THE EFFECT OF HEADTEACHERS' INSTRUCTIONAL SUPERVISION
SKILLS ON PERFORMANCE OF TEACHERS IN
PUBLIC PRIMARY SCHOOLS OF
MAKINDYE
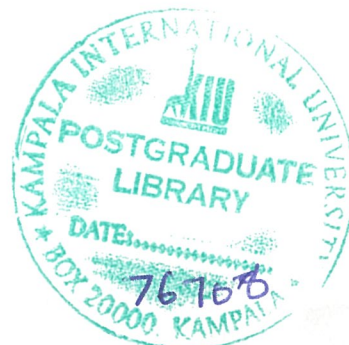## DIVISION, KAMPALA

BY

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A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT
FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN
EDUCATIONAL MANAGEMENT AND ADMINISTRATION OF
KAMPALA INTERNATIONAL
UNIVERSITY

OCTOBER 2007

Declaration

I hereby declare that this work is a result of my own effort and has never been submitted for any award in any university or institution of higher learning.
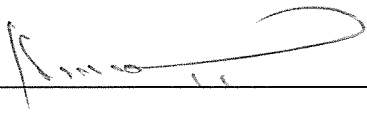
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Approval

This work has been done under our supervision as university supervisors and submitted with our approval.

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DR. ANGELITA PESCADERO CANENE

Date: _____26th October 2007_____

Dedication

This piece of work has been dedicated to my late father Mr. Wilberforce Mulamba Ngobi, my blind mother Mrs. Janet Bamudhubira Mulamba, and to all my dear ones: Lydia K. Nampeera Muganza, Ruth Irene Ataliba, and all our children: Fiona Mukoda, Grace Muganza, Nathan Muganza, Joy Mirembe, Jane Mwebaza, Wilber Mulamba, Ernest Igadube and Specioza Nabirye.

Acknowledgment

First and foremost, I thank the Almighty God for letting me do this Master of Education course in Educational Management and Administration. I believe it was God's will for me to do this course. Secondly, I am greatly indebted to the management of the following organizations for facilitating me in various ways to enable me study the course, namely: Aga Khan Foundation (AKF), Aga Khan Education Services, Uganda (AKESU), Enhancement of Universal Primary Education and Community (EUPEC) Project, and Education Office staff of Nakawa division (Kampala City Council).

My thanks also go to the entire staff of EUPEC Project for their kind guidance and encouragement. Special thanks go to Dr. Angelita Pescadero Canene and Rev. Mattatical Ninan Chandy both of whom are my supervisors from the School of Postgraduate Studies and Research of Kampala International University for closely supervising my thesis work.

I also thank Mr. Emmanuel Kenneth Ikumbe, Mr. Joseph Kauma and Miss. Gloria Namande (Young Development Program) for the typesetting of this work and other support services related to this work. With a sincere heart I thank my uncle Mr. John Mulamba Ngobi who has contributed greatly towards my education and my family well-being since senior one. I earnestly thank my colleagues: Miss. Janet Kafuko, Mr. Isaac Shinyekwa, Mr. Mike Mbaziira and Mr. James Kakooza, for technically and professionally contributing to my thesis.

Last but not least, I would like to hail my entire family for the patience and endurance borne during the last two years of my course work. I believe that I must have inconvenienced them in one way or another during the period I spent pursuing this study.

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Acronyms

AKF	Aga Khan Foundation
CCT	Coordinating Centre Tutor
CVI	Content Validity Index
DEO	Division Education Officer
DIS	Division Inspector of Schools
DOS	Director of Studies
EUPEC	Enhancement of Universal primary Education and Community
HOD	Head of Department
KCC	Kampala City Council
MOES	Ministry of Education and Sports
NAPE	National Assessment of Progress of Education
NCDC	National Curriculum Development Centre

Abstract

This study determined the effect of head teachers' instructional supervision skills on the performance of teachers in public primary schools in Makindye division, Kampala. The research answered the following questions: what is the effect of the levels of head teachers' instructional supervision skills on the performance of teachers in public primary schools in Makindye division? to what extent have the teachers fulfilled their pedagogical responsibilities in public primary schools in Makindye division? what is the effect of instructional supervision skills available among head teachers in public primary schools in Makindye division? A cross section design method was used to collect data for this study. Simple random sampling technique (raffle) was used to select 30 schools, and 300 teachers for the study. The thirty head teachers were purposively selected from the thirty schools that were part of the study. The findings of the study were: the level of head teachers' instructional supervision skills in public primary schools was deficient; there was a direct relationship between the head teachers' instructional supervision skills and teachers' fulfillment of pedagogical roles in classroom. Therefore, the research concluded that the quality of head teachers' instructional supervision skills was still a far cry. Recommendations made included involving other school personnel in instructional supervision; a staff development program for each school should be developed.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

As chief educators, head teachers are responsible for facilitating teachers to overcome their teaching problems. According to Simkins, Garrett, Memmon, Nazirali (1998), among the many outcomes of head teachers' work, are teachers who have a secure knowledge and understanding of the subjects they teach, set high expectations for pupils, plan lessons which address the needs of all pupils within the class and do employ the most effective approaches for any given content and group of pupils.

Such teachers are also expected to: pace their lessons appropriately, use time and other resources effectively, regularly mark and assess pupils' work, reinforce pupils' learning and achievement through setting consistent and challenging homework, understand the importance of regulations and rules. Teachers also ought to be those who are systematically monitored, evaluated and supported in their classrooms.

The core purpose of head teachers is to provide professional leadership for their institutions, which secures their success and improvement hence, ensuring high quality education for all their pupils and improved standards of learning and achievement.

This study was focused towards the need of having effective teachers in primary schools. A teacher is a person charged with responsibility of imparting important knowledge, skills and attitudes to others in order to achieve new behaviors in the learners. To produce the desired behavioral change in the learners, teachers need to be facilitated, guided and supported by their head teachers to ensure

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that goals and objectives, content, methodology, teaching and learning materials are well interlinked.

This study is therefore aimed at investigating the effect and levels of head teachers' instructional supervision skills on their teachers' performance. It is also purported to alert head teachers towards using their supervisory skills to empower teachers to create conducive environment for learning. A stimulating environment helps the child to build his/her knowledge, self worth and positive self-esteem. It is the teacher's responsibility to create an environment that gives the child an opportunity to experiment, to find solutions, to take tasks and even fail at some tasks. However, the creativity of teachers can be immensely enhanced by the head teacher's supervision skills.

1.2 Statement of the Problem

While public primary schools in Makindye Division, Kampala City Council, (KCC) have administrative structures responsible for supervising teachers' day-to-day activities, there seems to be a gap in the way teachers execute their duties. This raises a question to the functionality of this structured school administrative system composed of Education Officers, Inspectors of Schools, Head Teachers, Deputy Head Teachers, Heads of Departments, Directors of Studies and Coordinating Centre Tutors (CCTs).

If the supervision hierarchy of officers outlined performed their duties, one would expect regular and continuous instructional supervision support to their teachers. In view of educational efficiency, this supervision would result in improved teacher performance. The speculation regarding teacher functionality in relation to teacher supervision is such that most of the head teachers in Makindye division seem to be aware of their roles and responsibilities. What is not clear though, is the manner in which these head teachers execute their supervision duties. Bakundana (2003), confirms that there seems to be a gap between what head teachers are supposed to do and their knowledge and skills of practice.

Thus, head teachers tend to work as 'chief executives' rather than 'educational leaders. They seem to be more interested in maintaining the status quo in their schools and therefore, the outcomes seem deficient as teachers are left on their own without effective instructional supervision support.

The National Assessment of Progress in Education (NAPE) report (2003), added a voice to the many complaints, which have been raised before that the laissez-faire attitude by head teachers, deputy head teachers and teachers has greatly compromised the learning interests of the pupils and has inevitably watered down the quality of education under the UPE program. This is assumed to have been brought about by lack of effective instructional supervision of teachers by the school administrators. Also lacking is a documentation of how the head teachers perform their duties and what effect their supervision may have on the performance of the teachers.

It was therefore, from the above observation that this study was conceptualized to specifically investigate and document the effect of head teachers' instructional supervision support and teachers' performance in public primary schools of Makindye division.

1.3 Purpose of the Study

The purpose of the study was to investigate head teachers' instructional supervision skills and how they relate on the performance of teachers in public primary schools of Makindye division.

1.4 Objectives of the Study

The study therefore was specifically to:

(i) Assess the effect of the levels of head teachers' instructional supervision skills on the performance of teachers in public primary schools of Makindye division.

(ii) Analyze the performance level of primary school teachers in public primary schools of Makindye division as regards fulfillment of their pedagogical responsibilities.

(iii) Propose a continuing professional school-based training program based on the findings of the study.

1.5 Research Questions

(i) What is the effect of the levels of head teachers' instructional supervision skills on the performance of teachers in selected public primary schools in Makindye division?

(ii) To what extent have the teachers fulfilled their pedagogical responsibilities in the selected public primary schools in Makindye division?

(iii) What is the effect of instructional supervision skills available among head teachers in the selected public primary schools in Makindye division?

1.6 Scope

This study was conducted between February and September, 2007 in Makindye division specifically in the selected public primary schools. Thirty (30) public primary schools, registered by the Ministry of Education were selected.

Geographically, Makindye division is one of the five divisions in Kampala City Council and it is located in the western part of Kampala city. It boarders with Lake Victoria in the western and eastern parts of the city while in the northern and southern parts of the city, it boarders with Nakawa and Kawempe divisions respectively.

This division was chosen because it has different categories of schools: day schools, boarding schools, co-educational, single sex schools, different religious foundation schools, Non-Government Organizations (NGO) schools and the government aided schools. The schools could also easily be reached due to the many well maintained roads, paths and accessible by public means of transport.

This study was limited to investigating the use of selected instructional supervision skills of head teachers and how they used these skills to provide instructional support to their teachers. The skills to which the scope of this study was limited were in regard to: pre- observation conferencing, lesson observation, analysis of lesson observation and post observation conferencing. The study was to extrapolate into the effect of the above factors on the head teachers' competence in supporting teachers to improve in classroom instruction.

1.7 Significance of the Study

This study was expected to support and confirm the various management theories and the relevant aspects in regard to head teachers' instructional supervision skills that were underpinned in this investigation into their relationship with the performance of teachers in selected public primary schools of Makindye division.

The results of the study might further facilitate the researcher to contribute knowledge towards construction of a handbook for further research. The results of this study will be very useful to the following categories of people as well: pupils being the recipients of the teachers' performance will be able to get the desired learning as expected from the teachers.

Education Officers and Inspectors of Schools will use the results to recommend how best they should fulfill their statutory responsibilities and hold the head teachers to account for the quality of education they provide and the standards pupils achieve.

The Ministry of Education and Sports Officials (MoES) and National Curriculum Development Centre (NCDC) will use the results to recommend ways, in which the MoES will monitor instructional supervision in schools. Researchers and policy makers will use the results to add to the available pool of knowledge in the area of head teachers' instructional supervision skills in relation to improving teachers' performance.

1.8 Operational definition of Terms

For the purpose of the study, the following terms were defined as follows:

Public schools refer to schools registered by the Ministry of Education and Sports.

Effect in the study means showing a cause-effect-situation between head teachers' instructional supervisory skills and the performance of teachers.

Supervision skills refer to professional competence and expertise exhibited by head teachers.

Performance of teachers refers to teachers' exhibition of having a secure knowledge of the subjects which they teach, high expectations for pupils, plan lessons which address the needs of all pupils within the class, employ the most effective methods and techniques for any given content, group pupils, pace lessons appropriately using time and other resources effectively, regularly mark and assess pupils' work.

Clinical supervision is a formative monitoring tool for improving teaching performance of teachers. It has a clinical cycle procedure consisting of four steps: pre-observation conferencing, lesson observation, analysis of lesson observation, and post-observation conferencing.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

The review of literature review deals with the analysis of existing literature on the subject with the objective of revealing contributions, possible areas of improvement and gaps.

2.2 Review of Relevant Literature

Head teachers' instructional supervision skills can be effectively used if head teachers follow the four steps of clinical supervision: pre-observation conferencing, lesson observation, analysis of the lesson observation and post-observation conferencing. Unlike other forms of supervision that rely on rating or evaluating teachers, clinical supervision emphasizes the importance of teachers seeking to improve their own practice through reflection, with assistance and support from their head teacher and colleagues.

According to Pelletier (2002), there are three types of pressure that affect teachers' self-determined motivation and one of them is having no freedom in determining school improvement plan and instead follow head teachers' plans. Thus, clinical observation is an answer to reducing the pressure as it allows a teacher and a head teacher to have a collaborative discussion and the results become owned by both of them.

The rationale for clinical supervision is that the teaching process can be improved when the head teacher provides teachers with timely and relevant feedback on aspects of teaching that are of interest and concern to the teacher. It is important that the teacher is greatly involved in planning the aspects of teaching. This type of supervision brings about instructional change by

developing rapport between head teacher and teacher who has been observed. Memon (1998), is in support of the coaching relationship between head teacher and teacher; hence he states that teacher development is rarely successful without the support of head teachers. And that a good school system of coaching and mentoring offers an in-built support by providing individuals with someone who can give feedback, question, share, discuss, challenge, confront and guide others through the learning cycle.

In support of pre-observation conference, Robbins (1997), expresses a major concern about reliability of observations made by supervisors. However, he recommends that one of the ways to increase the reliability is to use a pre-observation conference as it increases the kind and amount of information the observer has prior to the observation.

The essence of observation is the ability of a head teacher to put a "mirror" of the lesson to the teacher. The "mirror" can be a stimulus for a change in teachers' instructional behaviors on their part after their classroom performance has been objectively reflected by the head teacher. But the most important issue is: the tactic of a head teacher to create an enabling environment for both of them to agree on what needs to be changed, the description of events can be the forerunner of professional improvement.

Moreover, if the teacher is able to have sense into what data is to be collected, he/she is more likely to perceive the lesson observation as a means of professional growth rather than considering it primarily as a means for evaluation. Aspinwall (1992), is in support of head teachers' instructional supervision which promotes professional support among teachers. In this regard he states that data collected by the school and the model that a school head teacher and teachers adopt to monitor their performance is a good input-process-output model used to monitor inputs and outputs (students results), because students results mostly govern school status and reputation.

Head teachers' lesson observation in the classroom is expected to be a two-part process: first describing what has been seen and then interpreting what it means. The competence in fulfilling these two functions depends on the head teachers' intellectual versatility, commitment and experience. When in class, head teachers' logistics can be restricted to listening, scanning over the class and note-taking.

Head teachers are expected to be neutral observers without joining class activities or interacting with pupils. Technically, head teachers' lesson observation will be guided by those criteria on the lesson observation profoma constructed by the school. This is in agreement with Chelimsky and Shadish (1997), who found out that, the design on what are to be essential attributes for good teaching rests on the important issue: mastery of subject knowledge by teachers and head teacher' competence in supervision skills.

Rogers and Badham (1992), support Chelimsky and Shadish (1997), as they observed that one reason for carrying out educational evaluations is to improve quality, for example to assist in the progress of curriculum interpretation and management by teachers. McBeath (2000), reports that educational institutions that seem to merit, draw plans collaboratively (head teachers and their teachers) on which to base carrying out on-going, formative and developmental aspects of monitoring and evaluation and get involved in activities such as instructional supervision, action research, and school-based coaching and mentoring.

The next crucial aspect of clinical observation calls upon a head teacher to use his instructional supervision skills to be able to derive meaning and the make sense of the shared experience of the lesson and consequently encourage and guide the teacher to separately try to discern themes, uncover patterns, or attach significance to the stream of behavior represented in the raw data. The head teacher is expected to be able to exhibit a role of the colleague–observer which

is meant to give the teacher an appreciation of a situation in which he/she finds it difficult sometimes to distance him or herself from.

Use of a critical friend approach in carrying out lesson observation by the head teacher, can pave a way for teachers towards acquiring another perspective of increased intrinsic motivation and self improvement. Kottler and Zehn (2003), observed that professional effectiveness comes from being guided and lead by a skilled supervisor in regard to appreciating, recognizing and owning one's strengths and limitations. They also add to say that it is not only through exhibiting autonomous manner that the worker is given control of what, how, and when the work is done, but also "competence" replaced by "efficacy" are crucial aspects in intrinsic dimension of teacher motivation.

The post-observation conference is the best place to test the quality of head teachers' instructional supervision skills in relationship with teachers' performance. The conference is problem-centered and serves as a level on which the head teacher bases to provide adult rewards, appreciation, didactic help, lesson feed back and to give encouraging incentives to teachers to improve their teaching. This is supported by Busher (1997), who stated that "feedback is the breakfast of champions". However, many teachers receive little or no feedback on their classroom performance thus affecting their performance. In fact, in some schools, teachers may be observed by a supervisor as little as once every three years, and that observation feedback cycle may be perfunctory in nature.

Head teachers' instructional supervision skills need to be exhibited in the selection of issues to discuss which in most cases may depend much on the head teachers' conceptual repertoire and analytical ability. The issues raised in the conferences could largely be in areas of questioning techniques, student participation and motivation, design of teaching materials and presentation of

subject matters. It is worthwhile to note that issues noted by head teachers are tenable and accessible to teachers because it is an important condition to bring the desired improvements in future teaching.

The underlying contributing factor to successful instructional supervision is the collegial relationship that is expected to exist between the head teacher and the teacher. For, both of them are expected to collaboratively work together for the aim of professional development. While clinical observation can be powerful staff development model, in the minds of many teachers it is associated with evaluation. One of the expected instructional supervisory skills of a head teacher is to be able to demystify the fear that teachers have when they get their lessons to be observed and go to the extent of associating the practice to evaluation of their teaching.

Hence, it is important for head teachers to effectively use their instructional supervision skills to orient and sensitize teachers about this supervision to guide them to perceive it as helpful. This will gradually reduce on their difficulty in understanding the value of this staff development model. Stoll and Fink (1996), are in agreement with head teachers' instructional supervision support and hence they report that they found out that once teachers have had an opportunity to learn about it and practice it, they eventually accept the lesson observation model. In this regard, Bacchus (1995), made an observation that this reflection and analysis are central means of professional growth and effective instruction supervisory skills by head teachers, provides the teachers with data that can be reflected upon and analyzed for the purpose of improving teaching and pupil learning.

In summary, proper use of head teachers' instructional supervision skills should enable them to focus on the outcomes of supervision of teaching and learning. In doing so, they help teachers to become more effective. A head teacher is

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regarded successful chief educator only when there is evidence to show that pupils have gained from the teaching and learning activities.

Thus, head teachers' instructional supervision skills should be continuously focused on empowering teachers to develop in an autonomous way through articulating their professional strength and changing as a consequence of dialoguing, intellectualizing and theorizing about their work.

On-going coaching and mentoring of teachers in regard to clinical supervision technique for provision of instructional supervision support to teachers, can result in institutionalizing the practice; Davies and Ellison (1997), are in support of its continuity since they also found out that relatively few persons, having mastered a new teaching skill, will then transfer that skill into their active repertoire in fact, few will use it at all. Continuous practice, feedback, and the companionship of coaches are essential to enable even highly motivated persons to bring additions to their repertoire under effective control.

Ministry of Education Guidelines for Customized Performance Targets for Head teachers and Deputy Head teachers of Government Primary Schools (2006), recommends that in order to ensure effective teaching and learning in schools, head teachers are expected to routinely (almost on daily basis) supervise and monitor the teaching and learning process in their schools. This is the time when head teachers can discover professional inadequacies in their teachers so that appropriate mentoring and coaching sessions are held.

In support of head teachers using their supervisory skills to give instructional guidance to teachers, Farrant (1991), observed that the major role of head teachers is to monitor the quality of standards of education in their schools. In doing this, head teachers try to review and regulate educational processes and thereafter take any necessary remedial action for the satisfactory completion of school improvement activities.

Carasco, Munene, Kasule and Odada (1996), described school improvement as an attempt to implement an innovation such as institutionalizing instructional supervision of teachers with the ultimate aim of producing positively valuable changes in teachers' skills, pupil learning outcomes and in institutional functioning. While, Heneveld and Craig (1996), states that expected characteristics of schools where head teachers effectively use their instructional supervision skills to provide instructional support to their teachers do focus on a good relationship between head teachers and teachers.

2.1 Conceptual Framework

A theory that underpins this study is the Rensus Likert theory which says that people's behavior in organizations is contingent on the nature of supervision, level of participation, decision making, communication techniques and interpersonal relationships. Rensus Likert theory has four systems: autocratic/coercive, less autocratic, moderately democratic and highly democratic as stated by Luis and David (2002).

The Rensus Likert system which applies to this study is the highly democratic system because instructional supervision is synonymous with a democratic process. The highly democratic system is the most popularly emphasized system of management and does not impose decisions on workers, they are rather part of the decision making team. In the same way, head teachers' instructional supervision ought not to impose decisions on teachers. This system leads to what is called *linking pins,* that is, workers feel inseparable from all other levels of management from lower to upper levels.

Also the system leads to supportive relationship in that new workers are willing and ready to learn while old ones are in position to orient the new ones. Effective use of head teachers' instructional supervision skills results in supportive teachers' relationship in that new teachers are willing and ready to learn.

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Independent Variables

1. Pre Observation/planning
- Planning (What, When, who) - Deriving a shared understanding on procedure - Objectives – Goal setting & development of success indicators - Setting of strategies, modalities - Task setting, analysis, and allocation of resources - Setting a colleague – observer climate

2. Supervision/observation-<u>observing the lesson from the start to end</u>
- Recording what is observed without bias - Referring to relevant lesson planning materials - Interpreting targets and information - Monitoring pupil to teacher interaction

3. Analysis <u>Deriving meaning/making sense of shared experience</u>
- Performance feedback - Discern themes - Uncover patterns - Attach significance to the raw data - Evaluation of the set targets - Matching the benchmarks with the indicators - Setting a colleague – observer climate

4.   Post observation <u>Giving feedback</u>:
- Allowing a teacher to talk about the lesson first - Building on the teachers' comments to give feedback - Exchange of successes experiences and feelings - Providing a copy of observation report to the teacher - Collaboratively planning future strategies

Intervening Variable

Educational inputs
o   Motivation, o   Pupil background o   Emphasis on curriculum o   Curriculum focused school leadership o   Supportive climate within school **Environmental factors** o   age, o   Community image o   Community attitude o   Political security o   Parents' support o   System to monitor

dependent variables

Teachers' Performance
o   Knowledge of the subject o   High expectations for pupils, o   Quality of lesson developed o   Effectiveness of teaching methods and techniques used o   Grouping skills o   Effectiveness of lesson delivery o   Resource usage o   Regularly marking and assessing of pupils' work

Source: Bollington, Hopkins, West (1993).

Figure 2.1: Conceptual Framework (Relationship between head teachers' instructional supervision skills and pedagogical responsibility performance of teachers)

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A theory that underpins this study is the Rensus Likert theory which says that people's behavior in organizations is contingent on the nature of supervision, level of participation, decision making, communication techniques and interpersonal relationships. Rensus Likert theory has four systems: autocratic/coercive, less autocratic, moderately democratic and highly democratic, Luis and David (2002).

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Also the system leads to supportive relationship in that new workers are willing and ready to learn while old ones are in position to orient the new ones. Effective use of head teachers' instructional supervision skills results in supportive teachers' relationship in that new teachers are willing and ready to learn while experienced teachers are in position to coach and mentor the inexperienced teachers.

The conceptual diagram in Figure 2.1 indicates the four steps of clinical supervision through which head teachers can follow in using their instructional supervision skills to provide instructional support to teachers: pre- observation conferencing, classroom lesson observation, analysis of lesson observation and the fourth one post-observation conferencing.

From Figure 2.1, it is conceptualized that these instructional supervision skills can have a definite effect on head teachers' competence in provision of

instruction supervision support to teachers as a coaching and mentoring strategy in their schools for improved performance of teachers (dependent variables). If their leadership in managing the four aspects of the instructional supervision skills is not appealing or tending to be ineffective, then their teachers' performance will be diminishing due to head teachers becoming less competent in their capacity of carrying out clinical supervision, hence it affects their teachers in performing their responsibilities.

Alternatively, if the head teachers posses appropriate leadership in using their instructional supervision skills, then they are likely to be more effective hence competent in managing the four aspects of coaching and mentoring of their teachers. This will contribute to their teachers' effectiveness and hence performance.

However, as shown in Figure 2.1, there are moderating factors (intervening variables) like educational inputs along with other environment factors like, motivation, age, community image and parents' support which can also affect the head teachers' competency in provision of instructional support.

These factors may intervene during the analysis of lesson observation and post-observation conference steps as shown in Figure 2.1 for example, when the observed teacher is given a chance to talk about the lesson and when the head teacher is giving a performance feed back at the analysis stage, the teacher may give a reason for some children not doing work due to the parents not buying exercise books, or having not having had a lesson plan because the head teacher failed to buy a preparation book because he/she had not received stationery capitation grant for that term.

Other environmental factors mentioned also act in opposite direction as extraneous factors. In agreement with the effect of such extraneous factors, Southworth, (1998), confirms that the most serious limitation of input-output

research was that the models used did not include all the relevant pupil-background factors – factors that affect schooling outcomes and are confounded with the schools attended. Failure to include all of the relevant pupil-background factors can lead to inaccurate and biased estimates of the effects of schools or the effects of school policies and practices.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This Chapter presents the methods used during this research. The sections in this chapter include: the design used for this study, a description of the study population, description of the population and sample. The chapter also presents the sampling techniques used for getting the sample out of the target population, the data gathering procedure and the instruments used for collecting the data. Also given in this chapter is a description of the methods used for data collection and analysis.

3.2 Research Design

A cross section survey design was used for this study. The design allowed the researcher to adequately and effectively involve different respondents at one point in a time. The design allowed a study of different categories of subjects at one point in time. Therefore, it was identified as an optimal method for this study since the research was set to study different subjects that is: head teachers and teachers at a go.

3.3 Study Population

This study involved 30 head teachers (one head teacher per school) and 300 teachers (10 teachers per school). Therefore, in total a sample of 330 respondents were targeted. Determination of this sample was based on a sample guide for determining size required for the given population size by Krejcie and Morgan (1970), see appendix (E). Only qualified teachers and substantive head teachers were selected for this study. Head teachers were purposively selected from the selected schools.

In each of the selected schools, ten pieces of paper were marked (yes) and depending on the number of teachers per school, the rest of the papers were left blank. All papers were later folded and all teachers in each of the ten selected schools were asked to pick the folded papers and then unfold them to check for the word (yes). All those teachers who had picked papers with (yes) were selected as respondents.

3.4 Sampling and Sampling Techniques

When selecting schools, the sampling frame comprising of all public primary schools from Makindye division of KCC was constructed. These schools were categorized by whether they were: day schools, boarding schools, co-educational schools, single sex schools, different religious foundation schools, NGO schools and the government aided schools. From these clusters, simple random sampling techniques (raffle) were used to select five schools from each cluster. Each school's name was written on a piece of paper, which was later folded and put into a bucket. The papers were then randomly picked until the total of 30 schools was got.

3.5 Methods of Data Collection and Instrumentation

Data was collected from head teachers and teachers using self administered questionnaires. The two methods (use of head teachers' and teachers' questionnaires) were used to gather information about head teachers' instructional supervision skills and how they relate on the performance of teachers in public primary schools of Makindye division.

A sampling method was preferred for collecting data from teachers and head teachers because according to Fraenkel and Wallen (1994), this is the best way of getting unbiased data, which represents the right thinking of respondents

without any bias. The duo argue that it is the only way of representing respondents with carefully selected and orderly questions which is practical enough to elicit the data required to confirm or reject a hypothesis, Yohalem, Pittman, and Wilso-Ahlstorm (2004).

3.6 Instruments

The instruments used in collecting data of the study were researcher constructed survey questionnaires. These questionnaires were judged by the researcher to be suitable in this exercise because with them, the researcher would be able to cover a wider area geographically and content wise. The respondents were educated individuals who were literate since they were qualified teachers. There was a self- administered questionnaire for each of the categories of the subjects: head teachers and teachers.

The researcher also employed documentary analysis technique in order to ascertain whether instructional supervision was being carried out in the schools and also to capture data that could have been an oversight during the construction of the questionnaires. Some of the analyzed documents included, Ministry of Education and Sports circulars, memos, newsletters, newspaper reports, instructional supervision records which were used as supplementary information to collect information on the head teachers' instructional supervision skills and their impact on teachers in Makindye division primary schools.

3.7 Validity and Reliability of the Questionnaires

3.7.1 Validity

The validity of instruments was ascertained by discussing the questionnaires with my supervisor. Thereafter, three senior university lecturers who are expert researchers in education were asked to rate the relevancy of each item using a likert scale namely: Not relevant (NR), Somewhat Relevant (SR), Quite Relevant (QR) and Very Relevant (VR). The calculated **CVI** of each instrument was 0.9

which is greater than 0.7, thus the contents of the instruments were valid, see appendix D (Calculation of Content Validity Index).

3.7.2 Reliability

Reliability of both the head teachers' and teachers' instruments was established through a test–retest method. The researcher conducted a pre-test for the two sets of questionnaires in Katwe Primary school, Makindye division. A pre-test was conducted again after two weeks to the same respondents in the same school and it gave the same results, showing that the questionnaires had consistency in the reliability, hence the instruments were reliable.

3.8 Data Gathering Procedures

An introduction letter from the Director of the School of Post Graduate Studies of Kampala International University was sent to Senior Education Officer of Makindye division, asking for permission to be given to the researcher to conduct a study and allow the researcher to collect data from head teachers and teachers from thirty public primary schools of Makindye division.

After being allowed to collect data, the researcher paid visits to individual schools before the instruments were administered. The purpose of these visits was to sensitize the schools' administration on the purpose of the research, seek consent of the respondents (Head teachers and teachers) and to make appointments on when to administer the questionnaires to them.

On the day of appointment for each school, the researcher physically carried the questionnaires to the schools. With the help of the head teacher in each school, the researcher sampled the teachers and immediately administered the questionnaires to them as well as the head teacher. Both the head teacher and the teachers were let alone and given enough time to fill in the questionnaires.

The researcher was in easy reach to them such that in case there was need for clarification they would get it in time. After the respondents had filled in the questionnaires, they were returned to the researcher who collected them.

3.9 Qualitative Data Analysis

Data from head teachers' and teachers' questionnaires were coded and analyzed using content analysis technique as per step-by-step approach. Content analysis was preferred for analyzing qualitative data because, when used properly, content analysis is a powerful data reduction technique. Its major benefit comes from the fact that it is a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding. It has the attractive features of being unobtrusive, and being useful with large volumes of data. Weber (1996), supports the technique of content analysis since it extends far beyond simple word frequency counts.

3.10 Quantitative Data Analysis

Quantitatively, data was analyzed using frequencies and percentages. The statistical Package for Social Scientists (SPSS) version 12.0 for windows was used to create frequencies, percentages, pie charts, and graphs of the manually coded data. Frequencies and percentages were used because they are good for analysis of data that is numeric, discrete or continuous. According to Sriam (1999), results of the analysis can be in a tabular or graphic format.

After organizing the data, the researcher went ahead to get the frequency percentage in order to determine the effect of head teachers' instructional supervision skills and performance of teachers in public primary schools in Makindye division.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

The main purpose of the study was to contribute to a better understanding of head teachers' Instructional supervision skills and how they relate to the performance of teachers in selected public primary schools of Makindye division. The findings are from 29 head teachers out of the expected 30 thus representing 96.6 % of the sample size and 294 teachers out of the expected 300, representing 98% of the sample, according to Krejcie and Morgan (1970), these samples were representative. Data was collected and analyzed according to the methods described in chapter three. In this chapter the results from the analyzed data were presented and interpreted according to questions that are thematically presented in the questionnaires in an effort to address the answers of the three research questions.

To what extent have the teachers fulfilled their pedagogical responsibilities in the selected public primary schools in Makindye division?

The results show that the average number of years spent by both head teachers and teachers in their present school was 5 years. This means that the respondents had had a long exposure to innovations that could have been done in those schools hence; they were therefore in position to tell the presence or the absence of the innovations.

Table 4.1: Head teachers who had heard about instructional supervision

Response	Frequency	Percentage
Yes	28	96.6
No	1	3.4
Total	29	100

Source: Researcher's field data 2007.

Results of analysis according to Table 4.1 show that majority of head teachers (96.6%) had heard about the term instructional supervision with a very small percentage (3.4%) of head teachers who had not heard about instructional supervision. This implies that almost all the head teachers had heard about the term instructional supervision and probably knew the meaning and its importance.

However, results in Table 4. 2 show that there were fewer teachers (44.9%) who had heard about the term instructional supervision compared to the teachers (55.1%) who had heard about instructional supervision.

Table 4. 2: Teachers who had heard about instructional supervision

Response	Frequency	Percentage
Yes	132	44.9
No	162	55.1
Total	294	100

Source: Researcher's field data 2007.

The results imply that almost half of the respondents had not heard about the term instructional supervision and probably did know neither the meaning nor the importance.
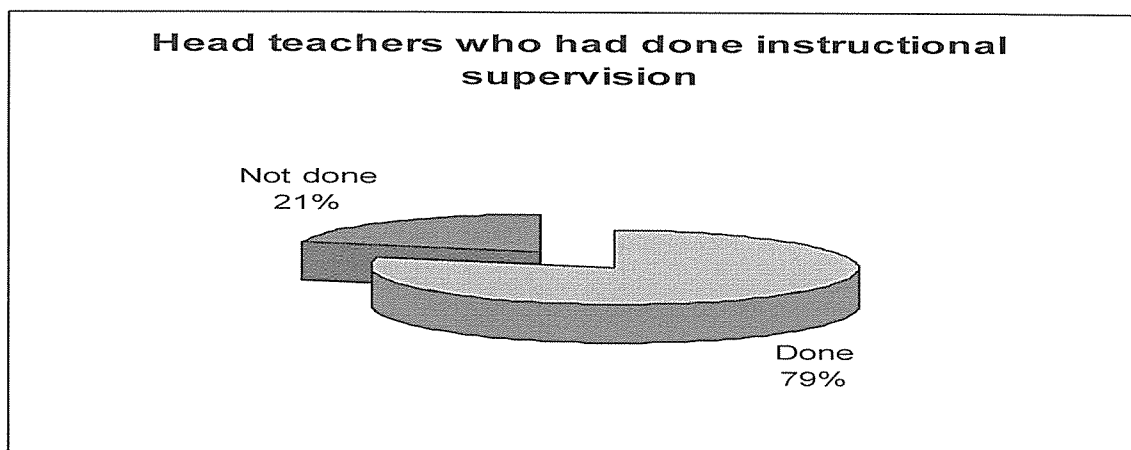
Figure 4.1: Head teachers who had ever done instructional supervision

Source: Researcher's field data 2007

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Results from the analysis according to Figure 4.1, show that (79%) of the head teachers had carried out instructional supervision in their schools, and (21%) of the head teachers had not done so. The results also indicate that the majority of head teachers carried out instructional supervision in their current schools and a few of them did not carry it out.

On the other hand, results from the analysis in Table 4.2, show that (76%) of the teachers had been supervised during instruction in their schools; and (24%) had never been supervised during instruction. The results therefore indicate that it is true that head teachers ever supervised teachers during instruction.
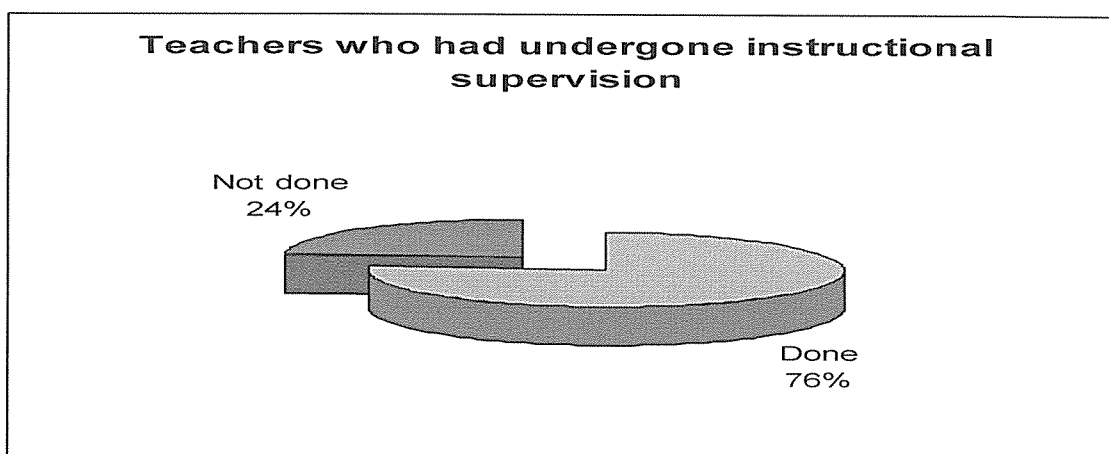
Figure 4.2: Teachers who had undergone instructional supervision

Source: Researcher's field data 2007

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Table 4. 3: The frequency of head teachers' instructional supervision

Response	Frequency	Percentage
Every day	1	3.4
Once a week	1	3.4
More than once a week	1	3.4
Once a month	10	34.5
Once a term	9	31.2
Never	7	24.1
Total	29	100

Source: Researcher's field data 2007.

Results from analysis according to Table 4.3 show that out of 29 head teachers 10 of them indicated that they carried out instructional supervision once a month, 9 head teachers did it once a term, 1 head teacher did it once a day, 1 head teacher, once a week, and 1 head teacher, did it more than once a week.

While the results according to Table 4.4, show that out of 294 teachers who responded, 109 teachers were supervised once a term, 80 teachers were supervised once a month, 10 teachers were supervised more than once, 10 teachers were supervised once a week, 3 teachers were supervised every day and 1 teacher did not specify the frequency. These result indicate that (50%) of all the teachers are supervised once a term, which was very insufficient exposure to instructional supervision.

Table 4. 4: Number of times the teachers were supervised

Response	Frequency	Percentage
Every day	3	1.0
Once a week	10	3.4
More than once a week	10	3.4
Once a month	80	27.2
Once a term	109	37.1
Never	81	27.6
Others, specify	1	0.3
Total	294	100

Source: Researcher's field data 2007.

Results of analysis according to Figure 4.3 show that other staff took part in instructional supervision and (37.9%) of the head teachers who responded, indicated that Director of Studies (DOS) did get involved more in the supervision than other staff as exhibited by the following percentages: (27.6%) of the head teachers indicated Deputy head teachers, (17.2 %) indicated Head of Department (HOD), and (17.2%) of the head teachers indicated Teachers. The results show that in addition to head teachers other staff got involved in provision of instructional supervision but at a very minimal level.

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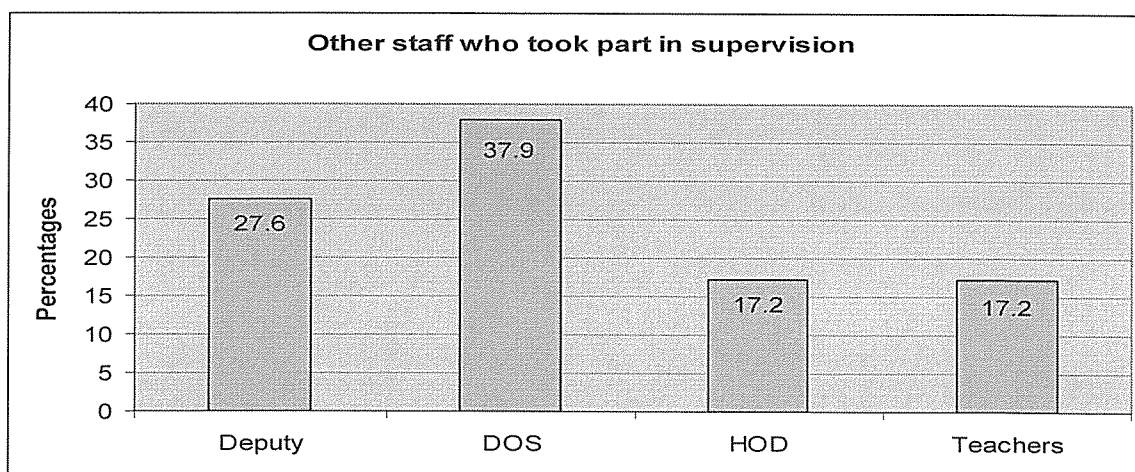
Figure 4.3: Other staffs who had taken part in instructional supervision

Source: Researcher's field data, 2007
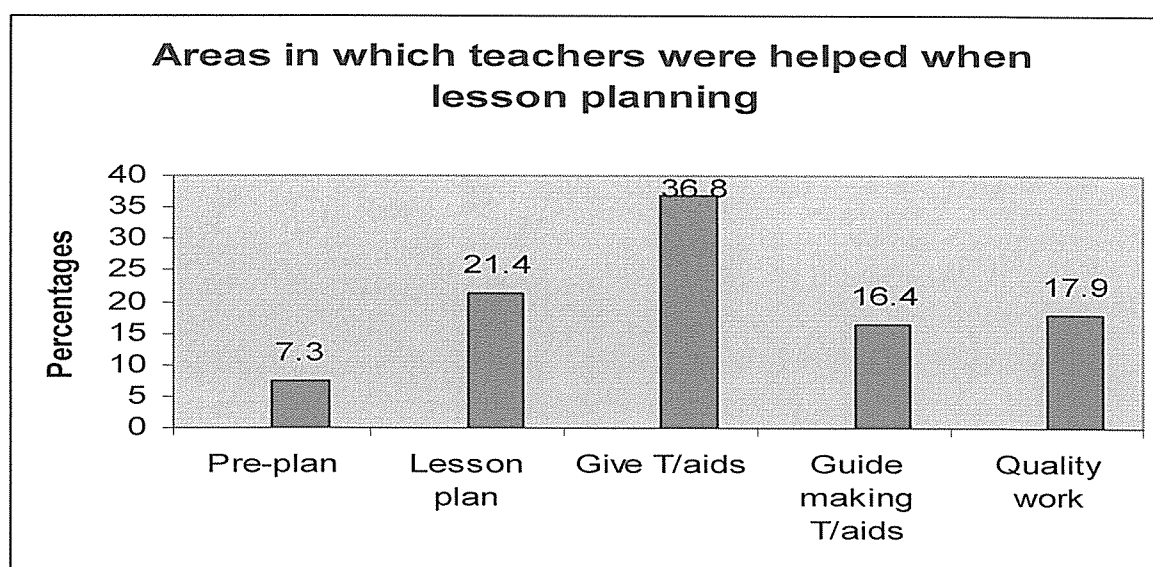
Figure 4.4: Areas in which teachers were helped when lesson planning

Source: Researcher's field data 2007.

Figure 4.4 shows area in which teachers were helped by head teachers when lesson planning for instructional supervision: pre-planning (7.3%), lesson planning (21.4 %), being provided with teaching aids (36.8%), guiding teachers on teaching making teaching aids (16.4%) and guiding them on quality and quantity of pupil's work (17.9%). It implies that teachers were not left on their own

when planning for the process of instructional supervision, however much of the help was highly concentrated in providing them with materials (36.8%). This implies that teachers received very little help in pre-planning activities.
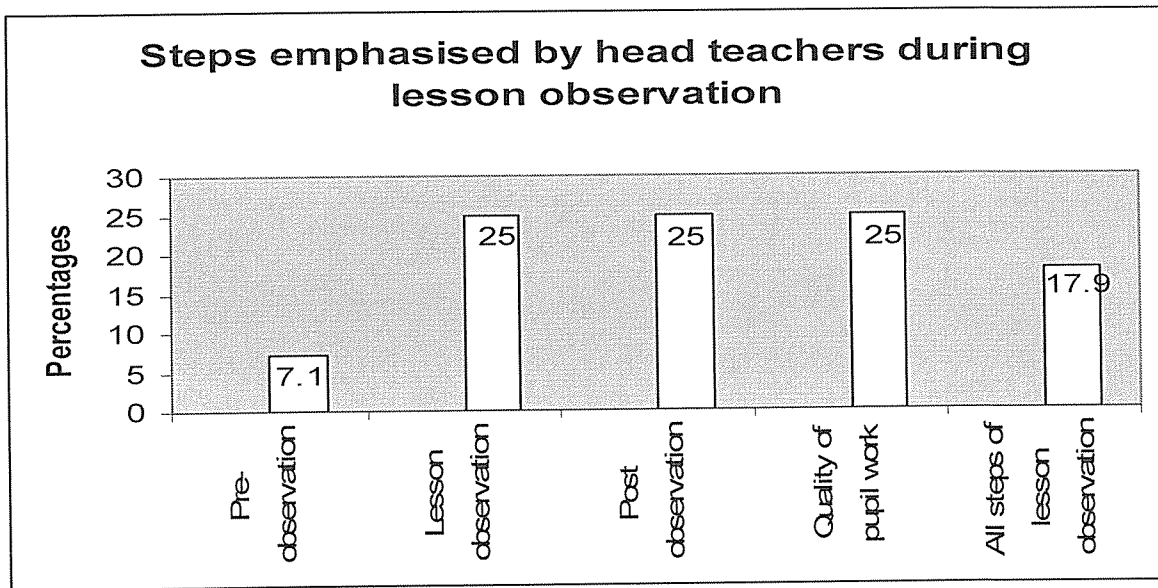
Figure 4.5: Steps emphasized by head teachers during lesson observation
Source: Researcher's field data 2007.

Figure 4.5 shows that head teachers considered the following steps in doing instructional supervision as being important: pre-observation (7.1%), lesson observation (25%), post observation (25 %), looking at the quality of pupils' work (17.9%). Nevertheless, the results indicate that the head teachers did not emphasize pre-observation conference (7.1%). These results confirm the implication of results shown in Figure 5 that head teachers did not help teachers in pre-planning for lessons. Pre-planning is an integral part of pre-observation conference. The function of this meeting is to confirm the reasons and purposes of observation, this step therefore should have been taken seriously by head teachers as a process to provide a mental and procedural framework for them.
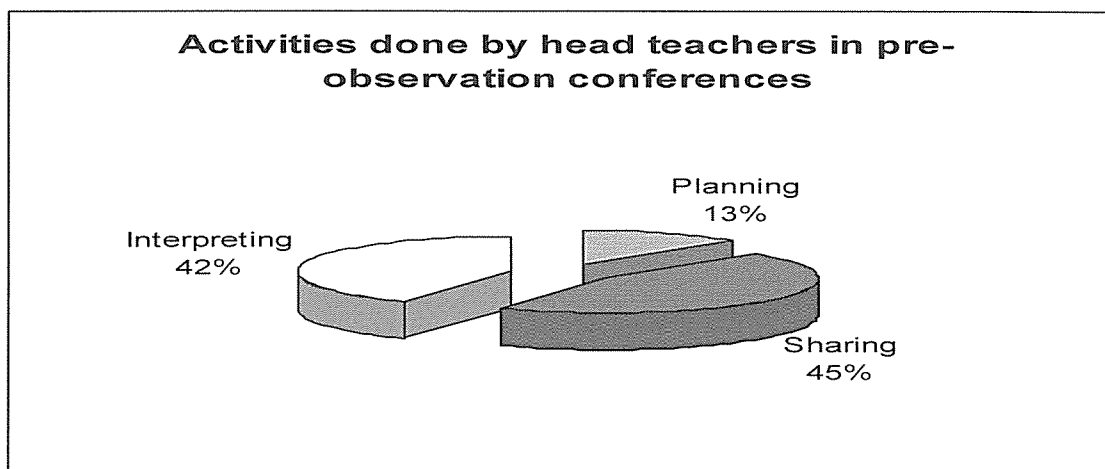
Figure 4.6: Activities done by head teacher in pre-observation conference
Source: Researcher's field data 2007.
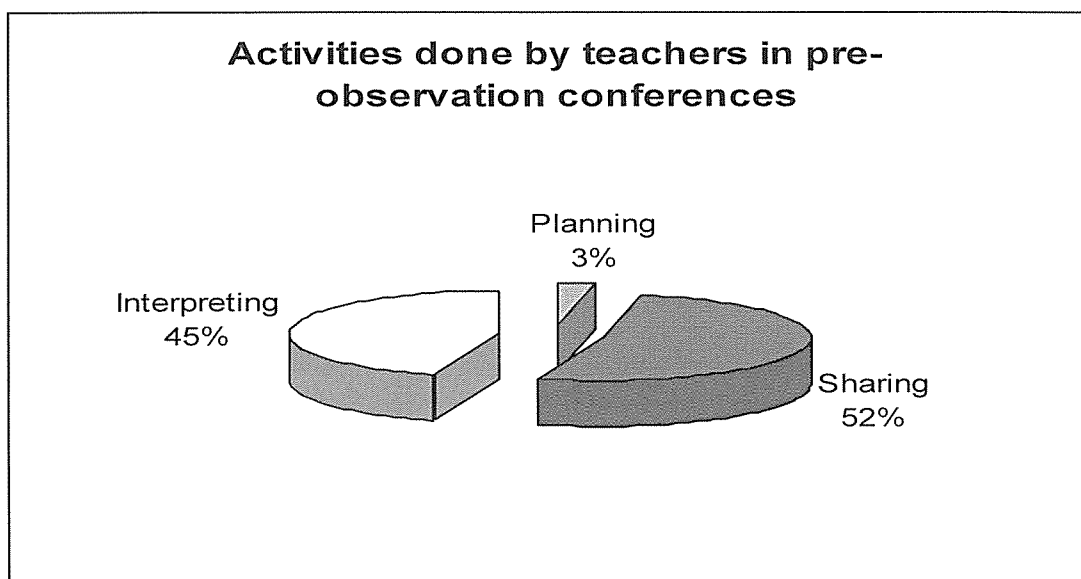
Figure 4.7: Activities done by teachers in pre-observation conferences
Source: Researcher's field data 2007.

Results in Figures 4.6 and 4.7 show that both the head teachers and the teachers respectively, were aware that pre-observation conference has three major activities that ought to be done in order for both the supervisor and the teacher to be observed; had to go through to prepare themselves for the next step which is lesson observation. In Figure 4.6 head teachers' responses were

highest with the activity of sharing experiences (45%), followed by interpreting syllabus (42%) and lowest response was for the lesson planning activity (12.5%).

While in Figure 4.7 teachers' responses were highest with also the activity of sharing experiences (52%), followed by interpreting syllabus and planning also had a low response from teachers. This implies that the head teachers did not attach importance to planning with teachers before lesson observation. Giving special concern to sharing experiences and interpreting the curriculum was good but they should have realized that head teacher to teacher interaction during pre-planning was a good strategy to solving a number of teachers' teaching and learning issues.

Table 4.5: Head teachers who exposed teachers to workshops

Response	Frequency	Percentage
Yes	5	17.2
No	24	82.8
Total	29	100

Source: Researcher's field data 2007.

Results in Table 4.5 show that only (17.2%) of the head teachers exposed teachers to school-based workshops which were aimed at improving their teachers' instructional performance. On the other hand (82.8%) of the head teachers indicated that they did not expose their teachers to school-based workshops which were meant to improve their teachers' instructional performance.

This implies that while some schools enhanced teachers' professional knowledge through workshops others were deprived of that chance by not having those workshops. Although teachers are trained there is need for continuous on-the-job training and workshops can be one of the strategies to use in schools to enhance teachers' on-the-job performance.

Table 4.6: Teachers who were exposed to workshops

Response	Frequency	Percentage
Every day	21	7.1
Once a week	1	0.3
More than once a week	21	7.1
Once a month	72	24.6
Never	174	59.2
Once a term	5	1.7
Total	294	100

Source: Researcher's field data 2007.

Results in Table 4.6 show that head teachers did expose teachers to workshops aimed at improving teachers' instructional performance and the frequencies of the workshops are as follows: once a month (24.6%), once a term (1.7%), never (59.2%), every day (7.1%), more than once a week (7.1%). While results in Table 4.5 show that some head teachers exposed teachers to workshops aimed at improving their instructional performance; the frequencies indicated in Table 4.6 are so low that only (1.7%) of the head teachers held termly workshop. This implies that workshops aimed at improving instructional performance were held either once a month or once a term. Both results also confirm that there are many schools which never held such workshops.

Table 4. 7: Head teachers who coached and mentored teachers

Response	Frequency	Percentage
yes	8	27.6
No	21	72.4
Total	29	100

Source: Researcher's field data 2007

Results in Table 4.7 show that (27.6%) of the head teachers ever coached and mentored teachers on how to plan and conduct instructional supervision and

(72.4%) of the head teachers did not coach and mentor teachers on how to plan and conduct instructional supervision. This implies that most of the head teachers did not coach and mentor their teachers in regard to planning and conducting instructional supervision, the teachers could have just been taken by surprise in regard to head teachers observing their lessons.

To what extent have the teachers fulfilled their pedagogical responsibilities in the selected public primary schools in Makindye division?

Table 4. 8: Teachers who were coached and mentored by head teachers

Response	Frequency	Percentage
Yes	62	21.1
No	232	78.9
Total	294	100

Source: Researcher's field data 2007

Results in Table 4.8 show that (21.1%) of the teachers were ever coached and mentored on how to plan and conduct instructional supervision and (78.9%) of teachers were not coached and mentored. The implications of these results are in agreement with those made in regard to results of Table 4.7.
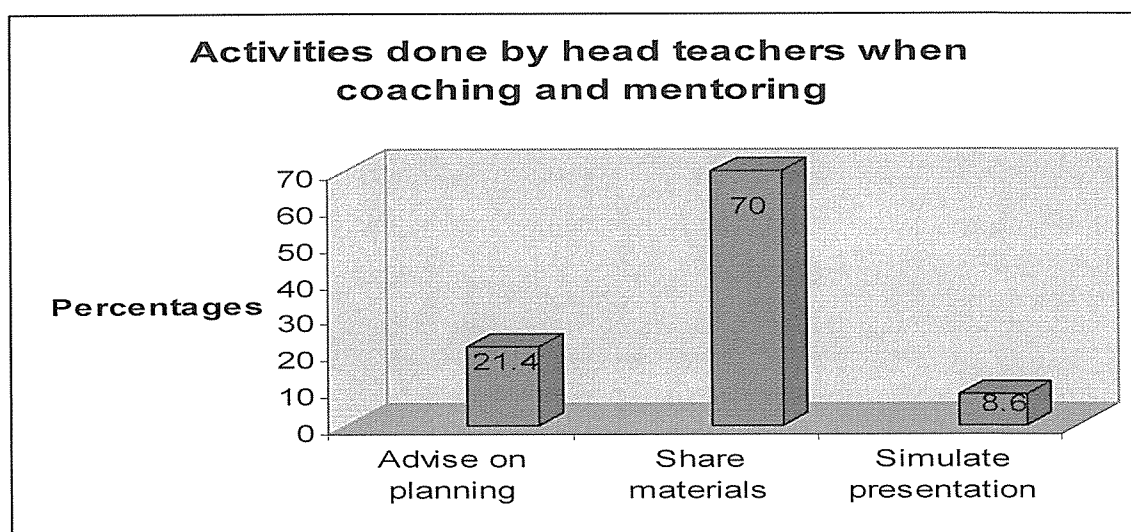
Figure 4.8: Activities done by head teachers when coaching and mentoring
Source: Researcher's field data 2007
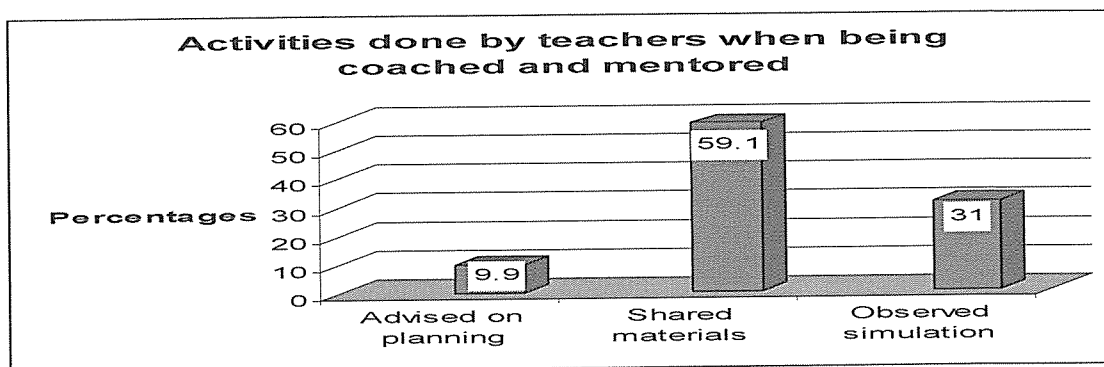
Figure 4.9: Activities done by teachers when being coached and mentored

Source: Researcher's field data 2007

The results shown in Figures 4.8 and 4.9 show that there were three activities that were done specifically by head teachers to coach and mentor teachers on how to plan and conduct instructional supervision and these included: advising teachers on planning for workshops, sharing ideas regarding making and using workshop materials, and finally, simulating workshop presentations.

In both Figures 4.8 and 4.9, sharing of materials is shown as the activity which had the highest response of indication from both head teachers (70%) and teachers (59.1%), followed by simulating workshop presentations with responses from head teachers being (8.6%) and from teachers being (31%). Lowest responses from teachers was (9.9%) for the activity of advising teachers on planning for workshops.

These results imply that although planning is the most important activity of those mentioned, head teachers did not pay much attention to it and instead, much attention was put on sharing ideas regarding making and using workshop materials. Planning ought to be a main key towards successful instructional supervision and performance.

What is the effect of instructional supervision skills available among head teachers in the selected public primary schools in Makindye division?

Table 4. 9: Head teachers' emphasis on following up of observed teachers

Areas of emphasis	Description of frequency of occurrence	% of head teachers	% of teachers
Analyzing learning and teaching	Never.............................	39.1%	39.2%
	Sometimes.....................	39.1%	35.4%
	Always............................	21.8%	25.5%
	Total percentage	100%	100%
Training teachers on pedagogical instruction	Every day........................	2.1%	3.3%
	Once a week....................	2.2%	4.7%
	More than once a week......	8.7%	4.3%
	Once a month..................	4.3%	16.1%
	Once a term....................	26.1%	28.9%
	Never.............................	54.3%	42.2%
	Others............................	2.3%	0.5%
	Total percentage	100%	100%
Evaluation/ review of instructional materials	Weekly...........................	1.2%	15.0%
	Monthly..........................	16.2%	16.7%
	Termly............................	78.3%	40.0%
	Annually.........................	4.3%	28.3%
	Total percentage	100%	100%
Guiding teachers about the scheme of work	Never.............................	65.2%	44.3%
	Some times.....................	24.8%	50.9%
	Always............................	10.0%	4.7%
	Total percentage	100%	100%
Guiding teachers on new methods, curriculum, policies and techniques	Never.............................	43.5%	36.9%
	Sometimes......................	39.1%	46.3%
	Always............................	17.4%	16.8%
	Total percentage	100%	100%

Source: Researcher's field data 2007

Results in Table 4.9 show comparative responses of head teachers and teachers in regard to the extent to which the head teachers took part and followed up teachers in the areas of emphasis during instructional supervision.

In the area of analyzing learning and teaching, the responses from both head teachers and teachers show that they are in agreement. Head teachers' responses and teachers' responses for **never** analyzed learning and teaching were (39.1%) and (39.2%) respectively and responses for **sometimes** analyzed learning and teaching were (39.1%) and (35.4%) respectively. This implies that there was almost no emphasis of head teachers to analyze the learning and teaching during instructional supervision.

In the area of training teachers on pedagogical instruction, the results in Table 4.9 show that the responses from head teachers and teachers are in agreement as exhibited by the percentages indicated for training teachers on pedagogical instruction done **once a term** for head teachers **(28.9%)** and teachers (26.1%) respectively. Results also show that responses for **never** training teachers on pedagogical instruction were: head teachers (2.3%), and teachers (42.2%).

This implies that head teachers put very little emphasis on training teachers on pedagogical instruction. In the area of evaluation/ review of instructional materials, Table 4.9 also shows that the responses from head teachers and teachers, concur as exhibited by the highest percentages indicated for evaluation/ review of instructional materials were done **termly**: (78.3%) and (40.0%) respectively. This implies that both head teachers and teachers reviewed instructional materials termly.

In the area of guiding teachers about the scheme of work, Table 4.9 shows that the responses from head teachers and teachers are in agreement as exhibited by the percentages in regard to **never** emphasized guiding teachers about the schemes of work: head teachers (65.2%) and teachers (44.3%). On the whole

this implies that head teachers did not emphasize guiding teachers about the scheme of work, this was an exhibition of failing to use their instructional skills to guide teachers.

In the area of being guided on new curriculum interpretation, policies and techniques, results in Table 4.9 show that responses from head teachers and teachers are in agreement, and this is exhibited by the percentages in regard to **never** being guided on new curriculum interpretation, policies and techniques: head teachers (43.5%) and teachers (36.9%) respectively.. On the whole, the implication is that head teachers put little emphasis on guiding teachers on new curriculum interpretation policies and techniques.

The results in Table 4.10 are an analysis of the steps and activities of instructional supervision process which were taken and used respectively by head teachers to observe teachers' lessons in class. From this analysis, it is exhibited that head teachers to some extent did follow the steps of instructional supervision: pre-observation conferencing, lesson observation, analysis of lesson observation, and post-observation conferencing in carrying out lesson observation of their teachers. This was in agreement with the results from the teachers' responses.

The results in Table 4.10 also reveal that despite the head teachers' following of the steps of instructional supervision process, there were some activities that they did well and the majority of other activities were either not done or insufficiently handled.

Among the activities that they performed well, these two are notable: recording lesson observation findings (36.7%) and giving verbal back feed back to teachers referred to in the Table 4.10 as interpreting information (30.0%). The responses of teachers in these aspects are also in agreement with head teachers' responses: recording lesson observation (32.6%) and giving feed back (23.8%).

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Among the activities that were insufficiently handled by the head teachers, the following are listed in regard to how head teachers handled post- observation conference: giving copy of the record of the points noted during lesson observation to the concerned teachers (6.7%), referring to relevant teaching and learning materials (6.7%).

Regarding pre- observation conference, few head teachers emphasized planning (9.7%), and in general, very few head teachers had a shared understanding of issues in regard to teaching and learning situation and process with teachers (9.7%).

In general therefore, the implication from these results is that the head teachers' instructional supervisory skills are deficient in a number of aspects as revealed by the results in all the tables and figures in this chapter. And this in the long run affected the performance of teachers in all aspects of their teaching and learning situations and process. Hence, there was need to investigate the causes for the deficiency in the head teachers' instructional supervision skills so as to enhance teachers' classroom performance.

In conclusion, supervision is intended to cause improvement of teaching and learning by working with teachers who are working with pupils. The study has exhibited the head teachers as people who ought to have been primarily educational advisors charged with the duty not of finding fault, but of giving practical help and guidance. When head teachers carry out instructional supervision following the four steps of clinical supervision, they provide a democratic process of dialoguing, discussing strong areas and areas needing improvement in teaching. This process of instructional support is neither autocratic nor bureaucratic.

Table 4.10: Head teachers' handling of the 4 steps of observing teachers

Instructional supervision steps for observing lessons in class	Indicating activities done/experienced at each step of supervision	% of head teachers who indicated activities	% of teachers who indicated activities
Aspects observed most in pre-observation conference	Planning	9.7%	15.5%
	Shared understanding	9.7%	15.1%
	Goal setting	22.6%	25.6%
	Setting strategies	22.6%	26.5%
	Setting tasks	22.6%	10.5%
	Initiating good climate	12.8%	5.5%
	Others	0.0%	1.3%
	Total percentage	**100%**	**100%**
Areas emphasized by head teachers when observing lessons	Recording observations	36.7%	32.6%
	Referring to materials	6.7%	23.8%
	Interpreting information	30.0%	18.0%
	Teacher/pupil talk	26.7%	23.8%
	Others	0.0%	1.9%
	Total percentage	**100%**	**100%**

Aspects taken to be most important by head teacher to analyze a lesson after observation	Give feedback	29.6%	24.7%
	Analyze lesson themes	14.8%	10.0%
	Teaching pattern	11.1%	10.4%
	Evaluate set targets	25.9%	22.7%
	Match observation with areas of concern	18.6%	32.3%
	Total percentage	**100%**	**100%**
Order of priority in addressing a post - observation conference	Teacher talks first	26.7%	28.9%
	Head teacher talks first	26.7%	23.7%
	Building on teacher talk	3.3%	9.4%
	Exchange ideas	26.6%	22.2%
	Plan future strategies	10.0%	8.3%
	Give copy of report to teacher	6.7%	7.5%
	Total percentage	**100**	**100%**

Source: Researcher's field data 2007

4.2 Summary of the Findings

In summary, the study revealed many findings indicating that all the two categories of respondents: head teachers and teachers made responses which showed that supervision was not well done therefore very deficiently carried out. The results also showed that there was just fair performance level of primary school teachers in public primary schools in Makindye division as regards fulfillment of their pedagogical responsibilities.

In addition the head teachers could have had other administrative duties to attend to. Another probable reason could be attributed to lack of knowledge and skills on the side of head teachers towards conducting lesson observation through following the four steps of clinical supervision. And another probable reason could be to the head teachers' negligence of duty.

Much information about teachers' performance could have been gathered by head teachers through looking at pupils' work. Information gathered this way could have included things like the following: what the children were achieving and what was not occurring; the extent to which the teachers' preparation and presentation had been successful; the area of work covered/standards reached and learning difficulties experienced by individual children as exhibited by effective marking of work and encouraging pupils to do collections and marking the collections.

The head teachers did not also emphasize making and using of instructional materials in the lessons observation steps. This lack of emphasis in the use and making on instructional materials could go to explain why most of the classrooms did not have teaching and learning aids as was observed by the researcher.

Of the few classrooms which had them, the materials were not interactive and were not in learners reach. This finding implies that teachers deprived pupils of opportunity to manipulate and interact with teaching and learning aids which could have enhanced their teaching situation and environment.

Initial problems of head teachers are usually related to their own sense of competency and their need to develop good relations with teachers. The relations between teachers and administrators are sometimes strained and teacher development efforts are often shallow. New structures of supportive supervision are important if teachers are to have the time and ability to reflect upon their work with pupils.

The means of doing this support system can be developed in weekly individual and group conferences where teachers learn to become more conscious of what they are doing, how they are doing it, and what effect their actions are having on pupils. Feelings also have a strong effect upon head teacher-teacher relationship. It is only when teachers are empowered to face themselves and their feelings that they become truly conscious inside the classroom.

Supportive supervision should be a must in schools since it is supposed to be an on-going process in which teachers learn to identify and resolve the problems they confront each day. One of the foundation stones of emerging philosophy and practice of supervision is the belief that current practice, should always be questioned, examined, evaluated and placed under the searching light of critical analysis and that such analysis should be applied to supervisory practice itself.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5:1 Introduction

In the chapter of discussion, conclusion and recommendations, the key findings of the study are discussed and they include: improving supervision by broadening the base to include other personnel and use of peer coaching to increase collegiality and to improve teaching, insufficient handling of the lesson observation steps by head teachers, deficient levels of instructional supervision skills exhibited by head teachers as evidenced by results which showed that they did not use pupils' work to help teachers improve, not emphasizing the making and using instructional materials in instructional supervision and not associating workshops with teachers' improvement in classroom work, are discussed as per the available literature and the conceptual framework.

5:2 Discussions

The discussion is in view of the three research questions: what is the effect of the levels of head teachers' instructional supervision skills on the performance of teachers in selected public primary schools in Makindye division?, to what extent have the teachers fulfilled their pedagogical responsibilities in the selected public primary schools in Makindye division?, what is the effect of instructional supervision skills available among head teachers in the selected public primary schools in Makindye division?

In light of research question one (what levels of instructional supervision skills do head teachers in public primary schools of Makindye division, exhibit?), it was realized that all the two categories of respondents: head teachers and teachers indicated that on the whole, head teachers do supervise teachers in their schools once a term. All the results in Table 9 show comparative responses of head

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teachers and teachers in regard to the extent to which the head teachers took part and followed up teacher in the areas of emphasis during instructional supervision.

In the area of analyzing learning and teaching, the responses from both head teachers and teachers were in agreement. Head teachers' responses and teachers' responses in Table 4.9, showed that head teachers never analyzed learning (39.1%). and teachers concurred (39.2%). This implies that there was almost no emphasis of head teachers to analyze the leaning and teaching during instructional supervision.

In the area of training teachers on pedagogical instruction, the results in Table 9 showed that head teachers trained teachers on pedagogical instruction once a term (26.1%). Results also showed that some head teachers (54.3%) never trained teachers on pedagogical instruction. This implies that head teachers put very little emphasis on training teachers on pedagogical instruction.

In the area of evaluation/ review of instructional materials, Table 4.9 showed that the responses from head teachers and teachers were in agreement as exhibited by the highest percentages indicated for evaluation/ review of instructional materials were done termly: (78.3%) and (40.0%) respectively. This implies that head teachers reviewed instructional materials termly, and teachers concurred with them.

In the area of guiding teachers about the scheme of work, Table 4.9 showed that the responses from head teachers and teachers are in agreement as exhibited by the percentages in regard to never emphasized guiding teachers about the schemes of work: head teachers (65.2%) and teachers (44.3%). On the whole this implies that head teachers did not emphasize guiding teachers about the scheme of work.

In the area of being guided on new curriculum interpretation, policies and techniques, Table 4.9 shows that responses from head teachers and teachers are in agreement, and this is exhibited by the percentages in regard to never being guided on new curriculum interpretation, policies and techniques: head teachers (43.5%) and teachers (36.9%). On the whole this implies that head teachers put little emphasis on guiding teachers on new curriculum interpretation policies and techniques.

Regarding the pedagogical responsibility performance levels of teachers in public primary schools of Makindye division, the results show that where the head teachers did not put emphasis, the teachers' pedagogical responsibility performance levels were correspondingly low (Table 4.10) for example, planning for future strategies (8.3%), teachers being able to talk in regard to their lessons (9.4%).

Regarding head teachers' levels of instructional supervision skills and their influence to teachers' performance in public primary schools of Makindye division, on the whole, there was deficiency of the use of supervision skills implying that the influence to teachers' performance was deficient as well. The implication is that head teachers could have linked initial teacher preparation and continuous teacher development based on moral purpose and change with the corresponding schools and their relationships. Systems do not change by themselves. Rather, the actions of individuals and small groups working on new conceptions intersect to produce breakthroughs Fullan (1993).

As for the key findings are concerned, regarding broadening the base of supervision by using other personnel, the broad-based model of professional supervision requires reconceptualising leadership. Teachers ought to be encouraged to take on leadership roles, either minor or major. Head teachers also ought to be encouraged to delegate leadership and empower teachers to lead. In recognition of the complexity of teaching and multiplicity of ways

teachers approach their work, broad-based supervision assumes that the work of the teacher will best be enhanced by the influence of a variety of supervisory processes led by a variety of professionals. While Barth (1989), argued that "head teachers have extraordinary opportunity to influence the renewal of teaching", the model broadens the base for renewal well beyond the head teacher, by involving many partners at many levels.

Supervisory activities are linked to a continuous spiral of learning where all sectors of the organizations are engaged, reflective practice becomes the norm, change is seen in a constructive light and there is a constant feeling of moving forward. The range of activities associated with this supervision is designed to draw on the talents of staff; to respond to the needs of staff; to accommodate different learning styles and to create interest in the professional lives of teachers. The activities also serve to highlight the shift away from control and authority in supervision, towards forms of supervision that are open, positive and professionally enhancing.

Major finding number two was the need for enhancing the use of head teacher's supervisory skills through organizing peer coaching in their schools. From the conceptual and theoretical frameworks coaching and mentoring can be one of the intervening variables as it can create a good working climate for the teachers. Fullan and Hargreaves (1991), state that good teachers working with other good teachers get even better. Peer coaching provides for reflection, unlike evaluation, peer coaching enables one to plan, act on the plan, reflect and then plan future strategies.

Francis and Sellars (1995), says that in divorcing itself from evaluation, coaching provides a safe environment in which to learn and perfect new teaching behaviors, experiment and thoughtfully examine the results. With the same view, Hoerr (1999), says that collegial relations appear to strengthen the moral perspectives and values of teachers; thus have the ability to reduce burn out.

Hoerr (1999), adds that one major reason for this is the development of collegial culture characterized by mutual support and care in which individuals feel able to express their emotions (negative and positive), to admit to failure and weakness, to voice resentment and frustration, and to demonstrate affection.

Indeed the conferencing sessions which are a manifestation of mutual support provide opportunity for the teacher to reflect on his or her lesson, identify strength and weaknesses and suggest solutions for future implementation. Through the active listening, the observer is able to generate ideas and the two of them collaboratively plan future strategies. In this peer coaching relationship, the observer renders tangible assistance such as physical aid, advice or knowledge to complete tasks. Also the coach exhibits caring behavior and sympathetic listening.

The third finding regarding the steps of lesson observation not being followed was another indication of head teachers not using their instructional skills well to give support to teachers to carry out the teaching effectively. The ability of head teachers to care about and respond to the behavior and feelings of teachers is the most important skill the head teachers ought to have and to exhibit during supervision.

Supervision is a method of teaching staff to act in a more conscious ways. Its goal is to help both teachers and head teachers with more information and deeper insights into what is happening to them. This increases the options teachers have as they work with students. If the partnership between head teachers and teachers work, teachers learn to identify and resolve their problems while head teachers get a better idea about what is happening in different classrooms. This presents head teachers with more opportunities to think about their actions and emotions and to adopt conscious plans to improve the learning situation.

What has been described, can be manifested though clinical supervision. This is a more structured form of observing lessons which focuses on teachers' instructional performance utilizing a four phase approach to the observation of teaching event, and this is exhibited in Figure 2.1 which is the conceptual framework.

Another finding was in regard to head teachers studying pupils' work as a way of supervising their teachers. In support of this finding, Ekatan and Gumisiriza E.L. (1996), advises that a supervisor should focus attention on evidence in pupil's work which will help him or her to identify the methods and approaches used by the teacher and then find out whether they are proper. Thus, the head teachers could have used pupils' work to help teachers to improve their training; some of the things which they could have been done include the following:

First step, meeting teachers concerned and come to an agreement on what help they require. The teachers should have then explained what difficulties they could have had and how they had tried to solve them.

Second step, requesting for samples of pupils' work, for the work which could not be easily moved to and fro (e.g. handicrafts), head teachers could have reached where they were displayed by the teachers.

Third step, examining the samples of pupils' work given, bearing in mind the difficulties mentioned by the teacher during the pre-observation meeting. Head teacher could have found out the magnitude of the difficulties reflected in the pupils' work and the most probable cause of the difficulties.

Fourth step, discuss with the individual teachers the difficulties identified. Thereafter, the head teacher would have enriched the discussion by introducing at appropriate times, the findings based on the quality of the pupils' work that he could have looked at before. At this stage, just like during the post – observation

conference Ekatan and Gumisiriza (1996), advises that the observer need not show that he/she is in authority, for if this happens the purpose is lost.

Onek and Higwiira (2000), found out that to have high levels of learning, both head teachers and teachers must know how much learning has occurred and if expected standards are being met. This means that pupil learning should be frequently checked and feedback about results given to pupils quickly. Such frequent checking of pupils' work will help teachers and head teachers to make adjustment needed for pupils to do better.

The finding regarding head teachers not emphasizing use of instructional materials when carrying out lesson observation is a crucial aspect of how the head teachers should make use of their supervisory roles. Classroom instructional materials can mean much more than just books; any real thing that helps pupils to learn can be an instructional material. Therefore, things like pictures, charts, musical instruments, animals, plants and even stones are instructional materials, if they are used to instruct pupils.

The main function of instructional materials is to help pupils to learn well, that is why head teachers in Makindye division public primary schools were expected to have emphasized the use of teaching and learning aids while observing lessons of their teachers. In support of the need to emphasize the use of instructional materials is Zepeda (2004), who observed that it is not enough to only obtain materials for teaching and learning purposes, learners must be guided to manipulate them, interact with them and hence make learning of concepts easy and interesting.

It is equally important to ensure that the materials are used well; therefore head teachers ought to ensure that instructional materials are put to maximum use by both teachers and pupils. It is a responsibility of the head teacher to ensure that the school has enough, appropriate, and interactive instructional materials.

The last finding was that many of the respondents did not exhibit the association of workshops with head teachers in using them to help teachers to overcome their teaching problems. The results in Table 4.5 show that (17.2%) of the head teachers who responded, indicated that they held workshops aimed at improving teachers' instructional performance of teachers in their schools; and results in Table 4.7 show that (57.1%) of those head teachers, held them once a term.

The implication is that some teachers in Makindye schools did get professional development from their head teachers through attending workshops aimed at improving teachers' instructional performance. Rwanyonga (2005), observed that there exists consensus that teachers should be encouraged and supported within the school context to develop professionally in order to improve their teaching. However, Table 4.5 exhibited that the majority of head teachers (82.8%) did not have any workshops for teachers!, which was a very big deficiency on both the head teachers and the teachers in the affected schools.

Onek and Higwiira (2000), supported this observation from his research that teachers have a greater chance to enjoy an harmonious career, if they work in a school context that encourages some experimentation such as participating in workshops. The possibility to take on new tasks, and the access to the expertise of colleagues in and outside the school, are important organizational triggers for professional development.

Research in the teacher thinking tradition also reveals the elements in the school culture which contribute to teachers' professional development as reflective practitioners. Buhazi (2004), states that norms of collegiality, trust and openness are crucial. Teachers should be stimulated by their supervisors to reflect critically on their practice in collaboration with colleagues through attending internal meetings, workshops and seminars.

A collaborative school culture with shared leadership and professional networking holds the best prospects. Teachers should also be given the opportunity to participate in decision making process so that they can exert some influence on the organization of their work. The feelings of control that originate from this participation, contribute to teachers' willingness to develop professionally. In addition, participation in decision making also encourages teachers to collaborate and this can create opportunities for professional development.

5.3 Conclusions

In a nut shell, all respondents in the study: head teachers and teachers indicated that the quality of instructional supervision was still a far cry. The problem is that there is a gap between what head teachers are supposed to do and their knowledge/skills of practice. This is supported by Bakundana (2003), who confirms that head teachers tend to work as 'chief executives' rather than 'educational leaders'. They seem to be more interested in maintaining the status quo in their schools and therefore, the outcomes being deficient as teachers are left on their own without effective instructional supervision support.

One wonders why there is a perennial challenge in the way head teachers execute their duties. A combination of lack of clear supervision skills and administrative encumbrances is compounded by the process and nature of supervision which most of the time is perfunctory. This problem creates a negative impact since it instead stifles most of the teachers' efforts towards professional growth.

There are enough people in the system to carry out instructional supervision but they all seem to be handicapped, there is need for all stakeholders to be helped to bridge the gaps and plug the loopholes that have rendered the current system ineffective. This will in the end not only help the teachers improve on their work but also salvage the whole education system in Makindye division.

Kakooza (2006), cited that in order to produce effective schools, there is need to formulate a cohesive policy for creating new type of educational leadership in schools which can be prepared through professional development program, To carry out their responsibilities effectively, head teachers need specific professional knowledge and skills in regard to carry out instructional supervision of teachers.

There are a number of principles that head teachers should consider as important for extending instructional support to teachers when using this method. First the climate of interaction between teachers and the head teachers (supervisors) needs to be non - threatening, helping and one of mutual trust. Second, the focus of the activity should be on improving instruction and the reinforcing of successful partners, rather than giving criticisms on unsuccessful patterns, or changing teachers' personalities. Third, the process depends on the collection and use of objective observational data, not unsubstantiated value judgments.

And the fourth, teachers are encouraged to make inferences about their teaching from the data and to use the data to construct hypotheses that can be tested out in the future. Fifth, each cycle, of supervision, is part of an ongoing process that builds on the other therefore, there is a need for the supervisor to constantly make a follow up of the way forward which they could have made in the post-observation conference. Sixth, both observer and teacher are engaged in mutual interaction that can lead to improvement in teaching and observational skills for both.

Before carrying out lesson observation, head teachers ought to hold a pre-observation conference in order to confirm the reasons and purposes of the observation, methods to be used, time of observation, lesson objectives, class activities and teachers' intents to perform in class. It is a step taken to provide a

mental and procedural framework for both the head teacher (supervisor) and the teacher to follow.

It is therefore, the head teachers' responsibility to take an active role to asses how the lesson(s) will be implemented and to establish context characteristics for the observation of teaching. Although the ground rules can be collaboratively agreed upon, the head teacher can do more in building up a closer collegial group in the whole process. The better the head teacher knows the teachers' intentions, rationale, doubts and motives, the better the teacher performs in his or her own terms. Also, the more the head teacher and the teacher share expectations in the process, the easier for the group to work in the same terms of reference.

The implication was that there was a direct relationship between deficient head teachers' instructional skills and the fulfillment of teachers' pedagogical responsibilities. The possible reason for this effect could have been that since in each of the thirty schools visited for data collection, there was an average of ten teachers per school; this was quite a big number for one person (head teacher) to supervise effectively and efficiently.

5.4 Recommendations

All the two categories of respondents: head teachers and teachers indicated that instructional supervision was not well done, implying that there was need therefore for the process to be improved upon. The researcher recommends that the base of supervision ought to be broadened so as to include other school personnel like the following: deputy head teachers, heads of departments, directors of studies including other personnel from out of the school like Centre Coordinating Tutors, Education officers and Inspectors of Schools; for it is simply not possible for the one head teacher in a school to have any direct impact on large number of teachers which exist in the UPE schools.

Rwanyonga (2005), also supports a move to broaden supervision when he suggests a shift from control to empowerment, from occasional supervisor assistance to continuous collegial support networks. This shift will support and enhance the work of teachers and it will take account of individual learning styles, culture, school, teacher and pupil needs. It is this supervisory approach that will constitute an effective and dynamic professional development environment.

To enrich the broadening of the personnel to carry out supervision in schools, the researcher recommends that coaching and mentoring of teachers by the head teacher should be done and should include peer coaching among classroom teachers. Kakooza (2006), describes peer coaching as a professional development method that has been shown to increase collegiality and improve teaching. It is a confidential process through which teachers share their expertise and provide one another with feedback, support and assistance for the purpose of refining present skills, learning new skills, and/or solving classroom- related problems.

The researcher recommends that both the head teachers and teachers ought to be trained in regard to clinical supervision so as to acquire knowledge and skills of the four steps/cycles of lesson observation: (pre-observation conferencing, lesson observation, analysis of lesson observation, and post-observation conferencing).

The third major finding was that levels of instructional supervision skills which the head teachers in public primary schools of Makindye division, exhibited were deficient in a number of pedagogical aspects. This problem is evidenced by findings shown in both Tables 4.9 and 4.10 from the two categories of respondents: head teachers and teachers indicated that in addition to actual observation of teachers' lessons, one such way of helping teachers to improve on their classroom practice could have been by using pupils' work, making and using of instructional materials among many others.

The recommendation for this finding is that in order to address head teachers' deficiency in exhibiting levels of instructional supervision skills in Makindye division Schools, a staff development program for each school should be developed by both the head teachers and the teachers. The objective of the school-based staff development program should be to solve both head teachers' and teachers' supervision and teaching weaknesses respectively. Both the teachers and the head teachers should in that case make careful analysis of their training needs before implementing the training program

The content of the training should be directed towards meeting needs identified and the approach used should depend on identified needs. Trainers ought to be identified from within the individual schools. Instructional leadership and support can be provided by availing teachers with good teaching practices therefore the researcher would expect demonstration lessons by head teachers to teachers to be part of the practical aspect of the staff development program.

Effective and ineffective head teachers' instructional supervision skills mapped in the study shows that they are significantly different from each other. The researcher therefore, recommends that head teachers ought to pay more attention to their role of being the instructional leader in the school. The documentation of the profiles in the study provides a reference for the training institutes or Education Department to identify the strength and weaknesses of instructional supervision of the head teachers. Hence, training programs may be developed so as to improve to improve the instructional supervision skills of the head teachers.

In regard to further research, the researcher recommends that a study should be carried out to find out the effect of head teachers' instructional supervision skills on teachers' performance in regard to teachers' affective and attitudinal outcomes.

A related research can be carried out to find out the effect of head teachers' instructional supervision skills on teachers' performance in regard to teachers' affective and attitudinal outcomes, as well as students' academic achievement. The relationship among these three parties may reveal the complicated schooling process and the findings may give hint to administrators to improve school effectiveness.

Similar researches can be done on head teachers' instructional supervision skills and their effect on teachers' performance, for other regions and districts before conclusions are generalized for the whole nation.

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APPENDICIES
Appendix (A): Budget

Item		Unit (Uganda shillings)	Total cost (Uganda shillings)
STATIONERY			
Flash diskette	1	90,000/= x 1	90,000/=
A 4 reams of paper	4	8000/= x 4	32,000/=
Reams of ruled paper	5	9000/= x 5	45,000/=
Exercise books	12	500/= x 12	6000/=
Pencils	12	50/= x 12	600/=
Subtotal			**173,600/=**
PROPOSAL WRITING			
Typing and printing	First draft	1000/= x 24 pages	24,000/=
Printing 1 copy	Second draft	1000/= x 24 pages	24,000/=
Photocopying 3 copies	Third draft	1000/= x 24 pages	24,000/=
Printing 1 copy	Final draft	1000/= x 24 pages	24,000/=
Photocopying 3 copies	Final draft	2400/= x 3 copies	7200/=
Printing questionnaire		1000/= x 6 pages	6000/=
Photocopying 330 questionnaire		100/= x 330 questionnaires x 5 pages	165,000/=
Binding 3 copies of		30,000/= x 3 copies	90,000/=

the Thesis			
Subtotal			**364,200/=**
DAILY TRANSPORT			
To Kampala International University for 15 days(5 liters of petrol for each day)		2170/= x 10 liters 15 days	**325,500/=**
DATA COLLECTION			
Transport for researcher and 2 researcher assistants to 30 schools		30,000/= x 2 x 3 days	180,000/=
Food for 2 research assistants for 2 days		5000/= x 2 x 3 days	30,000/=
Accommodation for 2 research assistants		20,000/= x 2 x 3 nights	120,000/=
Subtotal			**333,000**
TOTAL			**1,193,300**
Add: contingencies 10%			**119,330**

Appendix (B): Head Teacher Questionnaire

School name..

Division.................... ....

You are kindly requested to participate in this research by answering the items in this questionnaire. Your sincere response will be of great contribution towards the success of this research. Your responses will be kept confidential and therefore you need not write your name on this questionnaire, I thank you very much.

Date---

SECTION A: Head Teacher's Background

Instructions: tick the correct response as appropriate

NO.	Questions and Filters	Coding Categories
A1	For how long have you been a head teacher in this school?	(fill in the boxes) Months .... ☐☐ Years .... ☐☐ Less than a year..................
A2	Sex	Male................................1 Female.............................2

Section B: Instructional Supervision

NO.	Questions and Filters	Coding Categories
B1	Have you ever heard about the term instructional supervision?	Yes................................1 No..................................2
B2	Have you ever done instructional	Yes................................1

	supervision in your school?	No.................................2
B3	How often do you carry out instructional supervision with your teachers?	Every day ....1 Once a week ....2 More than once a week.........3 Once a month ....4 Once a term......................5 Never..............................6 Others, specify..................7
B4	Other than the teacher to be supervised, who else takes part in this exercise?	Deputy............................1 DOS................................2 HOD................................3 Fellow teachers..................4 Not sure.... 8
B5	In which areas do you help teachers when planning for instruction supervision?	Pre - Planning ....1 Lesson planning ....2 Provide materials................3 Guide on material making......4 The quantity and quality of pupils' work........................5 Others 6
B6	When doing lesson/instructional supervision, what steps/procedures do you emphasize most?	Pre - observation................1 Observation.......................2 Post - observation ....3 The quantity and quality of pupils' work........................4 All the above.....................5 None of the above...............6
B7	What do you do in the pre – observation conference?	Lesson planning.................1 Sharing experiences..............2

		Interpreting the syllabus..........3
		Other...............................4
		....
B8	Do you expose your staff to workshops aimed at improving their instructional performance?	Yes.................................1
		No 2
B9	How often are they held?	Once a week 2
		More than once a week.........3
		Once a month 4
		Once a term.....................5
		Never.............................6
		Others, specify..................7
B10	Have you ever coached and mentored your staff on how to plan and conduct instructional supervision?	Yes.................................1
		No 2
B 11	What do you specifically do?	Advise on planning for workshops..........................1
		Sharing workshop materials......2
		simulating workshop presentation.......................3
B 12	Has it been of any help?	Yes.................................1
		No....................................2
A	Analyzing learning and teaching	Never...............................1
		Sometimes..........................2
		Always...............................3
B	Training teachers on pedagogical instruction	Every day 1
		Once a week 2
		More than once a week..........3
		Once a month 4
		Once a term......................5

		Never.............................6 Others, specify......................7
C	Evaluation/review of instructional materials	Weekly...............................1 Monthly...............................2 Termly...............................3 Annually...............................4
D	Guiding teachers about making schemes of work	Never ....1 Sometimes...........................2 Always...............................3
E	Guiding teachers on new methods, curriculum, policies and techniques	Never ....1 Sometimes...........................2 Always...............................3
B 14	During instructional supervision process, what aspect do you emphasize most in pre - observation/planning conference	Planning.............................1 A shared understanding...........2 Goal setting.........................3 Setting strategies...................4 Setting tasks........................5 Initiating a colleague – observer climate...............................6 Other...............................7
B 15	What areas do you regard to be the most important when observing a lesson?	Recording observations...........1 Referring to relevant planning materials...............................2 Interpreting targets and information.........................3 Monitoring teacher – pupil interaction ....4 Other...............................5
B 16	When analyzing a lesson after	Give performance feedback......1

	observations which of these aspects do you take interest in?	Discern the themes.................2 Uncover the teaching patterns...3 Evaluate the set targets..........4 Match lesson observation benchmarks with indicators......5
B 17	After observing the lesson........	---Do you talk about the lesson first?...1 --Allow the teacher to talk about the lesson first?........................2 ---Build on teachers feedback?3 ---Exchange ideas?...................4 ---Collaboratively plan future strategies?...........................5 ---Give a copy of the evaluation to the teacher?........................6
B 18	Do you regard instructional supervision to be of any importance?	Yes....................................1 No.....................................2
B 19	Has instructional supervision positively affected performance in your school?	Yes....................................1 No.....................................2
B 20	Which of the following areas has instructional supervision impacted on most positively?	Teacher performance..............1 Teacher – pupil relationship......2 Created a good teacher – head teacher relationship................3 Improved on the teacher – teacher relationship................4

Appendix (C): Teacher's Questionnaire

School Name

....

Division................... ....

You are kindly requested to participate in this research by answering the items in this questionnaire. Your sincere response will be of great contribution towards the success of this research. Your responses will be kept confidential and therefore you need not write your name on this questionnaire. , I thank you very much.

Date-------------------------------------

Section A: Teachers' Background

Instructions: tick the correct response as appropriate

NO.	Questions and Filters	Coding Categories
A2	Sex	Male...............................1 Female............................2

Section B: Instructional Supervision

NO.	Questions and Filters	Coding Categories
B1	Have you ever heard about the term instructional supervision?	Yes..................................1 No....................................2
B2	Have you ever been supervised during instruction in this school?	Yes..................................1 No....................................2
B3	How often are you supervised?	Every day ....1 Once a week 2

		More than once a week.........3
		Once a month 4
		Once a term......................5
		Never..............................6
		Others, specify...................7
B4	Other the Head teacher supervising you, who else takes part in the instructional supervision exercise?	Deputy.............................1 DOS...............................2 HOD...............................3 Fellow teachers..................4 Not sure.... 8
B5	Which areas are you helped in most when planning for instruction?	Pre - planning ....1 Lesson planning ....2 Provided with materials.........3 Guide on material making......4 The quantity and quality of pupils' work.......................5 Others 6
B6	When doing lesson/instructional supervision, what steps/procedures are emphasized most by the supervisor?	Pre - observation.................1 Lesson observation..............2 Post - observation ....3 All the above.....................4 The quantity and quality of pupils' work...........5 None of the above...............6
B7	What do you do during the pre – observation conference?	Lesson planning..................1 Sharing experiences..............2 Interpreting the syllabus.........3 Other...............................4 ....

B8	Are you exposed to workshops aimed at improving your instructional performance?	Yes....................................1 No 2
B9	How often are they held?	Every day ....1 Once a week ....2 More than once a week..........3 Once a month ....4 Once a term.......................5 Never..............................6 Others, specify...................7
B10	Have you ever been mentored and coached by the head teacher on how to plan for and conduct instructional supervision?	Yes...................................1 No 2
B 11	What is done specifically?	Advised on planning for workshops...........................1 Sharing workshop materials......2 simulating workshop presentation........................3
B 12	Has this experience been of any help?	Yes...................................1 No....................................2
A	Analyzing learning and teaching	Never................................1 Sometimes...........................2 Always................................3
B	Training you on pedagogical instruction	Every day ....1 Once a week ....2 More than once a week...........3 Once a month ....4 Once a term........................5 Never................................6 Others, specify.....................7

C	Evaluation/review of instructional materials	Weekly..................................1 Monthly................................2 Termly..................................3 Annually...............................4
D	Guiding you about making action plans	Never ....1 Sometimes...........................2 Always.................................3
E	Being guided on new curriculum interpretation, policies and techniques by your head teacher	Never ....1 Sometimes...........................2 Always.................................3
B 14	During instructional supervision process, what aspect is emphasized most in pre - observation/planning conference	Planning...............................1 A shared understanding...........2 Goal setting..........................3 Setting strategies...................4 Setting tasks.........................5 Initiating colleague – observer climate...............................6 Other...................................7
B 15	What areas/aspects are most emphasized by the head teacher when observing your lessons?	Recording observations...........1 Referring to relevant planning materials...............................2 Interpreting targets and information..........................3 Monitoring teacher – pupil interaction ....4 Other...................................5
B 16	When analyzing a lesson after observation which of these aspects are taken to be most important by the observer?	Give performance feedback......1 Discern the themes................2 Uncover the teaching patterns...3 Evaluate the set targets..........4

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		Match lesson observation with areas of concern........................5
B 17	After your lesson being observed........	---Do you talk about the lesson first?...1 --Does the supervisor talk about the lesson first?..........................2 ---Build on your feedback?.........3 ---Exchange ideas?....................4 ---Collaboratively plan future strategies?...............................5 ---Are you given a copy of the evaluation...............................6
B 18	Do you regard instructional supervision to be of any importance?	Yes..1 No...2
B 19	Has instructional supervision positively affected your performance in particular?	Yes..1 No...2
B 20	Which of the following areas has instructional supervision impacted on most positively?	Your overall performance... ......1 Teacher – pupil relationship......2 Created a good teacher – head teacher relationship................3 Improved on the teacher – teacher relationship................4

APPENDIX (D): CALCULATION OF CONTENT VALIDITY INDEX

Content Validity Index (CVI) was calcutulated by Rev. Chandy M. N, Program Chair School of Post Graduate Studies. The following were the results:

CVI for Head teachers' Questionnaire was 0.85 from the following calculation:

Head teachers' questionnaire

The number of relevant questions was = 17

The total number of questions in the set was = 20

Therefore the Content Validity Index was = 17/20 = 0.85 which is a value above 0.7

This questionnaire was therefore certified valid for administration.

Teachers' questionnaire

The number of relevant questions was = 18

The total number of questions in the set was = 20

Therefore the Content Validity Index was = 18/0 = 0.9 which is a value above 0.7

This questionnaire was therefore certified valid for administration.

According to Kathuri and Pall (1993) and Amin (2005), these instruments were certified valid as they stipulated the minimum Content Validity Index to be at least 0.7

Appendix A
Sample size (s) required for the given population sizes (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note : From R. V. Krejcie and D. W. Morgan(1970), Determining sample size for research activities, Educational and psychological measurement, 30, 608, Sage Publications.
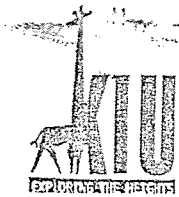
OFFICE OF THE DIRECTOR
SCHOOL OF POST-GRADUATE STUDIES

15th August 2007

To:
The Senior Education Officer
Makindye Division
Kampala City Council
Kampala

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MR. SAMANYA FREDRICK M.

The above named is our student in the School pursuing a Master of Education in Educational Management and Administration.

He wishes to carry out a research in your Organization on "The Impact of Head teachers instructional supervision skills on performance of teachers in Public primary schools of Makindye Division, Kampala.

The research is a requirement for the award of a Master of Education in Educational Management and Administration.

Any assistance accorded to him regarding research will be highly appreciated.

Yours faithfully,

for:
Prof. Owolabi O.Samuel,
DIRECTOR-SCHOOL OF POSTGRADUATE STUDIES
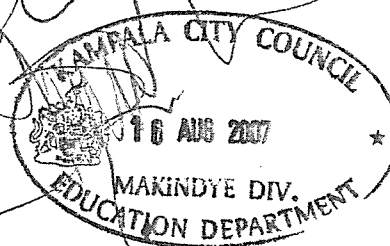
MEMO
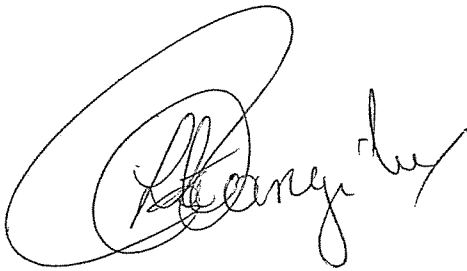
To:	Project Director
From:	Fredrick M Samanya
Date:	August 14, 2007
Subject:	**Request for 8 working days to collect data.**

This is to request you to allow me to collect data for my Master of Education in Educational Management and Administration research from thirty primary schools in Makindye division starting today Tuesday, August 14 up to Thursday, August 23.
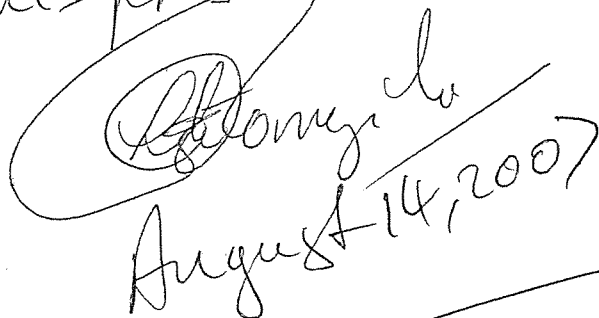
In each of the thirty schools, I am going to have ten teachers plus a head teacher as the respondents:

Teachers	10 x 30	= 300
Head teachers	1x 30 =	30
Total number of respondents		= 330

My projection is that I am going to be covering 4 schools per day.

Permission is granted. However, Officer is required to remain accessible and on call at short notice, should the situation require his presence.

August 14, 2007

Map Labels

Golf Club ☆

FAIRWAY

SEZIBWA ROAD
KATONGA ROAD
KAGERA ROAD
Tanzania

Kitobero Bar

Golf Course

KIGGWA ROAD

KOLOLO TERRACE

KING'S AFRICAN RIFLES DRIVE

Muslim Cemetery

JINJA, MUKONO

Police Station

DUNBAS ROAD
WAMPEWO AVENUE
NGARD ROAD
KING'S AFRICAN RIFLES ROAD
ARCHER ROAD

Uganda Management Institute

FIRST ST.

YUSUFU LULE ROAD

SHIMONI ROAD
KINTU ROAD
DAY

CLEMENT HILL ROAD
STAD BARNE HILL ROAD
UNDP
NRM Secretariat

WAMPEWO CLOSE

AFRICANA

Christian Cemetery

Ministry of Works, Housing and Communications

PORT BELL

JINJA FIRST STREET

JINJA ROAD

OLD FORT BELL ROAD

JINJA

INDUSTRIAL AREA

E

Jganda Wildlife Authority
Somalia

MAKINNON ROAD
NILE

International Conference Centre

HANNINGTON ROAD
NILE AVENUE
SIAD BARNE AVENUE
Crested Towers

Centenary Park

Radio Uganda

JINJA ROAD

Nakivubo Channel

SIXTH STREET
SEVENTH STREET

PORT BELL

Treasury

NILE AVENUE

KAGGWA ROAD
SIR APOLLO

Government Offices

National Theatre

Parliament Buildings

DE WINTON ROAD

Akamba Bus Service

ACCESS ROAD

City Hall

QUEEN'S GARDENS

☆ African Village Handicrafts

Nile ROAD

AVENUE
Christ the King Church (RC)

City Casino

Uganda Tourist Board, Tourist Information Office

Uganda Development Corporation
JUDCI

Belgium
France
Alliance Airlines
South Korea
Embassy House
Oriental Pearl

NAMUWONGO

EIGHTH STREET

Ministry of Tourism, Trade and Industry

UK
USA

KING GEORGE VI WAY

PARLIAMENT

Ministry of Gender, Labour and Social Development

JINJA ROAD

MUKWANO ROAD

MADGO ROAD

KIBULI

F

Casino

KAMPALA ROAD

Casino Paradise

Uganda Railways Corporation

STATION APPROACH

Railway Station

Uganda House
Orient
ROAD

PRESS HOUSE ROAD

Police Training School

Kibuli Hospital

☆ Kibuli Mosque

WABIGALO

Locomotive Shed

Nakivubo Channel

MUKWANO ROAD

KIBULI ROAD

Sports Ground

Sports Ground

KIBULI ROAD

KIBULI ROAD

River Kayunga

Nsambya Police Barracks

NSAMBYA

ROAD

GABA ROAD

GABA

Nsambya Hospital

NSAMBYA ROAD

Ciders Bar

Le Chateau

St. Peter's Cathedral (RC)

MAKINDYE

GABA ROAD → GABA

Legend

Kampala – Legend/Zeichenerklärung/Légende

Symbol	English	Deutsch	Français
	Main Road	Hauptverbindungsstraße	Route à grande circulation
	Other Road	Sonstige Straße	Autre route
	Gate	Schranke	Porte
	Railway	Eisenbahn	Chemin de fer
🏨	Hotel/Guest House	Hotel/Pension	Hôtel/Relais
☆	Place of Interest	Sehenswürdigkeit	Curiosité
🍴	Restaurant	Restaurant	Restaurant
♫	Entertainment Area (bars, restaurants, etc.)	Unterhaltungsgegend (lokal, restaurants, usw.)	Espace Loisirs (bars, restaurants, etc.)
✚	Church	Kirche	Eglise
☪	Mosque	Moschee	Mosquée
✦	Temple	Tempel	Temple
✚	Hospital	Krankenhaus	Hôpital
Ⓑ	Bank	Bank	Banque
Ⓐ	Airline Office	Fluggesellschaftsbüro	Bureau de ligne aérienne
Ⓔ	Embassy/Consulate/High Commission	Botschaft/Konsulat/High Commission	Ambassade/Consulat/Haut Commissariat
ⓘ	Tourist Information	Informationsdienst	Informations touristiques
✉	Post Office	Postamt	PTT
■	Important Building	Wichtiges Bauwerk	Edifice important
⛽	Petrol Station	Tankstelle	Station service

Greater Kampala

Symbol	English	Deutsch	Français
	District Boundary	Distriktgrenze	Limite de district
	Main Road	Hauptverbindungsstraße	Route à grande circulation
	Other Road	Sonstige Straße	Autre route
	Built-up area	Ortschaft	Agglomération
o	Town/Village	Stadt/Dorf	Ville/Village

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