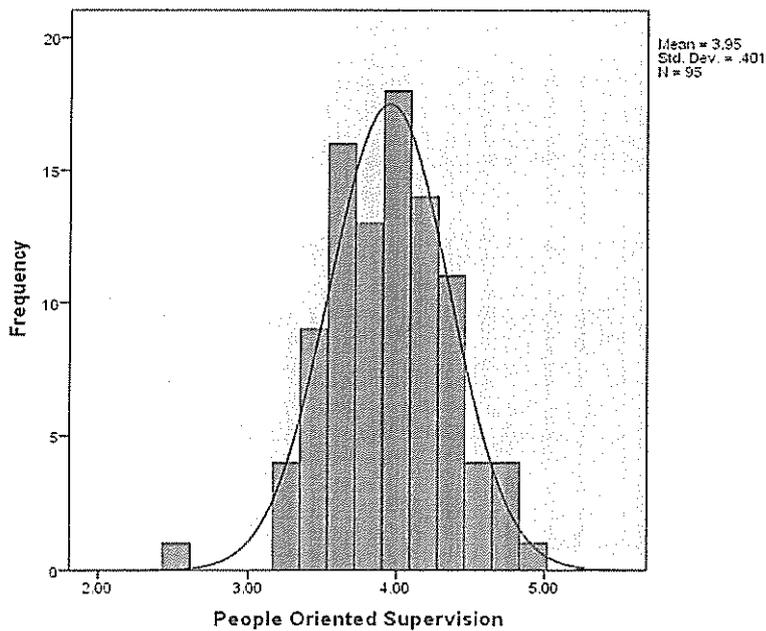
Figure 13: Histogram for people Oriented Supervision.

Figure 4.13 indicated normal distribution of the responses obtained about people oriented supervision. Therefore, the results could be subjected to linear correlation and regression and suitable results obtained.

4.5.5 Correlation between People Oriented Supervision and Performance of Teachers in Primary Schools.

To establish whether the existing people oriented supervision related to performance of Teachers, namely commitment to people, perceptive and reflective. The researcher carried out correlation analysis. The results were as given in Table 4.27.

Table 30 showing Correlation between People Oriented Supervision and Performance of Teachers in Primary Schools

	Performance of Teachers	Commitment to People	Perceptive Supervision	Reflective Supervision
Performance of Teachers	1			
Commitment to People	0.312** 0.002	1		
Perceptive Supervision	0.285** 0.004	0.565** 0.000	1	
Reflective Supervision	0.790** 0.000	0.278** 0.005	0.424** 0.000	1

**. Correlation is significant at the 0.05 level (2-tailed).

The results in table 4.9 suggest that all the aspects of people oriented supervision namely; commitment to people supervision (0.312, p=0.002<0.05), perceptive supervision (0.285, p=0.004<0.05) reflective supervision (0.790, p=0.000>0.05) had a positive and significant relationship with the performance of teachers. This means that the hypotheses H2 was supported. However, reflective supervision was more significant followed by commitment to people and lastly perceptive supervision.

reflective supervision, (β=0.914, p=0.000<0.05) and perceptive supervision (β=0.159, p=0.007<0.05) and prescriptive (β=0.144, p=0.009>0.05) had a positive significant influence on performance of teachers. The magnitudes of the respective betas suggested that reflective supervision had the most significant influence on performance of teachers followed by perceptive and commitment to people supervision.

4.6 Results for Clinical Supervision and Performance of teachers

The first objective of the study sought to establish the relationship between clinical supervision and performance of teachers. Clinical supervision was studied in terms of normative supervision, restorative supervision and formative supervision. The results on the clinical supervision include descriptive results followed by inferential results on each aspect.

4.6.1 Results for normative supervision.

This was conceptualized as the first aspect of clinical supervision. It was studied using ten items seeking to establish whether Head teachers checked teachers' attendance book, ensured regular attendance of staff ,ensured teachers punctuality , provided adequate supplies for enhancing effective job performance, ensured teachers teach according to syllabus, took time to visit classrooms to observe teaching and learning activities, and ensured that teachers fulfil their professional responsibilities . The results were as presented in Table 4.29.

Table 32: Frequencies, Percentages and Means for Clinical Supervision

e supervision	F%	D	D	U	A	SA	Mean
:her checks teachers' attendance	F	1	3	10	69	36	4.13
	%	.8	.5	8.3	57.5	30.0	
:her ensures regular attendance of .hool	F	-	2	3	56	60	4.44
	%	-	.7	2.5	46.3	49.3	
:her ensures teachers punctuality	F	-	4	12	51	43	4.19
	%	-	.3	10.0	50.8	35.8	
cher provides adequate supplies cing effective job performance	F	1	2	8	65	45	4.25
	%	.8	.7	6.6	53.7	37.2	
acher ensures teachers teach ; to syllabus	F	2	3	9	60	46	4.21
	%	.7	.5	7.5	50.0	38.3	
:her ensuring that lesson notes and :s are vetted regularly	F	1	2	3	68	47	4.31
	%	.8	.7	2.5	56.2	38.8	
1 teacher ensures that teachers ing class time	F	-	5	4	61	51	4.3058
	%	-	.1	3.3	50.4	42.1	
d teacher takes time to visit 1s to observe teaching and ictivities	F	9	7	13	60	32	3.82
	%	.4	.8	10.7	49.6	26.4	
d teacher gives feedback to)n their performance highlighting :re they need improvement	F	2	3	7	65	42	4.19
	%	.7	.5	5.9	54.6	35.3	
1 teacher ensures that teachers r professional responsibilities	F	2	2	17	72	27	4.00
	%	.7	.7	14.0	59.5	22.3	

The results in Table 4.29 indicated that head teacher checked teachers' attendance book because the mean (mean =4.13) was close to code four which on the five-point Likert scale used to measure the items corresponded to good. The results also showed that Head teachers ensured regular attendance of staff (mean =4.44), and ensured teachers' punctuality (mean =

4.19). The results showed that head teachers provided adequate supplies for enhancing effective job performance (mean = 4.25) was close to four which corresponded with good. On the other hand, Head teachers ensured that teachers taught according to syllabus (mean = 4.21), Head teachers ensured that lesson notes and prep books were vetted regularly(4.31), The head teachers ensured that teachers taught during class time(4.30), The head teachers took time to visit classrooms to observe teaching and learning activities (3.82). To find out the overall view of how the respondents rated normative supervision in the school, an average index was computed for the 10 items. The summary of the statistics on normative supervision in schools are presented in Table 4.30

Table 33: Summary Statistics for Normative Supervision

Descriptives			Statistic	Std.Error
Clinical	Mean		4.29	0.03
Supervision	95% Confidence Interval for Mean	Lower Bound	4.23	
		Upper Bound	4.37	
	5% Trimmed Mean		4.31	
	Median		4.29	
	Variance		0.13	
	Std. Deviation		0.36	
	Minimum		2.75	
	Maximum		5.00	
	Range		2.25	
	Interquartile Range		0.50	
	Skewness		-0.85	0.23
	Kurtosis		2.73	0.46

The results in Table 4.30 showed that the mean = 4.29 was virtually equal to the median =4.29 with a negative skewness (-0.85), the results were normally distributed. The mean and median close to four suggested that normative supervision was good because basing on the scale used four represented good. The low standard deviation = 0.46 suggested low dispersion in the responses. The curve in Figure 4.6 indicated normality of the responses.
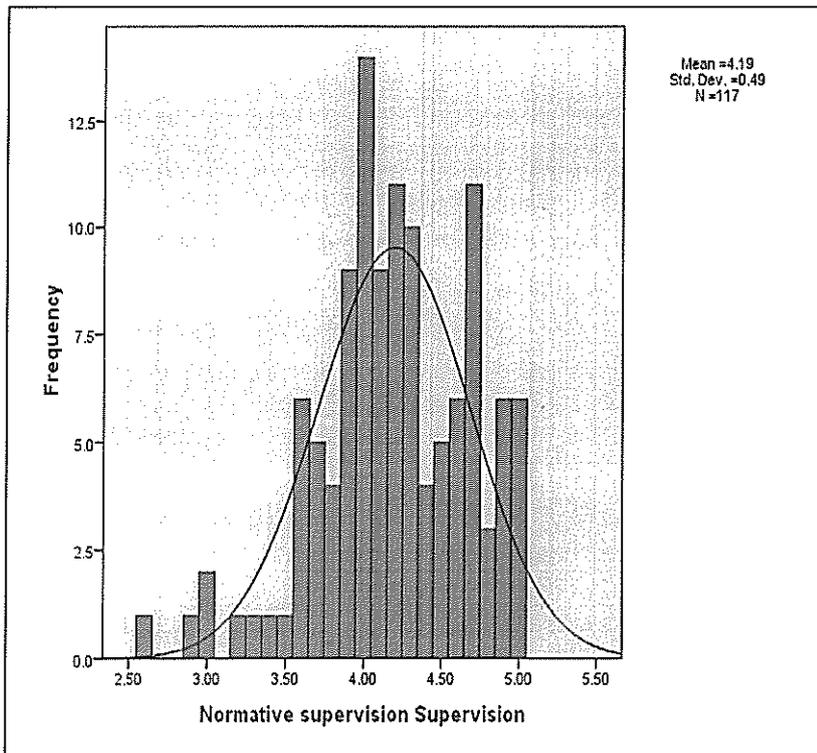
Figure 11: Histogram for Normative Supervision.

Figure 14 indicated normal distribution of the responses obtained about normative supervision. Therefore, the results could be subjected to linear correlation and regression and suitable results obtained.

The survey question item on clinical supervision required open responses of the respondents to briefly tell how the head teachers ensured that every teacher followed standards during supervision. One of the respondents said that, "Head teacher checks teachers' attendance book." Another respondent had this to say, "Head teacher ensuring that lesson notes and prep books are vetted regularly. Another respondent revealed that; "The head teacher ensures that

teachers teach during class time." In addition to these statement, another respondent noted that, "Head teacher ensures regular attendance of staff to school." These views show that clinical supervision was normative. This agrees with the descriptive statistics results which revealed that normative supervision was good."

In the interviews, the respondents were asked to give their opinion on how teachers ensured that teachers followed standards during supervision. Responses were given as those indicated below. One head teacher stated, "I ensures that teachers regularly school". One of the Interviewee said, "I ensure that lesson notes and prep books are vetted regularly". Another interviewee stated that, "I always check teachers' attendance book." The views above mean that there supervision in the school was good.

4.6.2 Restorative Supervision.

This was conceptualised as the second aspect of clinical supervision. Contextual learning was studied using six items seeking to establish whether head teachers made teachers feel comfortable to discuss their professional inadequacies during supervision, The head teachers were sensitive to teachers' emotional feeling, The head teachers gave attention to the suggestions made on how to improve teachers performance, The head teachers encouraged teachers to talk about their work,. The results were as presented in Table 34.

Table 34: Frequencies, Percentages and Means for Restorative Supervision.

Restorative Supervision	F/%	D	D	U	A	SA	Mean
My head teacher makes me feel comfortable to discuss my professional inadequacies during supervision	F	2	1	6	4	28	3.95
	%	.7	.1	.0	1.2	23.1	
The head teacher is sensitive to my emotional feeling	F	3	9	8	3	18	3.61
	%	.5	5.7	4.9	2.1	14.9	
My head teacher makes effort to take care of my work competence needs by offering me the necessary training	F	2	5	9	7	34	4.01
	%	.7	.4	.4	5.4	28.1	
The head teacher gives attention to the suggestions I make on how to improve my performance	F	2	8	4	9	38	4.02
	%	.7	.6	1.6	8.8	31.4	
The head teacher encourages me to talk about my work	F	4	5	7	5	30	4.01
	%	.3	.1	.8	2.0	24.8	
My head teacher gives appropriate support such that I can effectively carry out my work	F	9	7	8	2	24	3.54
	%	.4	4.0	4.9	3.0	19.8	

The results in Table 4.31 showed that head teachers made teachers feel comfortable to discuss their professional inadequacies during supervision (mean = 3.95), head teachers were sensitive to teachers' emotional feelings (mean = 3.61)head teachers made efforts to take care of teachers' work competence needed by offering them the necessary training (mean = 4.01). The results also indicated that head teachers gave attention to the suggestions teachers make on how to improve their performance (mean = 4.02), head teachers encouraged teachers to talk about their work (mean =4.01) and head teacher gives appropriate support such that I can effectively carry out my work (mean = 4.04). Therefore, this suggested that restorative supervision was done by the head teachers. To find out the overall view of how the respondents rated restorative supervision,

an average index of restorative supervision was computed for the eight items measuring restorative supervision. The summary of the statistics on restorative supervision are presented in table 4.32

Table 35: Summary Statistics for Restorative supervision

Descriptives			Statistic	Std. Error
Restorative supervision	Mean		3.85	0.06
	95% Confidence	Lower Bound	3.73	
	Interval for Mean	Upper Bound	3.98	
	5% Trimmed Mean		3.89	
	Median		4.00	
	Variance		0.48	
	Std. Deviation		0.69	
	Minimum		1.83	
	Maximum		5.00	
	Range		3.17	
	Interquartile Range		0.83	
	Skewness		-0.68	0.22
	Kurtosis		0.40	0.44

The results in Table 4.32 showed that the mean = 3.85 was almost equal to the median = 4.00 despite the negative skew (skew = -0.68), the results were normally distributed. The mean and median close to four suggested that restorative supervision was good because basing on the scale used four represented true. The low standard deviation = 0.69 suggested low dispersion in the responses. The curve in Figure 4.15 indicated normality of the responses.

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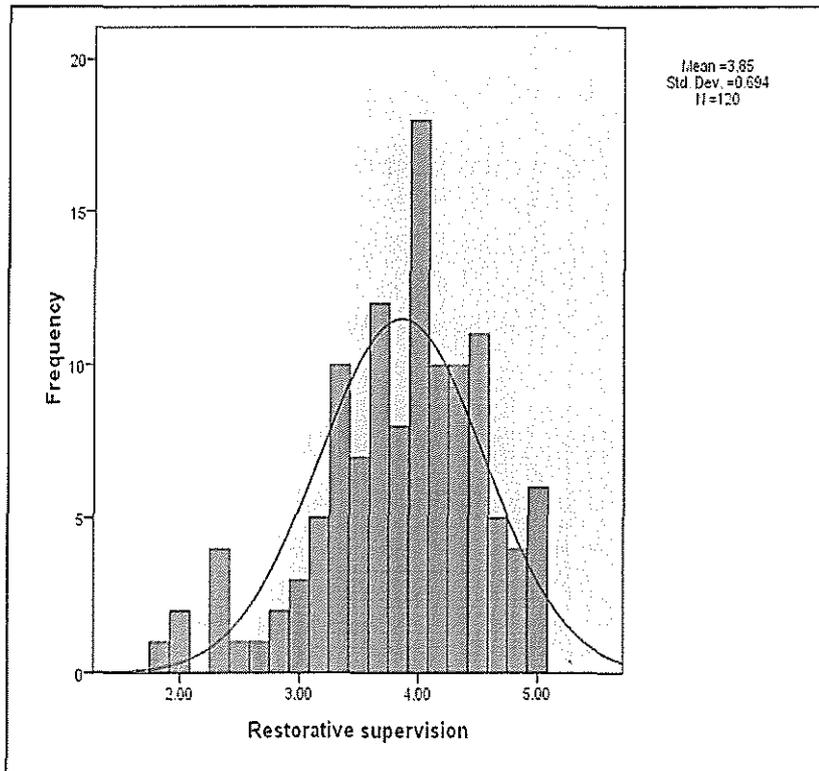
Figure 15: Histogram for restorative supervision

Figure 4.15 indicate normal distribution of the responses obtained about restorative supervision.

To provide qualitative explanations to the descriptive statistics collected using the survey, in the questionnaire survey an open responses question item on restorative supervision required the respondents to precisely indicate how head teachers' pay attention to personal wellbeing as a supervisor. The teachers gave their opinions, for instance, one stated "My head teacher makes

effort to take care of my work competence needs by offering me the necessary training." Another one explained that, "The head teacher gives attention to the suggestions I make on how to improve my performance" another respondent stated, "The head teacher encourages me to talk about my work." The teachers thus are able to give what they already know from their backgrounds." The information above reveals that there was an effort by head teachers to pay attention to personal wellbeing as a supervisor. This finding is consistent with the descriptive statistics results which revealed that the use of restorative supervision was good.

In the interviews, the respondents were asked to give their opinion how head teachers paid attention to personal wellbeing as a supervisor. In their responses, the interviewees gave responses which suggested that the interviewees were satisfied with supervisors as some of them paid attention to personal wellbeing of teachers. For instance, one of the interviewee said; I make effort to take care of my work competence needs by offering me the necessary training to teachers." Another respondent agreed that, "I give attention to the suggestions I make on how to improve my performance." Similarly, another interviewee stated, "I often give appropriate support such that I can effectively carry out my work." Overall, the views above largely showed head teachers used restorative supervision. This finding thus is consistent with the descriptive statistics results which revealed that the use of restorative supervision was good.

4.6.3 Formative supervision.

This was conceptualised as the third aspect of clinical supervision. Formative supervision was studied using 8 items seeking to establish whether head teachers gave helpful regular feedback on teachers performance, praised teachers good performance, gave positive feedback on teachers performance, pointed out areas in which teachers needed improvement, and gave

constructive feedback on teachers performance . The items also sought to establish whether head
teachers advised teachers on how to improve on their competences, helped teachers to identify
their own learning needs, and thought about teachers training needs. The results were as presented
in Table 4.33.

Table 36: Frequencies, Percentages and Means for Formative Supervision

Formative supervision	F%	D	D	N	A	A	Mean
My head teacher gives me helpful regular feedback on my performance	F	5	3	7	0	6	3.90
	%	.1	0.7	.8	9.6	9.8	
My head teacher praises my good performance	F	3	7	0	8	3	4.08
	%	.5	.8	.3	7.9	5.5	
My head teacher gives me positive feedback on my performance	F	3	9	1	4	3	4.04
	%	.5	.4	.1	4.6	5.5	
My head teacher points out to me areas in which I need improvement	F	7	2	3	4	4	4.04
	%	.8	.9	0.7	4.6	8.1	
My head teacher gives me constructive feedback on my performance	F	3	9	0	3	6	3.99
	%	.5	.4	.3	2.1	9.8	
My head teacher advises me on how to improve my competences	F	-	4	4	3	0	4.08
	%	-	.3	.3	0.3	3.1	
My head teacher helps me identify my own learning needs	F	3	3	2	1	2	4.12
	%	.5	.5	.9	0.4	4.7	
My head teacher thought about my training needs	F	7	4	6	0	3	3.82
	%	.8	1.6	.0	9.6	7.3	

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The results in Table 4.33 suggested that head teachers gave helpful regular feedback on teachers performance (mean =3.90), head teachers praised teachers' good performance (mean = 4.08), head teachers gave positive feedback on teachers' performance (mean = 4.04), head teachers pointed out areas in which I needed improvement to teachers (mean =4.04), and head teachers gave constructive feedback on teachers' performance (mean =3.99).The results further indicated that head teachers advised teachers on how to improve their competences (mean =4.08), head teachers helped teachers to identify their own learning needs (mean =4.12) and head teachers thought about teachers training needs (mean =3.82). To find out the overall view of how the respondents rated formative supervision, an average index of formative supervision was computed for the eight items measuring formative supervision. The summary of the statistics on formative supervision are presented in table 4.34

Table 37: Frequencies, Percentages and Means for Formative Supervision

Descriptives			Statistic	Std. Error
Formative supervision	Mean		4.00	0.08
	95% Confidence Interval for Mean	Lower Bound	3.86	
		Upper Bound	4.13	
	5% Trimmed Mean		4.04	
	Median		4.00	
	Variance		0.54	
	Std. Deviation		0.73	
	Minimum		1.12	
	Maximum		5.00	
	Range		3.88	
	Interquartile Range		0.91	
	Skewness		-0.86	0.22
	Kurtosis		1.09	0.44

The results in Table 4.34 show that the mean = 4.00 was equal to the median = 4.00 despite the negative skew (skew = -0.86), the results were normally distributed. The mean and median close to four suggested that formative supervision was good because basing on the scale used four represented good. The low standard deviation = 0.73 suggested low dispersion in the responses. The curve in Figure 4.16 indicated normality of the responses.

Mean =4.00
Std. Dev. =0.732
N =118

Frequency

Formative supervision
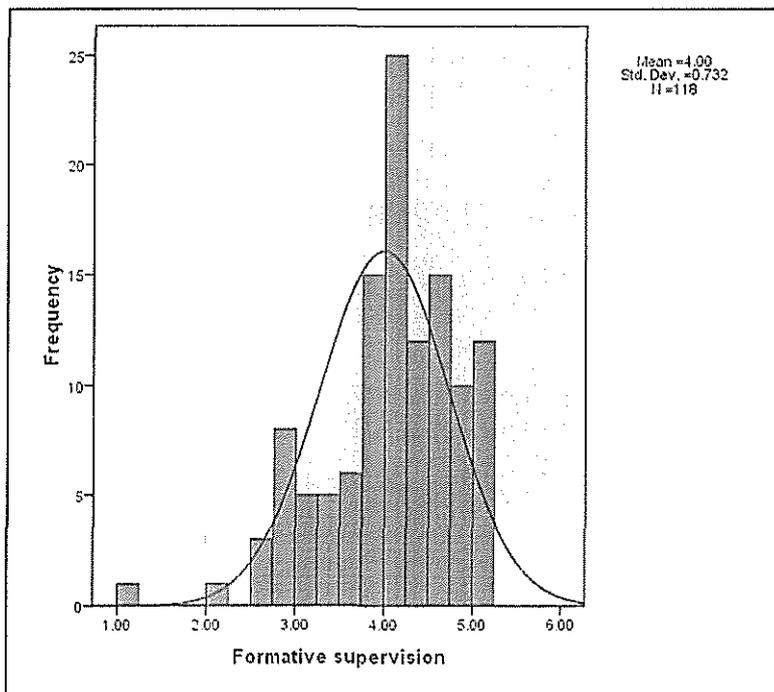
Figure 16: Histogram for Formative Supervision

Figure 4.16 indicate normal distribution of the responses obtained about formative supervision.

The open question item on formative supervision that provided qualitative data for explaining the descriptive statistics above required the respondents to describe how the head teachers imparted development of knowledge and skills in teachers during supervision. The respondents gave several views and these included the following. For instance, one stated, "During supervision, most of the head teacher give me regular feedback on my performance, Head teachers

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make uplifting comments on performers which encourages hard work." Another one remarked; "The head teacher praises good performance and encourage discussion during supervision". Teachers are stimulated to participate and when some teachers make wrong arguments they are not rubbished but are gently corrected although there are some few head teachers who are dismissive and embarrass teachers for giving wrong ideas." The views above suggest that largely head teachers made effort to impart development of knowledge and skills in teachers consistent with the descriptive statistics which revealed that formative supervision of teachers was good.

In the interviews, the respondents were asked to give their assessment of the head teachers' formative supervision in their teaching. The interviewees gave responses which suggested that almost every head teacher used formative supervision For instance, one interviewee stated, "I often give constructive feed back to my teachers after supervision and always encourage teachers to improve on areas they are weak." Another Interviewee said, "The only way one can promote formative supervision is by pointing out areas of weakness of teachers during supervision and praising good performance." These finding concurs with the descriptive statistics and qualitative results from the teachers which revealed that formative supervision was good.

4.6 Clinical supervision Index.

In the subsections 4.6.1 – 4.6.5 on the three aspects of clinical supervision namely; normative supervision, restorative supervision and, formative supervision, descriptive data for each aspect was presented independently. However, for further analyses an average index for the measure of clinical supervision was developed from the three aspects. The clinical supervision average index was for twenty four including normative (10 items), restorative clinical supervision

(06 items), and formative clinical supervision (8 items). The summary statistics for clinical supervision were as presented in Table 4.35.

Table 38: Summary statistics for clinical Supervision

Descriptives			Statistic	Std. Error
People Oriented Supervision	Mean		4.20	0.04
	95% Confidence Interval for Mean	Lower Bound	4.11	
		Upper Bound	4.28	
	5% Trimmed Mean		4.21	
	Median		4.16	
	Variance		0.19	
	Std. Deviation		0.43	
	Minimum		2.32	
	Maximum		5.79	
	Range		3.46	
	Interquartile Range		0.54	
	Skewness		-0.34	0.24
	Kurtosis		3.76	0.47

Table 4.35 reveal that the mean = 4.20 was almost equal to the median = 4.16. Therefore, despite the negative skewness (skewness = -0.34), the results were normally distributed. The mean and median close to four suggested that People Oriented Supervision was good because basing on the scale used four represented good. The low standard deviation = 0.43 suggested low dispersion

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in the responses. The curve in Figure 4.17 indicated normality of the responses
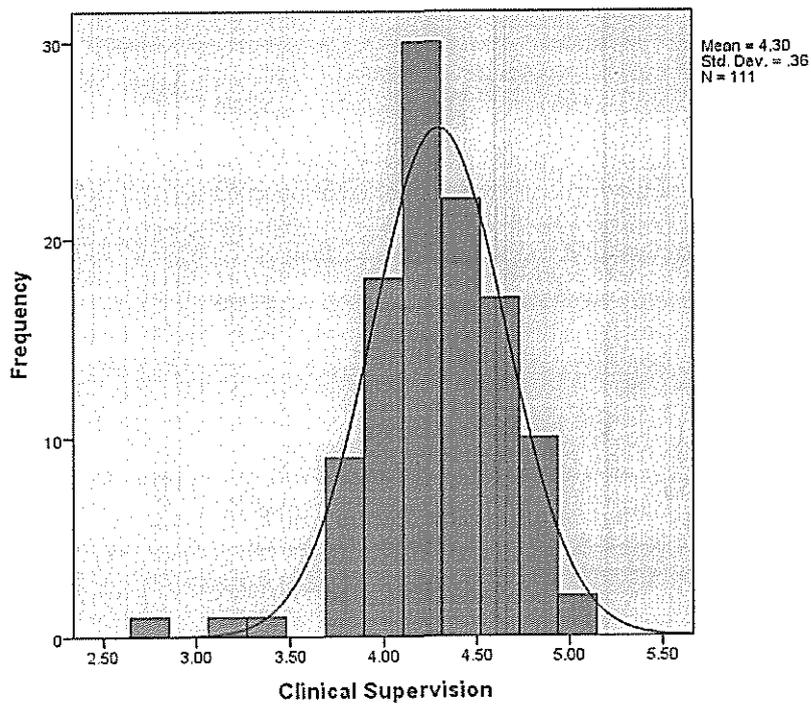
Figure 14: Histogram for Clinical Supervision

Figure 17 indicated normal distribution of the responses obtained about clinical supervision. Therefore, the results on the same were subjected to linear correlation and regression analyses and appropriate results got.

4.6.6 Correlation between Clinical Supervisory Style and Performance of Teachers in Primary Schools.

To establish whether the clinical supervisory style related to performance of Teachers which included; normative, restorative and formative supervisory styles, the researcher carried out correlation analysis. The results were as given in Table 4.36.

Table 39 Correlation between Clinical Supervisory Style and Performance of Teachers in Primary Schools

	Performance of Teachers	Normative supervision	Restorative supervision	Formative supervision
Performance of Teachers	1			
Normative supervision	0.566**	1		
	0.000			
Restorative supervision	0.791**	0.473**	1	
	0.000	0.000		
Formative supervision	0.785**	0.405**	0.622**	1
	0.000	0.000	0.000	

**. Correlation is significant at the 0.05 level (2-tailed).

The results in table 4.36 suggest that all the aspects of clinical supervision namely; normative supervision (0.566, p=0.000<0.05), restorative supervision (0.791, p=0.000<0.05)

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reflective supervision (0.785, p=0.000<0.05) had a positive and significant relationship with the performance of teachers. Restorative supervision was more significant followed by formative and lastly normative supervision.

4.6.7 Regression of Performance of Teachers in Primary Schools on clinical Supervision.

At the confirmatory level, to establish whether task oriented supervision influenced performance of teachers, a regression analysis was carried out. The results were as in Table 4.36

Table 40 showing Regression of Performance of Teachers in Primary Schools on Clinical Supervisory Style

Clinical Supervisory Style	Standardised Coefficients	Significance
	Beta (β)	(p)
Normative supervision	0.115	0.039
Restorative supervision	0.455	0.000
Formative supervision	0.466	0.000

Adjusted R^2 = 0.783

F = 127.324, p = 0.000

a. Dependent Variable: Performance of Teachers

The results in Table 4.36 shows that clinical supervision; Normative supervision, Restorative supervision and Formative supervision explained 78.3% of the variation in clinical

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supervision (adjusted R=0.783). This means that 21.7 % of the variation was accounted for by other factors not considered under this model. All aspects of clinical supervision that is; normative supervision, (β=0.115, p=0.039<0.05) and restorative supervision (β=0.455, p=0.000<0.05) and formative (β=0.466, p=0.000>0.05) had a positive significant influence on performance of teachers. The magnitudes of the respective betas suggested that formative supervision had the most significant influence on performance of teachers followed by restorative and normative supervision.

4.7.1Overall, Correlation between Head teacher's Supervisory styles and Teachers' Performance in Primary Schools. To establish whether the head teachers' supervisory style related to performance of Teachers, The researcher carried out correlation analysis. The results were as given in Table 4.37.

Table 41 Correlation between Head teacher's Supervisory Styles and Teachers' Performance in Primary Schools

	Performance of Teachers	Clinical Supervision	Task Oriented Supervision	People Oriented Supervision
Performance of Teachers	1			
Clinical Supervision	0.825**	1		
	0.000			
Task Oriented Supervision	0.534**	0.569**	1	
	0.000	0.000		
People Oriented Supervision	0.483**	0.572**	0.760**	1
	0.000	0.000	0.000	

**. Correlation is significant at the 0.05 level (2-tailed).

The results in table 4.37 suggest that all the aspects of Head teacher's Supervisory styles namely; clinical supervision (0.825, p=0.000<0.05), task oriented supervision (0.534, p=0.000<0.05) people oriented supervision (0.483, p=0.000<0.05) had a positive and significant relationship with the performance of teachers. This means that the hypotheses H1, H2 and H3 were supported. However, clinical supervision was more significant followed by task oriented and lastly people oriented supervision.

4.7.2Regression of Head teacher's Supervisory styles on Performance of Teachers in Primary Schools.

At the confirmatory level, to establish whether Supervisory styles influenced performance of teachers, a regression analysis was carried out. The results were as in Table 4.39.

Table 42 showing regression of Head teacher's Supervisory styles on Performance of Teachers in Primary Schools

Head teacher's Supervisory styles	Standardised Coefficients	Significance
	Beta (β)	(p)
Clinical Supervision	0.867	0.000
Task Oriented Supervision	0.105	0.207
People Oriented Supervision	-0.095	0.250

Adjusted R^2 = 0.802

F = 120.007, p = 0.000

a. Dependent Variable: Performance of Teachers

The results in Table 4.39 shows that supervisory styles; clinical, people oriented and task oriented supervision explained 80.2% of the variation in supervisory styles (adjusted R=0.802). This means that 19.8% of the variation was accounted for by other factors not considered under this model. The results shows that of the supervisory styles, only clinical supervision(β=0.867, p=0.000<0.05) had a positive and significant influence on performance of teachers while task oriented supervision (β=0.105, p=0.207<0.05) had a positive but insignificant influence and people oriented supervision (β=-0.095, p=0.250>0.05) had a negative and insignificant influence on

performance of teachers. This means that only hypotheses One (H1) was supported but hypotheses

Two and Three (H2& H3) were not.

Chapter Five

Discussion, Conclusions and Recommendations

5.0 Introduction

This chapter presents the discussion, conclusion and recommendations on "Head teachers' Supervisory styles and performance of teachers in primary schools in Uganda. The discussion involves cross-referencing of the findings of the study with previous literature hence drawing conclusions from the discussion and making of recommendations basing on the conclusions.

5.1 Discussion of the Findings

This section presents the discussion of the findings of the study discussing "Head teachers' Supervisory styles and performance of teachers in primary schools. The discussion begins with discussing of the descriptive results for performance of teachers and inferential results for the concepts of "Head teachers' Supervisory styles in relation to teacher performance.

5.1.1 Task oriented supervisory style and performance of teachers in primary schools.

The first objective of the study sought to establish the relationship between the head teachers' task oriented supervisory style and performance of teachers in primary schools. From this objective, a hypothesis to the effect that there is a relationship between task oriented supervisory style and performance of teachers in primary schools was derived. Regression test results revealed that there is a positive but insignificant relationship between the task oriented supervisory style and performance of teachers in primary schools. Hence the hypothesis was rejected. This finding is inconsistent with the findings of most previous scholars. For instance, Mintarti (2017) showed that task oriented leadership had significant influence over the employee

performance. Fayyaz, Naheed and Hasan (2014) results revealed a strong positive and significant association between task-oriented leadership and employee performance. Mihreza and Armanu(2014) revealed that there was a positive and significant leadership behaviour including task oriented behaviour effect on intrinsic motivation, extrinsic motivation, and employee performance. Tabernero, Chambel, Curral and Arana (2009) reported that task-oriented leaders led to higher group efficacy and positivism among members of the group hence job performance.

This means that in the context of Uganda, task oriented supervision did not have significant influence on the performance of teachers as the results were contrary to the findings of previous scholars.

5.1.2 Head teachers' people oriented supervisory practice and performance of teachers in primary schools.

The second objective of the study sought to find out the relationship between the head teachers' people oriented supervisory practice and performance of teachers in primary schools. The hypothesis derived from this objective was to the effect that there is a relationship between head teachers' people oriented supervisory practice and performance of teachers in primary schools. However, regression test results showed that there was a negative and insignificant relationship between people oriented supervisory practices and performance of teachers. This means that hypothesis (H2) was not supported. While this finding agrees with Guo et al. (2016) who revealed that the relationship between leadership relational behaviour and job performance was insignificant, it disagreed with the findings of most of some previous scholars. For example, Yukl, (2012) revealed that People oriented leaders enhance member skills, leader member relationship, identification with team, unit, or organisation, and commitment to the mission of the organization. Similarly, Fernandez (2008) found out that relations-oriented behaviour had a

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positively statistically significant relationship with perceived work unit performance. Therefore, the above discussion suggested people oriented supervision was not the best supervision style.

5.1.3 Head teachers' clinical supervisory style and performance of teachers.

The third objective of the study sought to find out the relationship between head teachers clinical supervisory style and performance of teachers in primary schools. The hypothesis derived from the objective was to the effect that there is a relationship between the head teachers clinical supervisory style and performance of teachers in primary schools. However, regression test results showed clinical supervision had a positive and significant relationship with performance of teachers. This means that the hypothesis was supported. However, this finding is in consistent with the findings of previous scholars. For instance, Barak, Travis, Pyun and Xie (2009) revealed that clinical supervisory dimensions of task assistance, social and emotional support, and supervisory interpersonal interaction were positively and statistically significantly related to beneficial outcomes for workers including job performance. Also, Chidobi (2015) reported that clinical supervision led to improvement of the teacher classroom behaviour and activities of clinical favoured students learning.

Likewise, Nabhani, Bahous and Sabra (2015) found out that both teachers and supervisors indicated that clinical supervision process serving most of its purposes including professional development of teachers and enhancing their performance. Similarly, Okorji and Ogbo (2013) revealed that clinical supervision induced some level of effectiveness on the teachers. Also, Sarfo and Cudjoe (2016) indicated that most basic school supervisors were knowledgeable in clinical supervision and use it in basic school supervision leading to effective performance of teachers. Veloo et al. (2013) revealed that that clinical supervision has a positive effect towards teachers'

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teaching performance. Also, the findings indicated that clinical supervision enabled teachers to make amendments or improvements in their teaching practice to become better and more effective. With the findings of the study consistent with the findings of previous scholars, this means that clinic supervision has a positive and significant influence on performance of teachers.

5.2 Conclusions

The following conclusions were made basing on the discussion of the findings on the relationship between "Head teachers' Supervisory styles and performance of teachers;

Task oriented supervisory style is not the most essential supervisory style for performance of teachers in primary schools. This is because of the head teachers' emphasison giving direction to teachers, arranging supervision sessions and putting more emphasis on school rules and regulations. Correlation results suggested that all the aspects of task oriented supervision namely; structured supervision, Goal oriented Supervision and Prescriptive Supervision had a positive and significant relationship with the performance of teachers. This means that task oriented supervisory style had a positive and significant relationship with performance of teachers. However, structured supervision was more significant followed by goal oriented and lastly prescriptive supervision.

Head teachers' people oriented supervisory practice is not the most effective style for performance of teachers in primary schools. This is especially when the head teachers portray him/ herself as being very approachable. Regression results indicated that people oriented supervision that is reflective supervision, perceptive supervision and prescriptive had a positive significant influence on performance of teachers. However reflective supervision had the most significant

influence on performance of teachers followed by perceptive and commitment to people supervision.

Head teachers clinical supervisory style is the most appropriate supervision style for performance of teachers. This is especially when head teachers ensures regular attendance of staff to school, takes time to visit classrooms, encourage teachers to talk about their work, give appropriate support to teachers, and give feedback on performance. Correlation analysis suggests that clinical supervision that is; normative supervision, restorative supervision and formative had a positive significant influence on performance of teachers. This means that formative supervision had the most significant influence on performance of teachers followed by restorative and normative supervision.

Head teacher's Supervisory styles are the most appropriate methods of primary schools that help to promote teachers Performance. This is so because they improve classroom teaching of teachers through regular supervision of teacher's attendance, help in pupil's management through offering counselling and guidance to pupils by teachers, fulfilling duties of directing pupils in every sphere of their school life, disciplining of pupils through supervising teachers to regularly attend class on scheduled time and above all devising legally acceptable measures possible to maintain discipline in class. Correlation results suggested that all aspects of supervisory styles that is; clinical supervision, task oriented supervision and people oriented supervision had a positive significant influence on performance of teachers. The study suggested that clinical supervision had the most significant influence on performance of teachers followed by task oriented and people oriented supervision.

5.3 Recommendations

The following recommendations were made basing on the conclusions made on the relationship between head teachers' supervisory styles and performance of teachers in primary schools;

With Task oriented supervision, head teachers should arrange supervision sessions free from interruptions, head teachers should revolve around how to make schools the best andmake what he expects form teachers very clear and more still the head teacher should track mistakes of teachers during supervision

On people oriented supervisory styles, the study recommends head teachers always to make what he expects form teachers very clear and explain to teachers the intents and purposes of teacher supervision. This helps in the smooth running of the supervision sessions in the schools.

On clinical supervisory styles, the study recommends that Head teachers in primary schools should arrange supervision sessions free from interruptions, revolve around how to make the school the best and always act quickly to prevent problems from becoming chronic. This will in turn help teachers to improve performance.

5.4 Suggestions for Further Research

This study makes significant contributions regarding how head teachers' supervisory styles promote performance of teachers in primary schools. However, a number of limitations emerged from this study. First, the findings on the first two hypotheses contradicted the findings made by most previous scholars by indicating that it they insignificant relationship with performance of teachers at confirmatory level. This finding calls for further research to clarify the importance of

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the variables in predicting performance of teachers in primary schools. Besides, the study was based on data collected from only one sub- county. This suggests that the generalisation of the research findings to all sub-counties in the district should be considered with concern. Therefore, future studies should make effort to carry out similar or related studies at the level of a district including both government and private primary schools. Also, the study largely used the quantitative paradigm as the more dominant one. This might have limited in depth analysis with respect to the supervisory styles used and performance of teachers. This suggests that future studies take a qualitative approach for in-depth analysis of head teachers' supervisory styles used and performance of teachers using qualitative research designs.

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Appendices

Appendix A: Table for Determining Sample Size for a Population of a Given Size

N	S	N	s	N	s
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	160	1800	317
45	40	290	165	1900	320
50	44	300	170	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	198	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note: N = population size
S = sample size

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Appendix B: Questionnaire for Teachers

<div align="right">

Kampala International University

P. O. Box 71

Bushenyi

April 2019

</div>

Dear Respondent

I am a master's student undertaking research on "Head teachers' Supervisory styles and performance of teachers in primary schools in Buyanja Sub-County, Rukungiri District in Uganda." The information sought is required only for academic purposes. Your participation in this study is voluntary but necessary for the success of this work. I request you to accept to participate in this study for the success of the research. Confidentiality will be ensured for information provided by ensuring anonymity.

Sincerely

....

Aidah Gumisiriza Keishiki

SECTION A: Background Characteristics

Tick in the appropriate place provided

Your gender

Male	Female
1	2

Your age category

20-29 years	30-39 years	40-49 years	50 years and above
1	2	3	4

Your highest level of education attained

Grade III	Diploma	Bachelor's Degree	Postgraduate qualification
1	2	3	4

You have worked in this school for

Less than 5 years	5 - 10 years	11 years and above
1	2	3

The responsibility I hold in this school

Subject Teacher	Class teacher	Head of Department	Senior administrator
1	2	3	4

Section B: Performance of teachers (DV)

This section presents items on performance of teachers. You are kindly requested to indicate the extent to which you exhibit the performance here under in using the scale where, 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Not Sure (NS), 4 = Agree (A), and 5 =Strongly Agree (SA).

	B	Performance of teachers	S D	D	SN	A	S A
			1	2	3	4	5
	B1	Classroom Teaching					
1	B1.	Use different methods of teaching					
2	B1.	Ensure that most of the pupils understand my lessons					
3	B1.	Teach every pupil according to his abilities					
4	B1.	Every time I go to when I have prepared for the lesson comprehensively before going to class					

			SD	D	SN	A	SA
			1	2	3	4	5
5	B1.	Since I am make sufficient preparations for all my lessons I am able to make difficult lessons easy for the pupils all the time					
6	B1.	I am able to respondent to pupils questions to their satisfaction					
7	B1.	I ensure unbiased assessment during marking of pupils examination scripts					
	B2	Management of pupils	SD	D	SN	A	SA
			1	2	3	4	5
1	B2.	Apart from teaching I fulfil management responsibilities very effectively					
2	B2.	Involve pupils in co-curricular activities					
3	B2.	Fulfil my duties of directing pupils in every sphere of their school life					
4	B2.	Accept responsibilities given to me by my supervisors					
5	B2.	I make effort to ensure that pupils their performance in various activities of learning					
	B3	Discipline and regularity	SD	D	SN	A	SA

	come to school regularly					
B3.2	When present at school I attend to my class on scheduled time					
B3.3	I effectively enforce school rules and regulations to regulate pupils discipline					
B3.4	I fulfil all activities assigned to me by my superiors to maintain discipline of pupils					
B3.5	I ensure that pupils under my care fulfil all curriculum requirements					
B3.6	I devise legally acceptable measures possible to maintain discipline in my class					
B4	Interpersonal relations	SD	D	NS	A	SA
		1	2	3	4	5
B4.1	I make effort to solve any problem that arise between me and colleagues					
B4.2	I enjoy good relations with my colleagues					
B4.3	I am a team player and work with colleagues to accomplish school tasks that require joint effort					

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3	B4.	I am a team player and work with colleagues to accomplish school tasks that require joint effort				
4	B4.	When faced with complicated situations in handling pupils, I request for support of my colleagues				
5	B4.	I maintain professional relations with colleagues and pupils				
6	B4.	I maintain good relations with the parents of the pupils I teach				
6	B4.	I help the head teacher in maintaining harmonious relations in the school				

Section C: Supervision (IV)

This section presents items on supervision. The section is divided into three parts, namely; Clinical, People Oriented and Task Oriented Supervisory styles. Kindly you are requested to indicate your feelings about supervision using the scale 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Not Sure (NS), 4 = Agree (A), and 5 =Strongly Agree (SA).

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C1	Clinical Supervision	SD	D	SN	A	SA
C1.1	Normative supervision	1	2	3	4	5
C1.1.1	Head teacher checks teachers' attendance book					
C1.1.2	Head teacher ensures regular attendance of staff to school					
C1.1.3	Head teacher ensures teachers punctuality					
C1.1.4	Head teacher provides adequate supplies for enhancing effective job performance					
C1.1.5	Head teacher ensures teachers teach according to syllabus					

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C1.1.10	The head teacher ensures that teachers fulfill their professional responsibilities					
C1.2	Restorative Supervision	SD	D	SN	A	SA
		1	2	3	4	5
C1.2.1	My head teacher makes me feel comfortable to discuss my professional inadequacies during supervision					
C1.2.2	The head teacher is sensitive to my emotional feeling					
C1.2.3	My head teacher makes effort to take care of my work competence needs					

	by offering me the necessary training					
C1.2.4	The head teacher gives attention to the suggestions I make on how to improve my performance					
C1.2.5	The head teacher encourages me to talk about my work					
C1.2.6	My head teacher gives appropriate support such that I can effectively carry out my work .					
	Formative	SD	D	SN	A	SA
C1.3	supervision	1	2	3	4	5
C1.3.1	My head teacher gives me helpful regular feedback on my performance					

C1.3.2	My head teacher praises my good performance					
C1.3.3	My head teacher gives me positive feedback on my performance					
C1.3.4	My head teacher points out to me areas in which I need improvement					
C1.3.5	My head teacher gives me constructive feedback on my performance					
C1.3.6	My head teacher advises me on how to improve my competences					
C1.3.7	My head teacher helps me identify					

	my own learning needs					
C1.3.8	My head teacher thought about my training needs					
C2	People oriented supervision	SD	D	S N	A	SA
C2.1	Structured Supervision	1	2	3	4	5
C2.1.1	The head teacher supervises me regularly					
C2.1.2	The supervision sessions my head teacher holds with me to guide me on what to do normally are well organised/ structured					
C2.1.3	My head teacher sometimes arranges supervision sessions					

	free from interruptions					
C2.1.4	Supervision sessions normally have a specific focus					
C2.1.5	The supervision sessions my head teacher organises to discuss supervision feedback or give me guidelines are well organised					
C2.1.6	The head teacher arranges supervision sessions requiring interaction with me in advance					
C2.2	Goal oriented	SD	D	S N	A	SA
		1	2	3	4	5

C2.2.1	With the head teacher we agree on the objectives (goals) on which to be supervised				
C2.2.2	The objectives on which to be supervised are thoroughly explained				
C2.2.3	Supervision sessions are laid out				
C2.2.4	The activities on which supervised are goal driven				
C2.2.5	My head teacher gives me the opportunity to discuss in adequacies in supervision				

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		SD	D	NS	A	SA
	how to make this school the best					
C2.2.8	The head teachers focuses on making teachers work hard					
C2.3	Prescriptive Supervision	SD	D	NS	A	SA
		1	2	3	4	5
C2.3.1	My head teacher puts out fires					
C2.3.2	The head teacher tracks mistakes of teachers during supervision					
C2.3.3	The head teacher ensures that teachers follow school rules					
C2.3.4	The head teacher makes what he expects form teachers very clear					
C2.3.5	The head teacher acts quickly to					

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C2.3.3	The head teacher ensures that teachers follow school rules					
C2.3.4	The head teacher makes what he expects form teachers very clear					
C2.3.5	The head teacher acts quickly to prevent problems from becoming chronic					
C2.3.6	The head teacher sets standards for us to follow while carrying out work					
C2.3.7	The head teacher establishes work agreements to help us teachers accomplish our assignments					

C3.1.3	My head teacher appears interested in enhancing me as a person					
C3.1.4	My head teacher appears to like supervising me					
C3.1.5	I sometimes feel I am a burden to my head teacher					
C3.1.6	My head teacher is approachable					
C3.1.7	My head teacher is available to me					
C3.1.8	My head teacher is interested in my development as a professional					
C3.2	Perceptive Supervision	SD	D	NS	A	SA
		1	2	3	4	5

C3.2.1	My head teacher is respectful of my views and ideas					
C3.2.2	My head teacher acts as an equal partner during supervision					
C3.2.3	My head teacher uses a collaborative approach in supervision					
C3.2.4	I feel comfortable when being supervised by my head teacher					
C3.2.5	My head teacher is less judgemental during supervision					
C3.2.6	My head teacher treats me with respect during supervision					

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	supervised by my head teacher				
C3.2.5	My head teacher is less judgemental during supervision				
C3.2.6	My head teacher treats me with respect during supervision				
C3.2.7	Feedback on my performance from my head teacher felt is educative				
C3.2.8	I feel able to discuss my concerns with my head teacher openly				
C3.2.9	With my head teacher, supervision is an exchange of ideas				

				S		
C3.2.10	My head teacher gives feedback to me in a way that makes me feel safe					
C3.2.11	My head teacher treats me like an adult					
C3.2.12	I easily open up to my head teacher					
C3.3	Reflective	SD	D	S N	A	SA
		1	2	3	4	5
C3.3.1	My head teacher gives me the opportunity to learn how to carry out my activities					
C3.2.2	My head teacher encourages me to reflect on the way I carry out my work					

C3.3.3	My head teacher pays close attention to the process of supervision					
C3.3.4	My head teacher does not emphasise authority when guiding me on what to do					
C3.3.5	My head teacher helps me to learn by delegating me different responsibilities					
C3.3.6	My head teacher pays attention to my unspoken feelings and anxieties at work					
C3.3.7	My head teacher facilitates me in interesting and					

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	informative discussions					
C3.3.8	I have learnt a great deal from observing my head teacher carry out supervision					

Thank You Very Much for Your Cooperation

Appendix C: Interview Guide for Head Teachers

What is your assessment of how your teachers carry out actual classroom teaching?

What is your comment on how teachers manage students in this school?

How do your teachers discipline and regulate students in this school?

What is your opinion on interpersonal relations between teachers and teachers in your school?

What is your opinion on interpersonal relations between teachers and students in your school?

How you do ensure that every teacher follows standards in your supervision?

How do you pay attention to personal well-being of your teachers during supervision?

In what ways do impart development of knowledge and skills in your teachers during supervision?

How do you organise supervision sessions?

In what ways do you ensure that teachers are focussed on goals of the school?

How do you use directive measures to ensure that teachers comply with supervision expectations?

How do you show commitment to teachers during supervision?

How do you remain positive during supervision?

How do your remain objective during supervision?

Appendix D: Reliability Tests

Classroom teaching

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.708	.734	7

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.387	3.919	4.793	.874	1.223	.101	7
Item Variances	.466	.202	.748	.546	3.700	.038	7
Inter-Item Covariances	.120	.037	.226	.189	6.127	.003	7
Inter-Item Correlations	.283	.069	.551	.482	7.946	.015	7

Management of pupils.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.769	.779	5

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.301	4.066	4.496	.430	1.106	.034	5
Item Variances	.555	.433	.696	.262	1.605	.015	5
Inter-Item Covariances	.221	.120	.306	.186	2.554	.004	5
Inter-Item Correlations	.413	.218	.619	.401	2.840	.020	5

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Discipline and Regularity

Case Processing Summary

		N	%
Cases	Valid	119	98.3
	Excluded[a]	2	1.7
	Total	121	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.737	.755	6

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.381	3.899	4.748	.849	1.218	.099	6
Item Variances	.420	.190	.769	.579	4.046	.045	6
Inter-Item Covariances	.134	.069	.308	.239	4.488	.004	6
Inter-Item Correlations	.339	.217	.523	.306	2.412	.009	6

Interpersonal Relations

Case Processing Summary

		N	%
Cases	Valid	121	100.0
	Excluded [a]	0	.0
	Total	121	100.0

a. List wise deletion based on all

variables in the procedure.