

**INTERNAL SUPERVISION AND LEARNERS DISCIPLINE IN PRIMARY
SCHOOLS SIRONKO DISTRICT UGANDA**

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**A THESIS REPORT SUBMITTED TO THE COLLEGE OF EDUCATION OPEN
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DECLARATION

This research thesis report is my original work and has not been presented for a degree in any other university or for any other award.

Signature

Date

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SUPERVISOR'S APPROVAL

I, confirm that the work reported in this thesis report was carried out by the candidate under my supervision.

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Supervisor

Date: _____

DEDICATION

I dedicate this document to my beloved parents, sisters, brothers, friends and my dear wife.

ACKNOWLEDGEMENT

I sincerely thank the almighty God for the strength and countless blessings granted to me to be able to start and finish this research report.

Special thanks go to my supervisor Dr. Ganatusanga Haroon Sinan whose valuable commitment in guiding me through the research process made this research report a success. I am also indebted to all my family members for the positive encouragement towards the success of this study.

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LIST OF ABBREVIATIONS AND ACRONYMS

UBE	Universal Basic Education
EFA	Education for All
UNESCO	United Nations Education Scientific and Cultural Organization
PPMC	Peas son's Product Moment Correlation
SPSS	Statistical Packages for Social Sciences
SD	Standard Deviation
NCTE	National Council of Teacher Education

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ABSTRACT

The study was mainly qualitative and employed the observational research approaches to gather data from head teachers and teachers and primary six learners which mainly focused on the experiences of people involved, and attempt to understand the reasons behind certain behavior description (Nkwi & Amp; Ryan 2001). The research was guided mainly by three objectives namely; To assess the levels of school training program on learners individual discipline in primary schools in Sironko district, To examine the school guidance programs on learners individual discipline in primary schools in Sironko district and To establish the material resources on learners individual discipline in primary schools Sironko in district.

Research design is a basic plan that guides data collection and analysis of the study and it has to have a plan with a set of rules that enables the researcher to conceptualize and observe the problem under study (Kothari, 2004). The target population for the study was 381 respondents in primary schools; composed of 19 head teachers, 41 deputy head teachers, 120 primary school teachers and 201 primary six pupils. This research made a conclusion basing on research questions and findings related to them and final conclusion of this study is that there is a significant positive relationship school organization (Classroom management, Effective communication and Student monitoring and evaluation) and student's academic performance) relate positively to students performance (student commitment to academic activities, Good relationship between teachers and students and student's discipline and student's performance). The study recommends that the ministry of education could facilitate these head teachers to make different tours visits to experienced schools in order to learn from them on how they organize their schools., the district institution has to evaluate and provide rewards where the teachers had used the effective communication, school management and students – teacher's relation in school organization to enhance and improve student's performance. that school head teachers and head of studies should have regular meeting with students in order to discover the best strategies for classroom organization strategies to use in school organization and that there should be a deliberate attempt to conduct a study which establishes the relationship of school organization based on factors that are internal to school and which enforce the relationship between teachers and students external to such as behavioral issues of the students, school materials.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the historical perspective, Theoretical perspective, Conceptual perspective, Contextual perspective, Problem statement, Research objectives, Research questions, Research hypothesis, Conceptual framework, the significance of the study, the justification of the study, Geographical scope, the content scope, the time scope and the operational definitions.

1.1 Background of the study

Internal supervision is required for the operation of a good school. Harris, cited in Burnham (2010) stated that internal supervision is one of five main functions for operation of a good school. Teachers' supervision is an important activity to promote effective teaching in schools. One of the functions of teachers' supervision is to provide the opportunity for teachers to improve teaching practices and develop teachers' professionalism And learners classroom behavior at school and outside schools.

Learners discipline can be affected by internal and external supervision which comes from an external factor affecting learners (Idris, 2016). In addition, Mark et al (1991) stated that various research in various countries revealed that one of the extrinsic factors which contribute significantly towards teachers' work motivation, as well as the work performance and professionalism of teachers is learner's academic discipline. However, the success of supervision services is seen in the improvement of learner's discipline which is reflected in the day today life of children in and outside school.

1.1.1 Historical perspective

School inspections in the world began first in France under Napoleon's regime at the end of 18th century (Grauwe, 2007). The rest of the world learnt from France. Internal inspection was conceived as one of the forms of accountability in education (Matete, 2009). In many African countries, establishment of school inspection services accompanied the introduction of formal education Many of the developing countries expanded the inspection services after independence. Also, the increased number of schools has been accompanied with a relatively

slower growth in number of supervisor/inspection officers as well as Classroom management in primary schools (Grauwe, 2007).

It has been established for the last days that internal supervision is of great importance on the learners discipline in primary schools, although it has been working on mostly academic programs in schools but with the coming of covid 19 and all learners remained at home for some time and decay of discipline in primary school learners have emerged simply because they have been supervised on academic issues and individual discipline in and outside schools remain questionable, this study comes to find out the impact of internal supervision on learners discipline in primary schools.,

The term internal supervision has changed to mean inspection, which has a broader meaning and is more democratic. It is not only to observe whether a school principal, teachers and school staff have done their tasks and activities in accordance with the guidelines, but also to find solutions concerning how to solve problems of learners in and outside schools,. With the new paradigm, it is expected that teachers and learners in primary schools can establish relations and cooperation more harmonically in order to carry out the tasks charged to them.

Even though the concept of classical supervision has changed to be modern supervision, mostly in practice it is still perceived as internal supervision with the meaning of inspection of learner's activities in and outside the class which is strict and authoritarian.

A school is a formal educational institution that conducts teaching-learning activities in an effort to achieve the goal of education (Kamayuda: 2015). The basic goal of the school is to provide learning experiences that create any change for the learner's as the result of a learning process.

The expected change is not only happening in the knowledge, but also in behaviour and skills. Sudarjat et al (2015,) stated that "education aims to develop skills which are related to changes in the knowledge, behavior and skill, as well as to establish character and dignity and civilization in the context of the nation through learner's potential development.

According to Hofman (2014,) learner's learning improvements are the fundamental aims of schools. Therefore, teachers play an important role in achieving the aims of education, because teachers' performances affect learners learning and individual discipline.

Internal supervision is critical to assist teachers in maintaining and improving learner's discipline. In addition, instructional supervision is needed to maintain or even to improve the quality of education in schools.

Internal supervision system makes a contribution to the transformation and reforms of learners especially in primary schools and reorganization in many countries". Therefore internal supervision is a crucial aspect of educational management as it can enhance the quality of educational organization and also learns individual discipline.

Learner's individual discipline can be affected by internal and external factors. Support supervision comes from an external factor affecting learner's behavior (Idris, 2016). In addition, Mark et al (2011) stated that various research in various countries revealed that one of the extrinsic factors which contribute significantly towards teachers' work motivation, as well as the work performance and professionalism of teachers is support supervision services. However, the success of supervision services is seen in the improvement of teacher career growth which is reflected in student outcomes.

Internal supervision is critical to assist teachers in maintaining and improving their instructional practices. In addition, internal supervision is needed to maintain or even to improve the quality of learners discipline in schools. This study will focus only on internal supervision putting emphasis on Sironko district primary schools.

According to Jaffer (2014), internal supervision system makes a contribution to the transformation and reforms of the organization in many countries.

Besides the issue of teachers' competence that has become a serious problem nationally in Ugandan education, another issue also is found in learners discipline in and outside the school, The challenge of learners discipline has inevitably contributed to the parent out cry on future of their children more especially outside school since many have even been taken to police and many others have been convicted even when they are under age for the little

time they spent home during the school lockdown in Uganda and Internationally, Indonesian learner's are still left behind compared to OECD countries' learner's in terms of discipline and achievement.

1.1.2 Theoretical perspective

The study was guided with (Ronnestad & Skovholt, 2003) model of supervision. In the most recent revision (2003), the model is comprised of six phases of development. The first three phases (The Lay Helper, The Beginning or training Phase, and The guidance Phase) roughly correspond with the levels of development and material resources phase. The remaining three phases (The Novice Professional Phase, The Experienced Professional Phase and The Senior Professional Phase) are self-explanatory in terms of the relative occurrence of the phase in relation to the learner's individual discipline.

Traditionally, many countries have used an authoritarian inspection or control approach to supervision. This model is based on the thinking that teachers are unmotivated and need strong outside control to perform correctly. However, it has been shown that a supportive approach, where supervisors and learners work together to solve problems and improve discipline, delivers improved results for the primary and high school programs.

Successful internal supervisors also know to keep their individual department goals in line with community /school objectives. Internal Supervisors in functional areas like sales and engineering can easily get wrapped up in their own objectives, especially when incentives are involved. However, the most effective internal supervisors also stay on track of their companies' goals, training of employees, guiding the watchdog programs and materials resources in the organization. These supervisors also oppress their workers as to why projects are being done and their employees are also working toward company/schools' goals.

Teachers' supervision has been conducted as a way of maintaining and improving the quality education at school. Unlike training, supervision can provide direct help and ongoing guidance to the learners based on their preferences and needs.

In United States of America, Jerry et al (2007) talked about education reform in United State of America where they quote the paper "national is at risk". That was the sign that quality of

education went worse, due to factors that include motivation of teachers and participation in decision making, many stakeholders were left out in the preparation and implementation of motivational programs which made the supervision of school programs become difficult and at the end affects the learners individual discipline in and outside the schools.

In Sironko district internal supervision has become a crucial issue where some school head teachers don't stay at school to an extent that sometimes go for part-time jobs in other institutions which has left teacher training, guidance of learners and material resources questionable on most of the learners individual discipline in the district, such problems and many others has made the researcher to investigate into internal supervision on learners discipline in Sironko district primary schools

1.1.3 Conceptual perspective

Internal supervision is a process that empowering learning environment where all members of the community are challenged to achieve their potential, encouraged to pursue their passions, and expected to fulfill their responsibilities. Numerous programmers' support learners and parents through all stages of their life activities

Internal supervision is a process of helping staff to improve their own work performance continuously. It is carried out in a respectful and non-authoritarian way with a focus on using supervisory activities as an opportunity to improve knowledge, skills and discipline of learners in primary schools.

These may include among other training of teachers on the programs, guidance on supervisory activities and material resources among others on learners discipline in class and outside class, staff training that is both personal and organizations at work and also teacher's competence at the school level.

Kutsyuruba (2013) stated that the aims of teacher education and other professional development activities are to provide learning and improvements to teacher capacity both at an individual level and at a professional level.

Training is one of the educational programs provided to the teachers to increase their competence, but it does not yet effectively improve the teachers' competences. Based on the experiences as teachers in many primary School, the educational office usually holds training

concerning pedagogical development for teachers always to implement new policies in education sector (Ugurlu 2014).

Senior teachers or specialist tutors from educational institutions are assigned to deliver the material in the training. The outcome of the training depends on the teacher behavior and commitment to implement what they got in that training (Ugurlu (2014)

Practices of internal supervision conducted by educational managers, principals and teachers who are assigned by the school principals to supervise their colleagues to implement in various primary schools to learners, Supervisory practices in primary schools given by different supervisors who are involved possibly can be perceived variably by teachers.

Internal supervision is aiming at the improvement of learners behavior and discipline, thus teachers must learn from the process (Pajak: 1986). Furthermore, if improvement is the aim internal supervision should be seen as far as funding, material resources and teaching rather than an administration task.

Guidance becoming the major factor on learners individual discipline reasons are that most of teacher considers them selves just implanter on their activities that they should provide.

While a limited or more traditional interpretation of effective internal supervision may focus largely on compliance rules and strategies that teachers may use to make sure that they improve learner discipline when they are sitting in their seats, following directions, listening attentively, a more encompassing or updated view of internal supervision extends to everything that teachers may do to facilitate or improve learners individual discipline, which would include such factors as behavior (a positive attitude, happy facial expressions, encouraging statements, the respectful of parents and home orders and fair treatment by the school managers.

In Uganda and especially Sironko district, such special programs are scarce yet all education stakeholders expect good outcomes from teachers but learners individual discipline and on work training, guidance and also material resources always left at primary schools that is

why this study is important because it will focus on internal supervision of teacher training, guidance of learners and material resources on learners individual discipline.

1.1.4 Contextual perspective

Internal supervision encourages open, two-way communication, and building team approaches that facilitate problem-solving learners' guidance and material resources respectively. It focuses on monitoring learners towards goals, and using data for decision-making, and depends upon regular follow-up with staff to ensure that new tasks are being implemented correctly by learners in primary schools..

Internal supervision is referred to the wide variety of skills, knowledge and techniques that school administrators use to keep learners organized, orderly, focused, attentive, on task, and academically productive during in and outside classes and also produce quality work Urassa (2004). .

When learners discipline is supervised internally well, they minimize the behaviors that impede learning for both individual learners and groups of learners, while maximizing the behaviors that facilitate quality learning. Generally speaking, effective teaching tend to display strong teachers skills, while the hallmark of the inexperienced or less supervision of learners is a disorderly classroom with learners who are not working or paying attention to the instructions given by their instructors (Harry K. (2016)..

In this study, internal supervision seems not to be well conducted to cover all the primary schools but a little of it has been realized in some individual learners in schools and maybe outside the school.

Many developing countries, Uganda inclusive put little in the guiding of learners on the needed discipline, the issue has left some educational programs unsupervised as many schools lack material resources for both teachers and learners to do the same, for example learners spend years in school when no school administrator is not bothered to know even where they come from, what they do outside school (UNESCO 2015).

With a number of primary schools in Uganda, supervision from the district inspectors sometimes become scarce because most government officials depend on internal supervision

from schools, which sometimes face incompetence from those officers responsible for it therefore learners individual discipline in such schools remain wanting as a result some primary school learners develop themselves in unwanted areas (John 2015).

Learners seem not to be well supervised as a resource that determines the good discipline that is needed in school and in the community at large since they do not follow the norms of teaching as little is seen in learner's guidance departmental programs and also the needed materials.

According to district Inspector of Schools' (D.I.S.) inspection report (2014), most primary schools have a challenge in teacher training as per the quality needs, guidance in school programs and inadequate material resources that has also affected learners' individual behaviors and discipline in and outside schools.

Given the above shortcomings towards the provision of learners discipline in primary schools and perhaps other factors which are not cited here, there is a need to conduct an investigation on internal supervision and learners' individual discipline in primary schools in Sironko district-Uganda.

And this is the problem mainly in Sironko primary schools which makes this study more important because it will examine the effectiveness of internal supervision on learners individual discipline in primary schools of Sironko district Uganda.

1.2 Statement of the problem

Internal supervision is still a big question for Sironko primary schools, learner's individual discipline have failed the career to achieve good results in schools and is the key element for proper learning of instruction in primary schools.

The gap is that since internal supervision is required for the operation of a good school since it is one of five main functions for operation of a good school. Internal supervision is an important activity to promote effective teaching in schools and promote the wanted discipline to the learners. One of the functions of internal supervision for teachers here is to provide the opportunity for learners to improve teaching practices and develop professionalism. On the

other hand learners individual discipline have been ignored which is the aim of this study, it will find out the effect of internal supervision on learners individual discipline in primary schools of Sironko district Uganda

In Sironko district internal supervision seems to be difficult because of the delay in guidance programs and resources thus affecting teacher training, learners individual fall up and competences of teachers remain questionable on most of the learners individual discipline in the district, such problems and many others has made the researcher to investigate into internal supervision on learners individual discipline in the Primary schools of Sironko district.

1.3 Purpose of study

This study was to investigate the effectiveness of internal supervision putting emphasis on teacher training, guidance of individual learner and material resources on learner's individual discipline in primary schools of Sironko district-Uganda

1.4 Study objectives

To assess the levels of school training program on learners individual discipline in primary schools in Sironko district

To examine the school guidance programs on learners individual discipline in primary schools in Sironko district

To establish the material resources on learners individual discipline in primary schools Sironko in district

1.5 Research questions

- i. What are the school training programs on learner's individual discipline in primary schools in Sironko district?
- ii. What are the school guidance programs on learner's individual discipline in primary schools in Sironko district?
- iii. What are the material resources on learner's individual discipline in primary schools Sironko in district?

1.6 Significance of the study

The study may be of importance to internal supervision because it would help to improve on classroom management strategies and learners discipline.

The study adds knowledge on the body of literature on the contribution of learner's individual discipline and forms a foundation for other scholar researchers on the same perspectives.

Findings from this study informs policy makers in order to strategize for mechanisms to improve internal supervision in primary schools in the country generally and Sironko district specifically.

The findings informs various educational stakeholders, including the Ministry of Education on the improvement of learners individual discipline at all levels

1.7 Scope of the study

1.7.1 Geographical scope

This study was conducted in Sironko district. Sironko district is geographically located in the Eastern region of Uganda. it is one of the districts in Bugisu sub region. it was carved out of great Mbale in the year 2000. it is located 225 kilometers away from the capital city Kampala. Its coordinates are 01.13.50N34.14.53.E. it is bordered by Kenya its coordinates are 01.13.50N34.14.53.E. it is bordered by Kenya to the East, Kapchorwa in the North East, kumi in the west, Nakapiririt in the North and Mbale in the South. The district has 110 primary government aided schools

1.7.2 Content scope

This study aimed at assessing the effectiveness of internal supervision and learner's individual discipline. It was to cover all aspects of proper supervision including teacher training, staff financing and material resources among others as it intends to explore supervision of all guidance, school environments, human resources, infrastructures, teaching and learning materials to enhance performance.

1.7.3 Time scope

The study took a period of six months from September 2021 to March 2022. This period is ample for the researcher to complete the task.

1.8 Limitations of the study

Most schools in Sironko district are quite far from each other and situated in poor terrain. During the rainy season, the roads are impassible and sometimes no public transport to reach easily.

The researcher may face the problem of inability of the respondents to give precise information. Similarly, some of the targeted respondents may be unavailable or ignorant to the research terminologies used because of language.

1.9 Delimitations of the study

Prior arrangements with the respondents were made and the researcher went on foot to reach those schools.

To avoid non-respondent rates, the researcher planned in advance with the respondents, and gave simple language questionnaire to get correct answers especially those who teach other languages like Kiswahili, Ateso or Arabic.

1.10 Study assumptions

All respondents gave truthful and accurate responses to the questions asked.

The informant's gender did not significantly affect their perceptions.

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on theoretical frame work, conceptual frame work as it presents a review of a related literature. It is presented in themes related to objectives of the study which includes;

2.1 Theoretical frame work

The study was guided by (Ronnestad & Skovholt, 2003) model of supervision. In the most recent revision (2003), the model is comprised of six phases of development. The first three phases (The Lay Helper, The Beginning or training Phase, and The financing Phase) roughly correspond with the levels of development and material resources phase. The remaining three phases (The Novice Professional Phase, The Experienced Professional Phase and The Senior Professional Phase) are self-explanatory in terms of the relative occurrence of the phase in relation to the counselor's career.

Traditionally, many countries have used an authoritarian, inspection or control approach to supervision. This model is based on the thinking that teachers are unmotivated and need strong outside control to perform correctly. However, it has been shown that a supportive approach, where supervisors and classroom teachers work together to solve problems and improve performance, delivers improved results for the secondary and high school programs.

According to (Skovholt, 2003) internal supervision depend mostly on:

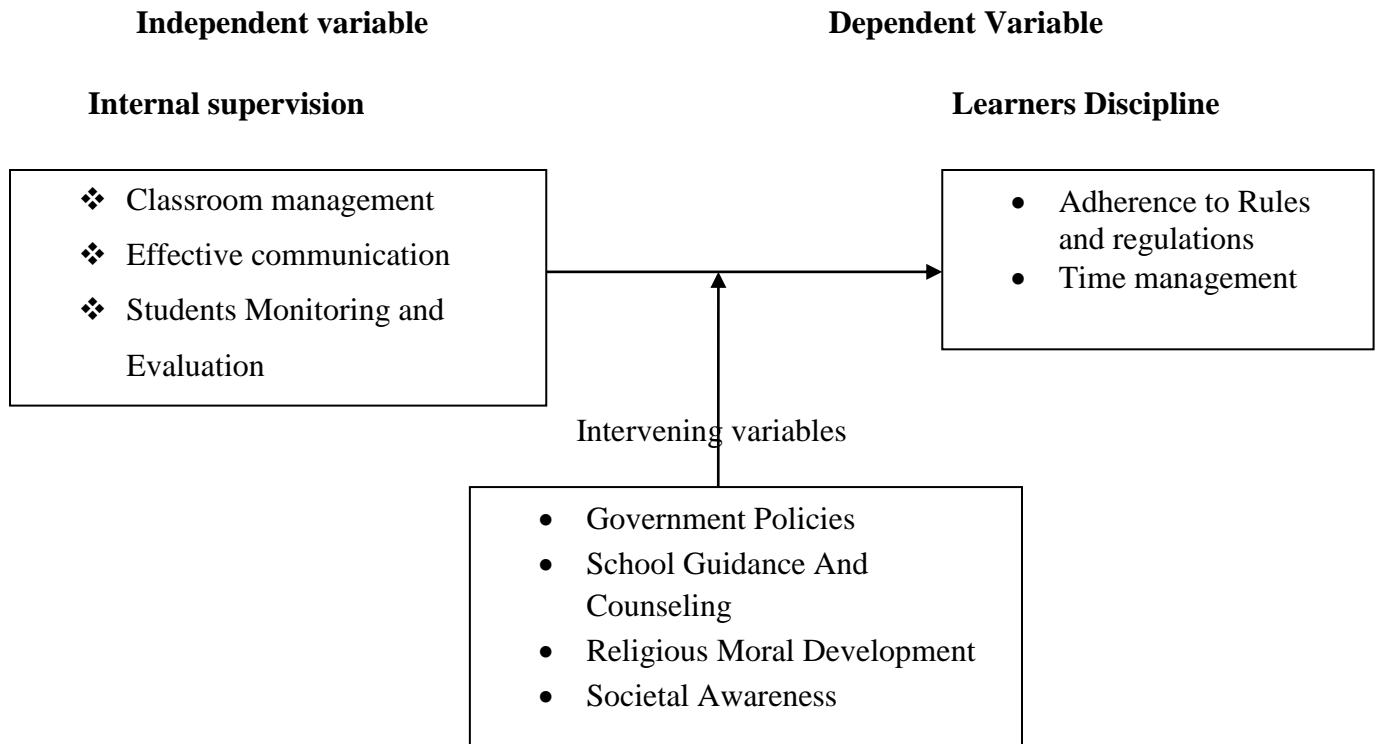
1. Training a corset of supervisors and supervisee
2. Creating the best ways of financing all the programs
3. Ensuring appropriate resources are available
4. Competence of the supervisors and supervisee

The researcher hoped that this theory would guide this study well because it combines both manager and employee, here we mean head teacher and teacher in his classroom and also

teachers can get better skills when they are well controlled and also when teachers are well supervised in the school.

2.2 Conceptual framework

The conceptual framework of the study is as shown below;



2.3 Empirical literatures

2.3.1 The Concept of support supervision

Support supervision is a process of helping staff to improve their own work performance continuously. It is carried out in a respectful and non-authoritarian way with a focus on using supervisory visits as an opportunity to improve knowledge and skills of health staff. Supportive supervision encourages open, two-way communication, and building team approaches that facilitate problem-solving. It focuses on monitoring performance towards goals, and using data for decision-making, and depends upon regular follow-up with staff to ensure that new tasks are being implemented correctly.

Bernard and Goodyear (2008: p1) said “support supervision is an intervention that is provided by a senior member of a profession to a junior member or members of the same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior members, monitoring the quality of professional services offered to the clients she, he, or they see, and implement.

Soetopo (1984) mentioned that in the colonial era, around 1654, the activities of supervision emerged in the United States. The General Court of Chusetts Bay Colony stated that the leaders of the city were responsible for the selection and regulation of teachers' performance. This is considered as a forerunner to the emergence of the most basic concepts for the development of modern supervision. In Boston, in 1709, a committee of laymen came to know the methods used by teachers in their classes by visiting schools. Their task was not to improve teaching skills of teachers or fix fault made by teachers in their teaching but it was rather to know how capable teachers were in their teaching practice.

Kalule, (2013) noted that to improve student learning outcome, teachers must improve their instructional practices, reinforcing and improving their capabilities which enable them to reflect on their own practice and knowledge level and also strive to develop greater competency.

Support Supervision , according to Nwaogu (1980) cited in Chike-Okoli (2006) is a process whereby an individual is helped by means of advising and stimulating interest in teachers and learners in order to improve teaching and learning situations in educational institutions. The definition goes further to describe the term supervision as “involving advice, direction and discussion which help to see the available resources-manpower, finance and capital equipment utilized for the achievement of the set educational objectives.

Eregie and Ogiamen (2007) defined support ‘supervision’ as the systematic application of principles of supervision in solving educational problems in order to get to a sustainable level of achievement. On the other hand, school supervision according to Eregie and Ogiamen (2007) is defined as a whole mechanism systematically designed to accomplish the end of

public education so that internal structure of the school is determined by the functions which are carried on towards those ends. This cuts across supervision of personnel, structures, equipment, laboratories, library, records and other school facilities to ascertain problems and defects and then recommend a satisfactory result for the school system.

2.3.2 School guidance programs program in Primary schools

Primary school education is the bedrock of educational system of any nation and counseling and guidance cannot be separated from such system. Universal basic education was introduced so that ethical, moral and civic values for laying solid foundation could be inculcated into pupils and learners alongside Free Education for All. The fact that pupils from primary schools neither know their left from their right when they find themselves in the junior Primary school and sometime deviant acts abound among them was the source of the problem that necessitated this study. The study will investigate internal supervision on learners discipline in primary schools in Sironko district, teachers on counseling as an essential tool for learners discipline actualization and the extent to which counseling is practised in the primary school.

Broadly defined, guidance as an imposition of rules by primary schools, be it the school management or board, backed by the use of penalties that are intended specifically to modify the behavior of individuals learners and teachers in the primary schools (Hannah, (2013).

Generally, rationales for guidance have been to curb potential staff and increase efficiency, or avoid bad behaviors in primary schools. Another objective has commonly been to protect learners and maintain quality and other standards, including ethical standards, in the case of professional services provided by teachers, lawyers, the main rationales for school regulation in schools are to

- (i) avoid the danger of learners exploitation;
- (ii) promote systemic and behavior stability; and
- (iii) provide protection for smaller, less informed clients (Goodhart 2015)

Counseling and guidance in primary school is considered as public good and the basis for why financial regulation is usually more burdensome than other regulated sectors (Crockett, 2008). To consider this in the context of the education sector, the rationale is to ensure that

the interests of teachers is protected, the stability and robustness are promoted, and inappropriate behavior by the stake holders and affiliated service providers is avoided.

The spread of unwanted behavior among the primary school learners can be eliminated because of proper supervision programs and could help to improve the efficiency and quality of learners. Therefore a regulatory framework for teachers provides compliance and monitor teacher delivery, thus unwanted behaviors in primary schools can be eliminated.

After sketching out a design for such schemes, the conditions under which distributed work might be used to monitor and supervise compliance in schools and the key results set out the conditions under which the schools learner individual behavior would be strong enough to guarantee that final learning, so that supervisors can trust the distributed work among pupils (Hannah, 2013).

Those things should be seen as the advantages that guidance in the class and outside the class has as the professional assistance for teachers' professional development. Teachers' supervision potentially contributes to dealing with the problem of the lack of teacher competences and low student achievement

Internal supervision is critical to assist teachers in maintaining and improving their instructional practices. In addition, instructional supervision is needed to maintain or even to improve the quality of education in schools.

Hamzah et al (2013) stated that support supervision is a crucial aspect of educational management as it can enhance the quality of educational organization. Supervision is required for the operation of a good school.

Hannah, (2013) argued that the policy oriented and descriptive school regulators are not necessarily mutually exclusive, and the descriptive regulator would usually be involved in the work of the policy-oriented regulator. Supervision in the learners discipline aims to ensure:

- (i) the stability of the smooth running of the school;
- (ii) the efficient functioning of individual behavior; and

(iii) that teachers are protected in all internal supervision selected.

Counseling and guidance should be conducted by those who are professional and have a wide vision to improve the individual learners discipline and also be an agent of change. However, not all councilors fulfill these criteria and, consequently, they are unable to conduct the needed counseling effectively

Sturges (1982) concluded that there is a gap between reality and expectations in implementation of counseling and guidance and inconsistency is found between normative and descriptive views about supervision.

Furthermore, Sturges concluded that a supervisor who conducted instructional supervision did not aim to assist the teachers, but to emphasize the administrative responsibilities of teachers. This finding made teachers unable to get assistance and supportive help from the supervisor to improve instructional practice.

Some forms of regulation are not mandated or imposed by government, as some professions or industry groups adopt self-regulation, for example develop and self-enforce rules commonly arrived at for the mutual benefit of members. Self-regulation may be adopted in order to maintain professional reputation, education and ethical standards. They may also act as a vehicle to set prices, restrict entry and ban certain practices, while self-regulation is used in some financial sectors,

The supervisor should combine tasks to improve teachers' instructional practice and teachers' administrative responsibilities to achieve wider outcomes.

A supervisor should be able to help and guide teachers to accomplish their tasks in order to make sure the learning works effectively. According Kutsyuruba (2003) supervision is designed to fulfill the need of teacher development so that teachers maintain effective educational work and the process provides sufficient resources for teachers. What is concerned is the extent to which the instructional supervisor successfully accomplishes the instructional task.

Yavuz (2010,) stated that a guidance demanded by the workplace should be able to do the following tasks: “solve problems, establish high standards for quality, take time to teach their staff, set reasonable and consistent standards and limits, treat everyone fairly, acquire and use new information, master complex systems, work with a variety of new technologies, and communicate effectively with all personnel”.

Accordingly, supervision can be seen as a process that involves improvement of student learning by improving teaching processes. However, for accountability purposes, the supervision takes place through an inspector, so that supervision can be defined as something that supervisors do towards teachers, which is strict; namely, follow standard procedures which have to be documented.

One of the main developments of school authorities in terms of regulation in recent years has been the adoption of risk-based supervision and then the transition towards risk-based or economic value capital. Both of these developments require regulator/supervisor to review regulation and processes taken, and build the capacity of both regulatory and supervisory staff.

In Sironko district internal supervision also needs regular supervisors because it's hoped that career growth of teachers in terms of competence and teacher delivery needs to be investigated that is why this study is more important, it investigated the effectiveness of support supervision on teachers career growth in Primary schools.

To be an effective and efficient support supervisor the most important implicit requirement is to have legitimacy and credibility, which leads to confidence in the activities and decisions that they make. Such legitimacy and credibility would promote confidence in the financial system and institutions. This is why establishing a structure that enables the objectives and functions to be clear and appropriately delivered, and can take action when necessary, in proportion to the weakness of the school system, is critical. The school regulation and supervisor having integrity and transparency in their actions is a prerequisite for this program to be effective.

To follow and accommodate the change of the operations in the educational organization, the paradigm of educational staff should have to be changed as well, especially that related to instructional supervision. From the old paradigm, it can be viewed that supervision tends to be autocratic, finding fault or weaknesses and is power oriented.

Kutsuruba (2003) as cited in Blase and Blase (1998) stated that it is a fact there are many approaches to supervision that are collaborative in nature, but supervision has been frequently practiced as one of inspection, oversight and judgement. Sahertian (2000) stated that the problem that is faced in conducting supervision in the basic educational environment is how to change the autocratic and corrective mindset towards a creative and constructive manner.

Research conducted by Suharno and Saddhono (2013) in Andong Boyolali, Central Java, found that the supervision focus of a supervisor emphasized only administrative work; the process of supervision applied is similar to an examination, and supervision conducted by school supervisors does not seem to provide wide latitude for two-way communication.

Furthermore, they found that the supervision given by supervisors is too monotonous, and even tends to convey wrong things or information which has already expired, and most teachers choose to be passive and do not heed to supervisors' advice.

These problems lead teachers to have a negative perception of supervision. Teachers' negative perception of the practice of supervision can cause teachers to consider that supervision has no value to offer to them Oliva (2008).

The practice of guidance and counseling can be perceived differently by teachers. Teachers' perception related to supervision is a process to comprehend, analyze, evaluate and interpret the nature of supervision conducted by the supervisor.

Teachers' perceptions of supervision can affect learner's behavior in doing their tasks. Negative perceptions about teacher guidance can be an obstacle in the process of instructional supervision in schools.

However, if the teacher perceives internal supervision positively, they can be motivated to develop their competences and abilities to improve their teaching. Teachers' perceptions related to learners behavior affect the success of the guidance process in schools.

Oliva 2008) as cited in Tesfaw and Hofman (2014) stated that teachers' perception of learners individual behavior in their schools and classrooms is a determining factor in the results of the guidance process. Glatthorn (2017) conducted a study regarding supervisory behavior and teacher satisfaction and found that the improvement of the teacher-learning process was dependent upon teacher attitudes towards supervision.

Glatthorn (2011) stated that unless teachers view supervision as a process of promoting professional growth and student learning, the supervised exercise would not have the desired effect. In addition, in order to be effective, the supervisor must be perceived by the teacher as a colleague who can be trusted; someone who is ready to be open to a different perspective (Titanji and Yuoh; 2010).

One of the most important efforts in organizing the education process is to improve and maintain the quality of education. Teachers as education agents are professionals who have an important role in designing and applying the learning practice, evaluating the outcome of learning, guiding learners and conducting studies as well.

Therefore the guidance in improving the professionalism of teachers is constantly required. One way that the improvement of professionalism is conducted is through instructional supervision. The implementation process of supervision is a crucial part of the implementation of educational management in schools.

Sergiovanni (1987) stated that internal supervision is an effort to stimulate, coordinate and guide learners continuously in schools, both individually and in groups, to provide a better understanding and ability to realize the function of learning effectively in practice.

Thus, instructional supervision has a close relationship with teacher professional development. In recent years the relationship between supervision and the professionalism of

teachers has been the theme in a thorough review (Glickman et al, 1998; Beach & Reinhartz, 2000; Wanzare & Da Costa, 2000).

In Saudi Arabia, some of the best councilors in primary schools have always received opportunities to grow beyond their classrooms. Sometimes, the educational department of the government and even schools have encouraged teachers to help them develop new curricular and to help guide inexperienced teachers and to serve as role models for them. For this role, teachers have been known to receive stipend or increase in their annual salary. Some teachers have known to receive grants ranging to over \$1,000 for their efforts (Reinhartz, 2000).

Teachers who exhibit leadership qualities or strong expertise on their subject have been frequently promoted to become their department heads.

Many school districts select teachers that can help serve in a dual role as a department head, as well as a lecturer. In colleges, the head of the departments is usually given the titular name of a dean or assistant dean of the department. A department head usually has a higher salary than an average classroom teacher (Reinhartz, 2000).

EFA, 2000- 2015 report show that, many parts of the world, an enormous gap persists between the numbers of learners graduating from school and those among them who master a minimum set of cognitive skill has impacted on good supervision of educational institutions in the country .

2.3.3 Staff training in Primary schools

The fact that support supervision is ongoing, allows for the relationship to grow and develop the importance of the supervisory relationship which has received much attention in supervision literature.

It is important in educational administration to ascertain that educational activities are carried out in accordance with the laid down educational goals and objectives (Presselly, M. 2002).

Hence, internal supervision, whether it is support or not should be seen as a conscious effort directed towards finding ways of improving the performance of each school or educational institutions. This study is mainly concerned with support supervision on learners individual discipline in primary schools.

Staff training should accept higher level management and staff decisions and directives as sincere expression of what should be done to meet organizational objectives.

This study, therefore, focused on staff training, competences, teacher delivery, task areas of supervision; skills, ability required of a supervisor and general participation in the supervision in the way to improve learners individual discipline in sironko district primary schools

Peason P.D (2002) says the successful supervision depends on considerable supervisors' ability to forge a cohesive working group among his subordinates through the principles of human relations.

Many countries across the globe have attempted to restructure their staff training services to enhance educational quality. This desire for restructure is stimulated and/or inspired by disappointment probably with the effectiveness of supervision and by the recent drift towards more school independence.

Indeed, the ability of schools to use their greater autonomy effectively will depend to a large extent on the support services on which they can rely while supervision may be essential to guide them in their decision-making and to monitor their use of resources. The judicious use of resources is a fundamental principle that promotes quality in education. While these restructuring have met with diverse success, their overall analysis allows us to gain deep insight into what can be achieved in a specific context (UNESCO, 2013)

Adu, et al (2014) have substantiated that, to develop professionally and successfully too, teachers need many learning opportunities including; reflection, dialogue and collaboration particularly among their peers and with their internal supervisors. Effective school supervision provides relevant and continuous support and encouragement in order to improve learners individual discipline practices. This could be achieved through the use of a

differentiated supervision model. The differentiated supervision model is based on individual teacher characteristics such as age, teaching experience, working conditions, educational qualification and individual teacher needs as well as available time, resources and related learning opportunities.

Okoli, (2016), has suggested that teachers should be guided to improve teaching methods and techniques, utilize newly discovered principles of group dynamics, provide for individual differences, locate and utilize community resources and evaluate their teaching competence.

The purpose of support supervision according to the Universal Basic Education (UBE) programs manual (2002) cited in Okoli, (2016), can be classified into teacher improvement purposes which are geared towards ensuring that teachers do their work affectively, ensuring that new teachers receive training to enable them function effectively on the job, providing professional information to teachers, guiding teachers to the sources of instructional materials and providing technical assistance to learners.

The purpose of support supervision is the promotion and development of favorable setting for teaching and learning which eventually leads to the improvement of society. However, the primary responsibility of school internal inspectors is to see that high standards are maintained and that schools are run in accordance with laid down rules and regulations.

The ultimate aim is to improve the overall efficiency and raise the academic standards of the institutions.

Personal feeling about organizational policies, higher management and staff decisions are to remain private. They should not be discussed openly with employees, even though employees may be questioning a policy you do not personally agree with. Supervisors should discuss their disagreements privately with higher management or staff personnel.

2.3.4 Material Resources on internal supervision program in primary schools

Taylor, (2002) argues that, Instructional supervision does not only improve teacher delivery skills but ultimately student learning outcomes. Classroom materials in supervision is the

promotion and development of favorable setting for teaching and learning which eventually leads to the improvement of society.

The ultimate aim is to improve the overall efficiency and raise the academic standards of the institutions. Specifically, the purpose of classroom instruction supervision is to help teachers to learn what their problems are and to seek the best methods of solving their individual or group problems (Chike- Okoli, 2004).

The process of internal supervision occurs within the relationship established between the supervisor and supervisee and the necessary materials. It is important to keep in mind that both the supervisor and supervisee contribute to the relationship and have responsibilities within the process and also material resources (Timothy, 2012)

The aim of internal supervision in primary schools is that it will last long enough for some developmental progress of the supervisee. Supervision is differentiated from brief interactions (such as workshops) and consultation that by definition, is time and session limited, although all of these interactions share common goals e.g., training in a skill, clarification of process and regaining objectivity. It is however seen that, supervision of teaching and learning materials have a direct influence on learners discipline in the sense that, resources like textbooks, instructional materials, paper supplies have direct influence on discipline of learners. (Okongo, et al (2015)

Learners individual discipline through regular support supervision implies that they do not only learn but also learn what to be learnt and transform their knowledge into practice for the betterment of their student learning outcomes (Walters, 2012). Continuous teacher professional development through supervision generally portrays teacher quality and this is germane and key component of major reform programs in education

Based on the importance attached to school supervision and improvement in teaching learning activities, the Federal Government of Nigeria in the new National Policy on Education (2004) states that:

Government will continue to run good and well-staffed inspectorate services for all levels of education. State ministries of education in collaboration with the Federal inspectorate will be responsible for the inspection of all Primary schools under their jurisdiction.

Opinmi (2011) identified the following techniques of supervision as: **Compilation of Information:** Information about the members of staff such as academic qualifications, habits, attitudes, beliefs, aspirations, social life, family backgrounds etc. are to be compiled. Other information could be obtained through discussion with them. Staff members are likely to cooperate and make necessary sacrifice if they are treated with courtesy and respect.

Conflict Management: Conflict is bound to occur in an organization and could emanate from individuals or groups. Supervisor should learn to listen to both sides involved so as to gather relevant information that can help to settle the conflict. In case, the supervisor cannot competently handle the conflict, it should be referred to the immediate supervisor or to the management for necessary or immediate action. Whatever decision that is taken to resolve a conflict must be seen by all as being fair and impartial.

Communication to learners: It is important for the supervisor to master ways of communicating effectively with the supervisees in a way that will readily secure subordinate compliance. This is better achieved by reasoning together rather than by giving orders. Certainly, there are occasional situations when authority is maintained with a clear directive in which directive actions are necessary.

Concise Decision - Making Process: The supervisor has a key role to shape the decision as his/her position is the primary position for the management of decision. He/she operates between the staff and the management. When he/ she is expected to make decision, it should be done promptly and judiciously as soon as he or she affirms his authority to make such decision.

Regular courses should continue to be run to acquaint inspectors and teachers with their new roles as advisers, guides, catalysts and sources of new ideas. (Keneth Leithwood 2012).

Introduction and orientation courses will continue to be organized for newly appointed inspectors of Primary schools. Government will expand and strengthen the Federal inspectorate service to supplement state inspectorate services.

The primary responsibility of a supervisor is to create or facilitate the creation of a climate where people are willing to cooperate to meet organizational objectives and serve personal needs; controversial issues should be decided on the basis of facts and issues on circumstances. Matters concerning staff in the school should be decided on merit and not on personal sympathies of a particular employee or groups. (Timothy, 2012)

According to (Taylor, 2002) it's important for teachers to earn the respect, trust and confidence of their learners and give credit to those who do a good job. Recognition, praise and promotion should be given on an objective basis related to job responsibility and the accomplishment of organizational objectives.

Supervisors are responsible for the overall performance of their groups. The final responsibility for output rests with the supervisor. Therefore, managers should be objective and fair in judging the actions of employees. Objectivity and fairness must be observed if the school is to perform well.

(Leddick, G. R. 1980) says that it is important for supervisors to focus on syllabus interpretation which includes looking with care on the scheme of work of the teacher with the purpose of knowing the real plan she/he is going to offer to the learners in the class and also lesson planning for the day to day work.

It's important to the teachers also to adhere to the classroom instruction and management so that learners are controlled during the lesson and also assessment and evaluation of learning after each period'.

A careful consideration of all of the suggestions lead to the tentative conclusion that the quality of a teacher's work may legitimately be judged from the results which are secured, including both the measured and the observed results, the extent to which the general

principles underlying effective teaching are observed, most effective methods and devices of teaching a special subject are followed (Delworth, 1998).

However, the supervisor should have acquired sufficient knowledge and experience to mentor a student and provide appropriate education. Obtaining knowledge and skills related to principles of student assessment and pedagogy of clinical education is encouraged

Teachers should liaise with the head of school in making recommendations for changes to be made in curriculum implementation; collaborate with head of school in identifying in-service training needs of teachers, identify salient issues and needs for re-training for teachers and also ensure that all learners are assisted to achieve literacy, numeracy and essential life skills (Leddick, G. R. (1980).

Internal Supervisors should have established competency in any area of practice in which the supervisor or student may engage (e.g., supervisors without experience and competency working with pediatric populations should not supervise a teacher who is working with a student). The issues in Ethics Statement on Supervision of teachers includes further discussion of this issue (Bernard, J. M.1998)

Direct supervision must be in real time and must never be less than 25% of the Learners' total contact with each student and must take place periodically throughout the practicum. These are minimum requirements that should be adjusted upward if the learners level of knowledge, experience and competence warrant." Proper supervision should look at improving teacher career growth, resource management. Cross-cutting issues such as: environmental education, gender awareness, HIV/AIDS, Human Rights, child labor, emergency preparedness, teenage pregnancies and population education among others (Keneth leithwood 2012)

Bernard, J. M. (1998). Argue that, the amount of supervision must be appropriate to the Learners' level of knowledge, experience, and competence. Supervision must be sufficient to ensure the welfare of the learners.

2.3.5 Learners individual discipline in primary schools

One of the most important efforts in organizing the education process is to improve and maintain the quality of education. Teachers as education agents are professionals who have an important role in designing and applying the learning practice, evaluating the outcomes of learning, guiding pupils and conducting studies as well. Therefore the guidance in improving the professionalism of teachers is constantly required to improve learners discipline in primary schools.

One way that the improvement of discipline is conducted can be through internal supervision. The implementation process of supervision is a crucial part of the implementation of educational needed discipline in schools. Sergiovanni (1987) stated that supervision is an effort to stimulate, coordinate and guide teachers continuously in schools, both individually and in groups, to provide a better understanding and ability to realize the function of learning effectively in practice. Thus, internal supervision has a close relationship with teacher professional development.

In recent years the relationship between supervision and the professionalism of teachers has been the theme in a thorough review (Glickman et al, 1998; Beach & Reinhartz, 2000; Wanzare & Da Costa, 2000).

Learners individual discipline is one of the indicators of quality education offered and schools performance. Among the inputs in education process to enhance learners performance is quality teaching force, materials teaching and learning condition, pedagogically condition which includes teaching condition that is directly involved in classroom interaction (Ali, 1998). Empirically in a nut shell, quality education can be viewed in the relationship between Input (financial, human and materials), process (classroom teaching and learning process) and output (results).

Eric Ofosu-Dwamena (2014) argues that in general the teacher thought that supervision had a positive impact on professional development. Through the supervision, teachers could develop their experience, the curriculum interpretation, teaching methods, materials used, classroom management, student characteristics and ratings.

A good disciplined pupil depends on not just inputs, but also on processes. The Dakar framework urged improvement of teaching and learning practices. There are four aspects involved: a curriculum that is relevant and inclusive; an effective and appropriate pedagogical approach; the use of children's mother tongues; and the use of appropriate technology (EFA 2015)

Jerry (2007) stressed that accountability system for school administrators and learners school status at the national level and proper supervision of learners achievements bring an insight of having supervision as an input in good school performance.

Supervision has its basis that enhances the teachers' pedagogical skills, with the ultimate goal of enhancing learners achievement (Marzano, 2011)

According to (UNESCO 2013) supervisory services has positive or negative impact on the teacher performance because it helps to improve teaching and learning in schools, teacher motivation and learners enthusiasm, strength knowledge and encourage better planning and preparation which in the long run improve the school status, however providing such services in the third world countries remain a problem.

Deming, (2011) argues that individual learners school and teachers are factors that can impact the quality of learners discipline . Therefore, since support supervision is curtail, all schools must be supervised to ensure that teachers, learners and schools receive such services.

This was also added by Spratt, et al, (2005) who substantiated that, a lesson plan is a series of course plan which provides direction for a teacher of what kind of materials of study to be taught and how to teach them in order to facilitate learners discipline .

Therefore, such a plan is impossible when unfavorable conditions are seen in the institution. In most institutions the directions for observations are prepared and supplied by the general supervisor of practice teaching. In only a few cases are special sets of suggestions for

observations prepared by special departments. However, that the general directions could be supplemented to advantage by questions concerning teaching problems which are peculiar to special subjects. (Delworth, 1998).

Conferences are held after observations practically in all institutions. In a majority of the cases, group conferences are held at intervals of about one week for the purpose of discussing observations. In those institutions in which observations are discussed individually with learner, the conferences are held not more than a day or two following the observation. The number of observations ranges from one to two each day throughout the term to no assigned observations (Taylor, 2002).

Teachers should secure concrete illustrations of effective teaching devices, acquaint learners with essential elements of a class exercise and also learn how successful teachers meet and solve problems of class organization and control. (Keneth Leithwood, 2012)

Teachers must experience and adopt high standards and ideals in regard to teaching.

In order to secure a list of the routine responsibilities assigned to student teachers, the co-operators should check on a prepared list of items required most and to add others, for example giving individual help to pupils in addition to help explaining errors in written reports, assisting in supervised work, grading work and keeping a record of the grades. (Taylor, 2002)

Studying the teacher's system of reading and grading, keeping records of absentees and lateness reporting to the office presented by preparing sample examination questions, keeping a record of the amount of teaching done on routine work outside of school time.

Collecting and passing papers, distributing laboratory materials, preparing materials for exhibits, orderly arrangement of classroom, keeping a record of the results of each day's teaching by writing comments on the lesson plans, examining and checking notebooks, conducting examinations and grading papers, (Timothy, 2012)

According to (Keneth Leithwood 2012) Keeping a record of home work done by the learners, providing the teacher with a list of needed supplies and keeping a record of work in the progress book, keeping apparatus in order and caring for equipment in the room, assisting in demonstrations, arranging illustrative material, keeping in close touch with learners to gain a knowledge of their point of view and of their needs.

Lesson plans are required in all teaching as far as possible; the supervisors need to confirm that teaching in plan-writing should be made prerequisite in teaching courses. Where such preliminary training have been provided, learners are given model plans to write several plans before they are permitted practically in all institutions (Leddick, 1980). Furthermore, Amininik et al (2000) believes that lesson plan preparation by classroom teachers is one of the appropriate ways for promotion of learners discipline since it helps the teacher in teaching and guidance.

Delworth, (1998) argues that learners are asked to assume at the beginning of a course to be secured by imposing large responsibilities at the beginning. Those who believe that it is advisable to allow the learners to develop power and confidence before he/she assumes full responsibility of the class, pursue the following:

It's important to know that teachers judge the quality of class teaching; giving criticisms; and methods of securing knowledge but not learners.

Leithwood, K. (2012) says that, In case of the group work it is important for learners to group themselves because it becomes easy to supervise them and to complete the exercise at the given time. The standards for judging the quality in form and content is impossible to summarize them effectively if learners don't group themselves well, because in general classes learners tend to hide and therefore it becomes difficult to discover their individual abilities.

This is because they even have the same attitude on how to approach an assignment which will allow them to complete it more competently. This will also allow for the same material

to be presented in numerous ways based on their interests. One group may like graphs and charts while the other likes sketches and pictures. Each can learn the material in the way that will best help them remember.

Teachers are advised to rearrange the subject in a psychological order or presentation such that learners don't find it difficult in understanding them; the teacher should adapt the material and methods to meet individual needs of the learners (Leddick, G. R1980).

According to (Delworth, U. 1998), learners should be subjected to teachers personality, ability to discipline; ability to instruct; results obtained; attitude toward them.

Teachers should always find and state the purpose of each lesson to learners, and learners also find the state of the problem to be solved at the end of the lesson. Learners should be supplied with specific references, with definite outlines, and with concrete suggestions and devices for learning. Provision is made for a large amount of initiative and freedom in trying out new methods and devices, Copies of rating scales are given to learners, who grade themselves and keep records of their progress.

2.3.6 Research gaps

Many scholars have presented some work on supervision like Dening 2011, Mozzano 2011, Dwamena 2014 among others, but they have put emphasis on learners work and general supervision of the education officers. This study is mainly on internal supervision and learners individual discipline in primary schools which has made it unique in its kind, because it will assess the effectiveness of internal supervision on learners individual discipline putting emphasis on staff training, counseling and guidance programs and material resources learners discipline in primary schools in Sironko district.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The chapter covers the research methodology, design, research approach, and area of the study, population of the study, sample size and sampling techniques. It includes a description of data collection methods, validation of the instruments, data analysis procedures and ethical considerations that are involved in conducting the study.

3.1 Methodology

The study was mainly qualitative and employed the observational research approaches to gather data from head teachers and teachers and primary six learners which mainly focused on the experiences of people involved, and attempt to understand the reasons behind certain behavior description (Nkwi & Ryan 2001).

3.2 Research design

Research design is a basic plan that guides data collection and analysis of the study and it has to have a plan with a set of rules that enables the researcher to conceptualize and observe the problem under study (Kothari, 2004).

The study used an observational design because is suitable for the type of the data needed by a researcher as it is manageable and easily understandable.

It is also flexible, appropriate and economical, minimizes bias, maximizes validity and reliability of data collected and analyzed, gives the smallest experimental error, yield maximal information and provide an opportunity for considering many aspects of a problem (Ezzy, 2002).

3.3 The study population

According to Babbie (1992) a study population is that aggregation of elements from which the sample elements are actually selected

The target population for the study was 381 respondents in primary schools; composed of 19 head teachers, 41 deputy head teachers, 120 primary school teachers and 201 primary six pupils

Table 3.1: Target population

Item	population
Head Teachers	19
Deputy head teachers	41
classroom teachers	120
primary six pupils	180
Total	381

Source: Sironko District education office 2022

3.5 Sampling procedures and Sample Size

Simple random sampling was adopted in this study. According to Gay et, al (2011) a sample size of 30% of the total population is recommended. Therefore, this study sampled 19 head teachers, 41 deputy head teachers, 120 class room teachers and 180 primary school pupils to participate in the study.

Table 3.2: shows the sample and sample size

Item	Population	Sample size	Technique
Head teachers	19	19	purposive sampling
Deputy head teachers	41	38	Simple random sampling
classroom teachers	120	88	Random
primary six pupils	180	130	Simple random sampling
Total	381	276	

Source: researcher 2022

3.6 Data collection instruments

These are tools which were used to collect information on the specific set of research objectives and these include questionnaires, interview, documentary and observation.

3.6.1 Interview

According to McMillan and Schumacher (2001), interviews were the best primary data collection strategy to provide information on how individuals conceive their world and make sense of important events in their live.

In assessing the support supervision and teacher career growth, the structured interview method was administered to heads of schools and deputy head teachers.

3.6.2 Documentary analysis

Document analysis refers to “a type of qualitative investigation involving the study of written communication that is found in field settings” (Gall et al 2005). This method is based on information that already exists such as newspapers, books, official’s statistics, paper and registers (Gall et al 2005).

In this study, this method helped to obtain information on support supervision as well as school heads action to supervision especially in terms of financing and material resources.

3.7 Validity of instrument

Validity is the degree to which a test measures what it intends to measure. According to Borg and Gall (2008) any content validity of instrument would be improved through expert judgement. Expert opinions helped to establish content validity thus the researcher was assisted by the supervisor and other experts from the university in order to help improve content validity.

3.8 Reliability of the instrument

Creswell (2009) defines reliability as a measure of the degree to which research instruments yield consistent results or data after repeated trial. In order to improve the reliability of the instruments the researcher with the help of supervisor would critically assess the insistence of the responses on the pilot questionnaires to make judgment on their reliability test re-test technique employed. The researcher then examined the instruments for appropriateness of

items so as to identify any ambiguous or unclear items a person product moment would be used.

3.9 Data collection procedure

The researcher obtained an introductory letter from the school of post graduate Kampala international University and also authorization letter from the other government authorities which would introduce her to the selected schools in Sironko district to collect data. The researcher also made an appointment with the head teachers for interview and permission to meet teachers and other respondents in the respective schools.

3.10 Data analysis

Analysis of the collected data begun by identifying the common themes from respondents and description of their experiences. Both quantitative and qualitative data was analyzed differently by putting more emphasis on quantitative one, the both data integrated Peas son's Product Moment Correlation (PPMC) would be used to analyze qualitative data and Statistical Packages for Social Science (SPSS version 22) was used for quantitative data, tables, graphs and standard divisions were used to present the data.

3.11 Ethical considerations

The researcher explained the content of the research as required; informed consent was obtained from respondents also confidentiality was assured to the respondents before data was collected from them. The study was conducted by explaining its aim in order to obtain consent from the respondents and they were assured that data collected was stored safely.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings; the analysis and interpretation of the primary data collected from the field (case of study) and draws a conclusion in tabular forms with percentage interpreted by giving suitable comments. Data analyzed and interpreted using SPSS, Tables form frequencies, percent of responses is provided. Tables facilitate also easy presentation and comparison of the results.

4.1 Systematic Presentation of Data

For this analysis 10 Primary school selected in 54 schools that are made in Sironko district to find respondents who meet the purpose of this thesis which is to know the internal supervision and learners' discipline in Primary schools in Uganda

4.2 Analysis of Data and Interpretation

Data from questionnaire were analyzed using SPSS, Frequencies, percentages were put out. in order to emphasize on the findings about school organization system and learners' discipline in primary schools the researcher has undergone secondary data concerning ratios for interpreting the relationship between dependents variables and independents variables under the study, the objectives of this method of analyzing data was to know exactly the school organization system and learners' discipline in primary schools in Sironko district.

4.3. Background of the respondents

This Section shows the background of the respondents and it is common that any research to be successful, the researcher has first of all to study the population under study. It is in this regard that the researcher had to study the population characteristics. As far as this study is concerned, the population Gender, Age, Marital status, Education level, administration status and working experience were analyzed, as per section A of the questionnaire (Appendix 1).

4.3.1. Schools Administrators and Teachers' Sample profile

4.3.1.1. Distribution of respondents by Gender

In respect to gender of respondents, the table 3 summarized the collected data as follows:

Table 4.3: Distribution of Respondents by Gender

	Gender	Frequency	Percent
Valid	Male	28	68.2
	Female	13	49.4
	Total	41	100.0

Source: Researcher Compilation, 2022

Table 4.3 shows that out of 41 respondents, 28 (i.e 68.2 %) respondents were male and 13 (i.e 31.7 %) respondents were female. It is seen that the number of male is great than the number of female. As the government policy is recommending 30% female in any organization, it is seen that Primary school in Sironko district makes effort in gender balance in job and promotes education for female.

4.3.1.2. Distribution of respondents by age

Concerning the age of respondents, table 4 presents' data as follows:

Table 4.4 : Distribution of Respondent by Age

	Range	Frequency	Percent
Valid	20-30 years	4	9.7
	31-40 years	12	22.7
	41-50 years	19	12.6
	51 and above	6	7.6
	Total	41	100.0

The table 4.4 it is observed that out of 41 respondents, 4(i.e. 9.7%) of respondents are in age range between 20 to 30 and most of them, 12 (i.e. 29.2%) of respondents in age range between 31 to 40 this a range of teachers and administrators, 19 (46.3 %) are in age range

between 41 to 50 while only 6 (i.e 14.6 %) of respondents are in age range above or equal 51 years old. This shows that most of the respondents are between 41 to 50 years old and these respondents are experienced know more information related to discipline and school management thus the data collected from them were accurate and relevant to this research.

4.3.1.3. Presentation of Administration and Teachers' marital status, Educational qualification and Working experience

The sample of 41 School administrators and teachers consisted of 58.5% married (all staffs administrators of 10 selected schools are married and some teachers), 34.1 (teachers are single), 0.5% were widower while a small percentage of 0.2% were divorced. In terms of educational qualification 21.9% hold a diploma , 26.8% hold and awarded B.A and B.Sc in Education, 12.9% and 7.3% hold M.A and M.Sc respectively while one teachers and two secretaries accountant were completed secondary level of education.

In terms of working experience, 39.02 % of all respondents working in education between 7-9 years, 24.39 % were experienced above 10 years, 21.95% of respondents were experienced between 4-6 years while 14.6% working in education with 1 to 3 years. This indicates that a big percentage of respondents (85.4%) were experienced above 4 years and information which was given by them was relevant and accurate to this thesis and helps the researcher to achieve her objectives.

4.3.2. Learners sample profile

Of the 38 questionnaires distributed, 36 were completed and returned, a response rate of 94.7%. However, one of the questionnaires had too many item open and closed questions. The sample of 38 respondents consisted of 58.3% female and 41.7 % male learners. When grouped by age (≤ 15 years old and between 15- 18 years old= young and > 18 years old = 'mature') 80.5% of the respondents were classified as young learners and 16.7 % were classified as mature learners while one respondent did not give his/her age. In terms of year of study, 72.2% of all respondents were in ordinary level (O'L), while 27.8 % were in Advanced level (A'L).

4.4. Description of the Independent variable (I.V)

This Section describes the Independent variable (School organization system). In this study, School management was conceptualized to mean the arrangement of the human and material resources of the school by school manager and co-working team (Leithwood et al. 2001).

The independent variable was addressed in Section A of the questionnaire using questions related to classroom management, effective communication and Learners' Monitoring and evaluation (Appendix A) of Likert scale ranging (strongly disagree, Disagree, agree and strongly agree) from one used to represent school organization system. The respondents were meant to rate themselves according level of agreement.

4.4.1. Presentation of findings related to classroom management

In this section findings from different categories of respondents were presented and interpreted to examine the school organization system in Primary school in Sironko district in Uganda.

4.4.1.1. Teacher's' view about classroom management

Concerning the teachers 'views about of classroom management, table 4.3 presents' data as follows:

Table 4.5: Teacher 'responses to classroom management

STATEMENT	SD F (%)	D F (%)	SA F (%)	A F (%)	TOTAL
1. Teachers often do carry out roll call	0(0.0)	0(0.0)	29(93.5)	2(6.4)	31(100)
2. Teachers do always spare time within their lessons	0(0.0)	1(3.2)	29(100)	1(3.1)	31(100)
3. Teachers in this school use punishment	0(0.0)	1(3.2)	28(90.3)	2(6.4)	31(100)
4. Do always teachers in this school ensure classroom cleanliness	0(0.0)	0(0.0)	30(96.7)	1(0.3)	31(100)
5. Teachers ensure discipline and order in classrooms before teaching	0(0.0)	1(3.2)	28(90.3)	2(6.4)	31(100)
6. Schemes of work are always prepared by teachers and submitted on time	1(3.2)	0(0.0)	23(74.1)	7(22.6)	31(100)
7. Classroom teachers are appointed and inducted into their responsibilities	0(0.0)	4(12.9)	24(77.4)	3(9.6)	31(100)

Source : Primary data, 2022

KEY

S. A. = Strongly Agree

A = Agree

D = Disagree

S. D. = Strongly Disagree

F = Frequency

% = Percentages.

Table 4.5 above illustrates the responses of teachers on school related classroom management that are likely to contribute to discipline of learners in selected schools of Sironko district. The teachers of the selected schools in Sironko district responded to seven statements for which the following analysis are made. Questionnaire items 1 to 7 were designed to seek the views of teachers on the issue of classroom management related issues that affect performance.

From the table 5, 31 teachers representing 93.5% strongly agreed to the statement that teachers often do carry out roll call contributes to performance while no respondent Disagree or strongly disagrees to the statement. Interestingly, however, less more respondents (2 representing 6.4%) merely agreed with the statement than those who merely disagreed (0.0%). In all, a total of 31(100%) as against (0.0%), respondents agreed with the statement and this means that majority of the respondents believe that carry out roll call contribute discipline.

This finding is in line with the finding of Levitt (1988) that carry out roll call help teachers to display strong classroom management skills and fill with learners who are not working or paying attention and improve Learners' regularity. This had an adverse effect on the performance of the learners, consequently high discipline. In expressing their views on the statement that seeks to find out whether teachers in this school use punishment , ensure discipline and order in classroom before teaching , it was revealed that majority of the respondents (28 representing 90.3%) disagreed. That is to say that most teachers in Sironko district use punishment as a tool of ensuring order and discipline in classroom However, one teacher (a representation of 3.2 %) disagreed to the statement. This means that he/she did not punish his or her student; he/she used other means of ensuring order in classroom before teaching.

In expressing the views on finding out whether schemes of work are always prepared by teachers and submitted on time. This statement also found majority of the respondents (74.1 %) in strongly agreeable terms, with 7 (22.6 %) actually agreeing strongly. Only 3.2 % (a representation of 1) respondent agreed while no respondent strongly disagreed to this statement. The implication of this response is that almost all teachers in Sironko district

prepared schemes of work and submitted them on time. this is supported by the agreements that teachers make with learners), *materials* (the types of texts, equipment, and other learning resources that teachers use), or *activities* (the kinds of learning experiences that teachers design to engage student interests, passions, and intellectual curiosity) (Lewis and Moultrie, 2005).

The responses to the seventh item clearly indicate that classroom teachers are appointed and inducted into their responsibilities. As many as 24 respondents representing 77.4% strongly agreed with the statement that classroom teachers are appointed and inducted into their responsibilities. Four respondents, representing 12.9 % disagreed with the statement. This pattern of responses shows that most classroom teachers in Sironko district are appointed and inducted into responsibilities. Appointment of classroom teachers into their responsibilities led to effective classroom management.

4.4.1.2. Findings from School Administrators

From the analysis of the discussion results with selected School administrators in Sironko district ,it was a general opinion of school administrators that 90% of them agreed that in the school all classrooms have sealing boards to regulate learning distractions this was opposed to 10% respondents who strongly disagreed to the affirmation.

One student commented that:

...our classroom has sealing boards to regulate learning distraction. This updates us about progress of school and opinion and improves

In expressing their views on the statement that seeks to find out whether the school has functional learners leadership body that enforces discipline in the school, all respondents agreed to this affirmation. This implies that all school classrooms in Sironko district has classroom leadership and this emphasized enforces discipline in the school which in return led to high discipline. This is in accordance with the findings of Richardson (1994) who reported that the discipline of regular learners is as good, if not better than irregular learners in most settings. As long as the regular learners are admitted into study programmes for which they possess the basic competencies, then their performance will not be worse than that of their irregular peers. Indeed, Richardson (1994) concludes that well organized learners

seek a deeper meaning towards their academic work and were less likely to adopt a surface approach or reproducing orientation like the descriptive learners. This finding is in disagreement with Felder (1993), who is one of few researchers to report that an association exists between a Learners' learning discipline, teaching style and discipline.

4.4.2. Presentation of findings related to effective communication

In this section findings from different categories of respondents were presented and interpreted to examine the school organization system in Primary school in Sironko district in Uganda.

Concerning the respondents' 'views about effective communication, table 4.6 presents' data as follows:

Table 4.6: Effective communication in Primary schools of Sironko district

S/N	STATEMENT	N	SD F (%)	D F (%)	A F(%)	SA F(%)
1	Staff meetings in this school are communicated on time.	79	0(0.0)	6(7.5)	33(41.7)	40(50.6)
2	Learners' views are considered in staff meetings and feedback is given.	79	5(6.3)	10(12.6)	30(37.9)	34(43.0)
3	School rules and regulations manual copies are displayed for learners.	79	0(0)	0(0)	29(36.7)	50(63.2)
4	Learners have freedom of speech to communicate their concerns.	79	00(0.0)	1(1.2)	25(31.6)	56(67.0)
5	The head teacher meets learners' leaders periodically	79	10(7.2)	5(3.5)	30(37.9)	34(43.0)
6	Periodically learners are reminded over school values.	79	0(0.0)	0(0.0)	29(36.7)	50(63.2)
7	Teachers set classroom policies in consultation with learners.	79	10(7.2)	6(7.5)	21(26.5)	42(53.1)
8	Classroom Teachers communicate their progressive reports to learners	79	0(0%)	0(0%)	29(36.7)	50(63.2)

KEY

S. A. = Strongly Agree A = Agree D =Disagree S. D. = Strongly Disagree
F = Frequency % = Percentages.

Table 4.6. Illustrates questions which seek to find responses from respondents on how the school discipline in Primary schools in Sironko- district is affected by effective communication. The statements in Table 4.4 found out influence of effective communication on Primary school discipline. Respondent selected from 10 Primary school in Sironko-district responded to the statements for which the following analyses are being made. Three statements were therefore constructed to find out factors outside the school environment that influence discipline in the schools.

The first item, in this table was used to know respondents' view on what if staff meeting in schools is communicated on time. The results show that the majority of the respondents 40(50.6%) believed strongly that staff meeting in Primary schools in Sironko district are communicated on time to learners.

On the whole, percentage of 33(41.7) of respondents agreed to the statement. With 6(7.5%) of the number of respondents standing negative midway, that is disagree , as much as 0% respondents thought that staff meetings in this school are not communicated on time because they were strongly disagreed on the statement. These figures point to the fact that, staff meetings in this school are communicated on time is likely to have positive effect on their discipline.

In response to item number 2, sixty –four 64 respondents or 81.1% answered in the affirmative(agree or strongly agree) to the effect that, learners 'views are considered in staff meetings and feed back is given to them. This may give an indication that there is an effective communication between learners and school staffs, teachers and learners in Sironko district.

A total of 18.9 % or 15 respondents responded in disagreement terms with 5(6.3%) responding in strong disagreement and 10 (12.6%) disagreeing. The implication of the outcome of this study may be that, learners would be able to concentrate on the classroom learning process to perform creditably in the final examination. In view of this, Mumbai Bhatnager, R.P. (2007), found out on the study conducted on The Role of Effective Communication in School Achievement that Communication in classroom can occur only

when teacher and the student share common meaning and experiences. Learners with widely different backgrounds, different abilities and interests attend school. Further, the teacher has to manage with the vast explosion in knowledge and the fact that student have too little time to explore the vast subject matter included in the curriculum. To meet these challenges, the teacher has to make use of new and improved communication devices in classroom like films, projector, internet, etc. Biji Nair& Abhaya R. Joglekar (2012) Suggested that Success of any knowledge and education depends upon the communication.

On the basis of the determination on whether School rules and regulations manual copies are displayed for learners 0(%) had disagreed and strongly disagreed on the statement and whereas all seventy-nine respondents or 100% respondents responded in agreement terms with 50(63.2%) responding in strong agreement and 29 (36.7%) agreeing that School rules and regulations manual copies are displayed for learners. The implication on this means that learners who are informed about the school rules and regulation prevent him or her from mistakes which lead to failures in class. These respondents had now appreciated the availability of rules and regulation on different notices.

Item number 8 on table 4.4, was to find out if classroom teachers communicate their progressive reports to learners to support in learners' education is encouraging and active. Majority of the respondents 63.2 % strongly agreed with 29 (36.7%) merely agreeing and 0 (0%) strongly disagreeing and agreed to the statement. This implies that classroom teachers communicate their progressive reports to learners. This follow-up statement confirms the reason why learners of Primary school in Sironko district are supported encouraged participating actively on works which enhance their discipline.

Progressive reports show learners their level of parents on previous lessons and Learners' perceptions of their capacity for success are key to their engagement in school and learning. According to the National Research Council (2000) cited in Akey (2006), learners' beliefs about their competence expectation for success in school have been directly linked to their levels of engagement in school learning and other activities, as well as to their emotional status that promote or interfere with their ability to be academically successful.

4.4.3. Presentation of findings related to Learners' Monitoring and Evaluation and Discipline

In this section findings from different categories of respondents were presented and interpreted to examine relationship between Learners' monitoring and evaluation and discipline in Primary school in Sironko district in Uganda.

Concerning the respondents' 'views about Learners' Monitoring and evaluation, table 4.5 presents' data as follows:

Table 4.7: Learners' Monitoring and evaluation

S/N	STATEMENT	SD F (%)	D F (%)	A F (%)	SA F (%)
1	The head teacher makes routine movements throughout the classrooms to ensure proper organization in the school.	4(5.0)	2(2.5)	25(31.6)	48(60.7)
2	The head teacher's office in this school closely follows the progress of learners.	1(1.2)	0(00)	31(39.2)	47(59.4)
3	Teachers are often encouraged to give home works to learners.	1(1.2)	0(00)	31(39.2)	47(59.4)
4	Teachers are always given deadlines of marking learners' assignments and give feedback.	0(0)	0(0)	20(25.3)	59(74.6)
5	Teachers are paid over time allowances for extra classroom discussions.	10(12.6)	10(12.6)	23(29.1)	30(37.9)
6	Teachers are emphasized to administer routine tests.	6(7.5)	4(5.0)	19(24.0)	50(63.2)
7	There is always evening tea to facilitate extra attendance of teacher to learners.	6(7.5)	4(5.0)	19(24.0)	50(63.2)

Source: Primary data, 2022

KEY

S. A. = Strongly Agree A = Agree D =Disagree S. D. = Strongly Disagree
F = Frequency % = Percentages

Table 4.7. Illustrates statements about Learners' Monitoring and evaluation. The statements in table 4.7 concern Learners' Monitoring and evaluation. The respondents of the selected schools responded to the statement for which the following analyses are being made.

There is the need to monitor every institution which aimed at achieving results or is result oriented. Five statements were therefore constructed to find out Monitoring and evaluation and secondary discipline . Results of statements nine (1) to five (5) on table 4. 5, illustrate the responses of teachers and school administration regarding Learners' Monitoring and

Item one sought to find out whether the head teacher makes routine movements throughout the classrooms to ensure proper organization in the school. The results indicate that 92.3 % of the total number of respondents were agreeing (strongly agreed and agreed) to the statement that the head teacher makes routine movements throughout the classrooms to ensure proper organization in the school, two (2) of the respondents constituting 2.5 % disagreed and 4 (5) were strongly disagreeing. The results make it clear that the head teacher makes routine movements throughout the classrooms to ensure proper organization in the schools in Sironko district.

The statement that followed sought to find out from the respondents whether the head teacher's office in this school closely follows the progress of learners. This statement yielded responses similar to those of the previous statement. As much as 31 representing 39.2% of the respondents agreed and 47 representing 59.4% strongly agreed that head teacher's office in this school closely follows the progress of learners while 1 (28.33%) said it is not done, and thus in disagreement . The overall response implies that, head teacher's office in this school closely follows the progress of learners every semester and year.

Item next, it is the third item on table 4.5, sought to elicit from the respondents whether Teachers are often encouraged to give home works to learners. The results showed that, a huge percentage of ninety eight point six (98. 6) said Teachers are often encouraged to give home works to learners in Primary school of Sironko district while one respondent representing 1.6% disagreed that Teachers are often encouraged to give home works to

learners. This implies that teachers of Primary school at Sironko district evaluate learners using regular tests and homework. Hill and Craft (2003) suggest that, regular tests and activities accelerates learners' rate of ability at school.

According to Hixson (2006), such a situation allows parents and teachers to combine efforts to help the children succeed in school. Therefore giving learners homework would help parents to remember such a vital role in their responsibility.

For item four, respondents were asked to give their views on whether Teachers are always given deadlines of marking learners' assignments and give feedback. The reaction from the respondents proved that 59(74.6%) strongly agreed and 20 of respondents or 25.3% have a good cooperation with the statement while 0% of respondents is in disagreement on this cooperation. This implies that in many schools of Sironko district teachers are interacting with school administration on the basis of deadlines of marking assignments and giving feedback to learner in order to attain the good performance.

In this study, respondents had approved to have regular assignment in order to understand clearly the lesson as a key to discipline .

In response to item number 5, sixty-seven (67%) of the respondents answered in the affirmative to the effect that, teachers are paid over allowances for extrat classroom discussions. This may give an indication that teachers are motivated to work hard and support learners in their education. A total of 25.2 % responded in disagreement terms with 10(12.6 %) responding in strong disagreement and disagreeing. The implication of the outcome of this study may be that, a motivation is necessary to stimulates teachers and strengthen more discussions. The Needs theory propounded by Maslow points out that, when the psychological needs, which are the basic necessities of life of learners/teachers are met by teachers/school administration; it becomes a strong motivator to them. This would in turn increase the rate of assimilation of information obtained in the classroom. Again, retention and recall would be effective for improved discipline .

4.3 Learners' discipline in the schools

Assessing the Learners' discipline was the second objective of this study. This was done by examining their level of obedience to the school rules and regulations and time management.

4.3.1 Adherence to school rules and Regulations

To evaluate the adherence to school rules and regulations, the respondents were asked three questions whose responses are presented in Table 4.8.

Table 4.8: Adherence to school rules and regulations

	1		2		4		5		Total	
	N	%	N	%	N	%	N	%	N	Mode
learners respect rules and regulation	4	4.4	9	9.9	77	84.6	1	1.1	91	4
learners request to know the codes	38	41.8	24	26.4	28	30.8	1	1.1	91	1
when in wrong they accept punishment as in the code			59	64.8	32	35.2			91	2
Teachers respect the code			22	24.2	69	75.8			91	4

Source: Primary data (2022)

According to Table 4.8, 77(84.6%) agreed that learners in the school respected rules and regulations though they never requested to know the codes in the rules and regulations according to 38(41.8%) and 24(26.4%) who strongly disagreed and disagreed respectively. The learners did not accept punishment as stipulated in the code according to 59(64.8%) though 32(35.2%) disagreed with this observation. The teachers on the other hand respected the code according to 69(75.8%) though 22(24.2%) disagreed with the observation.

The finding shows that learners naturally respected the rules and regulations even though their never bothered to know the details in the codes. They did not allow punishments even when it was administered within the codes and teachers did understand the codes.

4.3.2 Time management

Time management was assessed by asking four questions to the respondents whose responses were presented as in Table 4.9.

Table 4.9: Time management

	1		2		4		5		Total	
	N	%	N	%	N	%	N	%	N	Mode
Lessons start and end in time			12	13.2	79	86.8			91	4
learners arrive at school in time			18	19.8	73	80.2			91	4
assignments are submitted in time			37	40.7	54	59.3			91	4
the school is conscious of time in all activities	9	9.9%	47	51.6	18	19.8	17	18.7	91	2

Source: Primary data (2022)

According to Table 4.9 79(86.8%) agreed that lessons started and ended in time, according to 73(80.2%) learners arrives in time at schools, 54(59.3%) that learners submitted their assignments in time though 37(40.7%) disagreed and 47(51.6%) disagreed that the school was generally conscious about time in all activities. All modes were 4 expect for the last item implying that there was evidence of time management though not in all activities done within the school.

4.4: Relationship between internal supervision and learners' discipline in Sironko district- Uganda.

This section answers objective three of the study. The relationship between school organization and students' academic performance in Sironko district- Uganda was investigated using Classroom management, Effective communication and Student monitoring and evaluation while student commitment to academic activities, Good relationship between teachers and students and students discipline as indication of student academic performance.

Table 4.10: Summary of the Pearson Product Moment correlation analysis for the relationship between Internal supervision and learners' discipline in Sironko District-Uganda.

Variables	1	2	3	4	5	6
Classroom management	1					
Effective communication	0.217*	1				
Student monitoring and evaluation	0.301**	0.502*	1			
Student commitment to academic activities	0.294**	0.447*	0.411**	1		
Good relationship between teachers and students	0.338*	0.389**	0.294**	0.094*	1	
Students discipline	0.276**	0.091**	0.299**	0.179**	0.266**	1

Source: Primary data, 2015

* $\sigma=0.05$ (Correlation is significant at 0.05 level (2-tailed))

Key: σ : Alpha

The correlation table presents the relationship between dimensions of school management measured by Classroom management, Effective communication and Student monitoring and evaluation against student's academic performance measured by student commitment to academic activities, Good relationship between teachers and students and student's discipline.

4.6.1. Classroom management is related to learners' discipline

The results show that all the dimensions relate positively. Specifically, classroom management relates positively with Student commitment to academic activities, Good relationship between teachers and students and Students discipline ($r = 0.294$, $p < 0.05$; $r = 0.338$, $p < 0.05$; $r = 0.276$, $p < 0.05$) respectively. These suggest that the classroom management relates positively with student academic performance because there is degree of association between classroom management of 29.4 percent with student commitment to

academic performance, 33.8 percent with good relationship between teachers and students, 27.6 percent with Students discipline respectively as shown in Table 9.

4.6.2 Effective communication and learners' discipline.

The results in table 4.9 indicates a positive relationship between effective communication and with Student commitment to academic activities $r = 0.447$ and $p < 0.05$, Effective communication is positively related to good relation between teachers and students with $r = 0.389$ and $p < 0.05$, and positively related to students discipline with $r = 0.091$ and $p < 0.05$.

These results seem to agree (Ijaiya, 2000) that communication is the effective variable for students and has positive relationship with grade level in particular and academic performance in general. This is also in line Biji Nair & Abhaya R. Joglekar (2012) assertion that effective communication helps to build relationships and facilitates achievement of goals and he emphasized that any success of any knowledge and education depends upon the communication.

4.6.3 Student monitoring and evaluation and learners discipline.

Results in table 4.10 above indicate a positive relationship between Student monitoring and evaluation as a component of school management systems with Student commitment to academic activities, $r = 0.411$ with a standard error, $p < 0.05$. Student monitoring and evaluation further relate positively with Good relationship between teachers and students, $r = 0.094$ with a standard error, $p < 0.05$ and with student discipline, $r = 0.299$ with a standard error, $p < 0.05$.

This seems to agree with Okwori, and Ede (2012) was of the opinion that students monitoring in terms coordination, organization and directs activities in such a way that things work smoothly, quickly and efficiently and by organizing students, giving tests and homework in order to achieve the objectives of the schools within the targeted period. Therefore Student monitoring and evaluation affects positive student's academic performance.

CHAPTER FIVE:

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter looked at an overview of the research problem and methodology, summary of major findings, conclusion, recommendation and suggestions for further studies.

5.1. Summary of the findings of the study

The purpose of the study was to investigate the impact of school management and students academic performance in primary schools of Sironko district. The design used was a correlative and descriptive survey and the sample size was 79 participants from 10 primary Schools in Sironko district. These included school administration, teachers, and students. Random and purposive sampling techniques were adopted for selecting the samples.

Three research questions (first question sought to investigate level of school organization system in primary schools in Sironko district – Uganda, the second question was about level of students’ academic performance in primary schools in Sironko district – Uganda while the last which the third question sought to eclectic the relationship between school organization and students’ academic performance in primary schools in Sironko district – Uganda) were raised and analyzed.

Level of school organization system in primary schools in Sironko district – Uganda,

Concerning school management, Table 5 above illustrates the responses of teachers on school related classroom management that are likely to contribute to academic performance of students in selected schools of Sironko district. The teachers of the selected schools in Sironko district responded to seven statements for which the following analysis are made. Questionnaire items 1 to 7 were designed to seek the views of teachers on the issue of classroom management related issues that affect performance. From the table, 31 teachers representing 93.5% strongly agreed to the statement that teachers often do carry out roll call contributes to performance while no respondent Disagree or strongly disagrees to the statement. Interestingly, however, less more respondents (2 representing 6.4%) merely agreed with the statement than those who merely disagreed (0.0%). In all, a total of

31(100%) as against (0.0%), respondents agreed with the statement and this means that majority of the respondents believe that carry out roll call contribute academic performance.

In expressing their views on the statement that seeks to find out whether teachers in this school use punishment , ensure discipline and order in classroom before teaching , it was revealed that majority of the respondents (28 representing 90.3%) disagreed. That is to say that most teachers in Sironko district use punishment as a tool of ensuring order and discipline in classroom. However, one teacher (a representation of 3.2 %) disagreed to the statement. This means that he/she did not punish his or her student; he/she used other means of ensuring order in classroom before teaching.

In expressing the views on finding out whether schemes of work are always prepared by teachers and submitted on time. This statement also found majority of the respondents (74.1 %) in strongly agreeable terms, with 7 (22.6 %) actually agreeing strongly. Only 3.2 % (a representation of 1) respondent agreed while no respondent strongly disagreed to this statement. The implication of this response is that almost all teachers in Sironko district prepared schemes of work and submitted them on time.

The responses to the seventh item clearly indicate that classroom teachers are appointed and inducted into their responsibilities. As many as 24 respondents representing 77.4% strongly agreed with the statement that classroom teachers are appointed and inducted into their responsibilities. Four respondents, representing 12.9 % disagreed with the statement. This pattern of responses shows that most classroom teachers in Sironko district are appointed and inducted into responsibilities. Appointment of classroom teachers into their responsibilities led to effective classroom management.

Level of students' academic performance in secondary schools in Sironko District – Uganda

There was strong agreement that students enthusiastically welcome regular or periodical assignments; Students regularly attend classes in this school and always consult teachers for further clarifications on lesson; and exhibit high performance of grades in National

examinations. There exists good student-student relationship, student –administration and student –teacher relationship.

However discipline is a problem in the schools though majority agreed that most students tried to observe school rules and regulations and this accounted to some extent to the performance of the student.

The relationship between internal supervision and Learners' discipline in Primary schools in Sironko District – Uganda)

The study examined and established a significant relationship between Relationship between school organization and students' academic performance in Sironko district- Uganda. This relationship was examined through the dimensions of school management measured by Classroom management, Effective communication and Student monitoring and evaluation against student's academic performance measured by student commitment to academic activities, Good relationship between teachers and students and student's discipline. Classroom management relates positively with Student commitment to academic activities, Good relationship between teachers and students and Students discipline ($r = 0.294$, $p < 0.05$; $r = 0.338$, $p < 0.05$; $r = 0.276$, $p < 0.05$) respectively. Similarly, Effective communication is linked to Student commitment to academic activities $r = 0.447$ and $p < 0.05$, and effective communication is positively related to good relation between teachers and students with $r = 0.389$ and $p < 0.05$, and positively related to students discipline with $r = 0.091$ and $p < 0.05$.

In addition, Student monitoring and evaluation as a component of school management systems with Student commitment to academic activities, $r = 0.411$ with a standard error, $p < 0.05$. Student monitoring and evaluation further relate positively with Good relationship between teachers and students, $r = 0.094$ with a standard error, $p < 0.05$ and with student discipline, $r = 0.299$ with a standard error, $p < 0.05$.

5.2 Conclusions

This research made a conclusion basing on research questions and findings related to them and after the interpretation of respondents' views that the level of students' academic performance in Sironko district is well defended due to various strategies used between

students, teachers and administrators such as regular assignment , attending class , extra time consultation between teacher and students, call out roll call, punishment, schemes of work and other related documents and findings of this study show that the majority of the respondents believe that carry out roll call contribute academic performance and the majority of respondent agreed that most of teachers in Sironko district prepared schemes of work and submitted them on time and this has a positive impact of student's performance .

In addition, main objective of this research is to investigate the relationship between organization measured by Classroom management, Effective communication and Student monitoring and evaluation against student's academic performance measured by student commitment to academic activities, Good relationship between teachers and students and student's discipline relate positively to students performance measured by measured by student commitment to academic activities, Good relationship between teachers and students and student's discipline and findings show that all dimensions of school organizations and student's performance.

The final conclusion of this study is that there is a significant positive relationship school organization (Classroom management, Effective communication and Student monitoring and evaluation) and student's academic performance) relate positively to students performance (student commitment to academic activities, Good relationship between teachers and students and student's discipline and student's performance).

5.3 Recommendations

A well school organization has to provide a clear and good students' performance. However, the Ministry Of Education And Sports should be more concerned about the principals, head of the studies training on how school would be managed and organizing in sense facilitating teachers and students to achieve their goals. This institution has to organize also an effective supervision where school leaders, students and teachers at large will present their views. MINISTRY OF EDUCATION AND SPORTS also would organize training of variety strategies used in schools organisation in order to avoid conflict in school.

It recommends that the ministry of education could facilitate these head teachers to make different tours visits to experienced schools in order to learn from them on how they organize their schools.

The study recommends the ministry in charge of education, the district institution has to evaluate and provide rewards where the teachers had used the effective communication, school management and students – teacher’s relation in school organization to enhance and improve student’s performance.

The study recommends that school head teachers and head of studies should have regular meeting with students in order to discover the best strategies for classroom organization strategies to use in school organization.

Finally, the study recommends that there should be a deliberate attempt to conduct a study which establishes the relationship of school organization based on factors that are internal to school and which enforce the relationship between teachers and students external to such as behavioral issues of the students, school materials.

5.4. Suggestions

This study focused only on school organization to students’ performance in some selected school of Sironko district schools can also be integrated for wide study.

The researcher also proposed to carry out the study on the contribution of learners and teachers motivation on academic performance in primary schools, the family management styles towards students’ academic performance.

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APPENDIX I: QUESTIONNAIRES

LETTER TO RESPONDENTS

Dear Administrator,

I am a Masters student in Kampala International University carrying out research on *‘International Supervision and Learners’ Discipline in Primary schools in Sironko district - Uganda’*. You are therefore kindly requested to participate in the study by answering the questionnaire. Kindly please do not leave any option unanswered. Any data you provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

Thank you in advance for your cooperation.

Instructions:

- a) You are required to fill in the blank space (s) or tick (✓) against the answer that you think is correct.
- b) Each question tick (✓) the appropriate answer.
- c) Use a **pen** and not pencil to answer this questionnaire.

Wasukira Godfrey Kutosi

Researcher

**APPENDIX II: A. SELF-ADMINISTERED QUESTIONNAIRE FOR
ADMINISTRATORS**

Date/...../2023

Name of the school

A: Demographic information

1. Gender of respondent

- i. Male ()
- ii. Female ()

2. Marital status

- i. Married ()
- ii. Single ()
- iii. Divorced ()
- iv. Widow/Widower ()

3. Age

- i. 25- below ()
- ii. 26-35 ()
- iii. 36-45 ()
- iv. 46-55 ()
- v. 56- Above ()

4. Education Qualifications (tick (√) the appropriate)

- i. Diploma in education ()
- ii. B.A with education ()
- iii. B.Sc. with education ()
- iv. M.A Education ()
- v. M.Sc. ()
- vi. Others (Please specify).....

5. Work experience

- i. 1-3 years ()
- ii. 4-6 ()
- iii. 7-9 ()
- iv. 10-above ()

6. Administrative status (Tick (√) the appropriate one)

- i. Classroom Teacher ()
- ii. Head of Department ()
- iii. Teacher ()

A - Objectives One:

To examine the School Organization System in secondary schools in Sironko district - Uganda

Please tick what is most appropriate to you in each statement using this scale: 1= strongly disagree, 2=Disagree, 3=Agree, 4= strongly agree

1.	Classroom management	1	2	3	4
1.	Teachers are emphasized to spare time within their lessons to instill discipline in students.				
2	Teachers in this school are often emphasized ensure classroom cleanliness.				
3.	In this school all classrooms have sealing boards to regulate learning distractions.				
4.	The school has functional students' leadership body that enforces discipline in the school.				
5.	Schemes of work are always prepared by teachers and submitted at the beginning of school term.				
6.	Classroom teachers are appointed and inducted into their responsibilities and roles.				
2.	Effective Communication				
1.	Staff meetings in this school are communicated on time				
2	There is maximum involvement of students in the school administration.				
3	The head teacher addresses students.				
4	There is suggestion box in this school				

5	The head teacher periodically updates students about the school
6	The school has a patron of student leaders to present students' concerns.
7	Student representative is invited during student disciplinary meeting
8	Teachers set classroom policies in consultation with students.
9	The head teacher ensures teachers teach their allocated subjects
10	Class teachers communicate their progressive reports to students

3. Students' Monitoring and evaluation

1	The head teacher's office in this school closely follows the progress of students.
2	Teachers are often encouraged to give home works to students.
3.	Teachers are always given deadlines of marking students' assignments
4.	Teachers are paid over time allowances for extra works.
5.	There is always evening tea to facilitate extra attendance of teacher to students.
