

**SUB COUNY CHIEF'S SUPERVISION STYLES AND CIVIL SERVANTS' JOB
PERFORMANCE IN KARITA SUB COUNTY- AMUDAT DISTRICT**

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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF MANAGEMENT
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NOVEMBER, 2018.

DECLARATION

I declare that I am the writer of this research report and no any other person has ever written, and presented to institution of learning for an academic award.

Sign 

Date..... 15/11/2018

APPROVAL

I confirm that this report was done by the student under my supervision as University supervisor.

SIGNATURE:

GEOFFREY OKIROR.

DATE:21. 11. 2018.....

DEDICATION

I dedicate this research report to my lovely family members, namely; Rosemary, Savior, and Silver, friends, namely; Sr. Jane, Alfred, and Jacob, my supervisor at work, Dr. Sagaki Patrick and Deputy CAO, Mr. Aguma Moses, including all those who love education.

ACKNOWLEDGEMENT

My sincere appreciations go to my supervisor, Geoffrey Okiror, for his tireless effort in guiding me in the writing of this report, of which without him, this work would not have been completed.

I am indebted to my parents for their unreserved inspiration and support since childhood. I also thank them for making it possible for me to undertake Education at childhood, for this made me to move on up to this level.

My sincere appreciation goes to all the Public Administration students of my year for instilling in me the courage and hopes throughout the course.

And above all, I give all the glory and praise to God for the gift of life and for all His blessings throughout the course and as well as enabling me to complete this research.

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LIST OF ABBREVIATIONS AND ACRONYMS.

SAS	Senior Administration
IV	Independent Variable.
DP	Dependent Variable.

ABSTRACT

The study established the effect of supervision styles on civil servants' job performance in Karita Sub County- Amudat District. The objectives included the effect of the Sub county Chief's use of: clinical, scientific, and developmental supervision styles on staff's' job performance. A descriptive research design was used: employing quantitative approach. Sample size of the study was 87 respondents and data was collected using a closed ended questionnaire; and analyzed descriptively. Results showed that; clinical supervision style significantly affected civil staff's job performance. However, the other two SAS' supervision styles (scientific and developmental) insignificantly affected staff's job performance. It was recommended that sub county chief should employ advanced supervisory styles in order to cope with the changes in the surrounding environment.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presented the background to the study, problem statement, objectives to the study and research questions, in addition, the scope, significance, and conceptual framework.

1.1 Background to the Study

Here, Historical, theoretical, Conceptual, and Contextual perspective are discussed as detailed below.

1.1.1 Historical Background

World over, a dynamic system of supervision has become recognized as a cornerstone of a sound education system. The need to invest in supervision, therefore, cannot be underestimated. Improving supervision of instruction in at work places is of great concern to performance. Globally, the supervision of staff is an important activity in promoting effective performance at work, Behlol, et al., (2011).

In Bostwana, the Performance Management System (PMS) was introduced in 1996 as a change and quality management process of identifying, measuring and developing performance at the work place by supervising and linking each individual's performance and objectives to the organization's overall goals, Republic of Botswana, (2002); Grauwe, (2011).

At present, the Ministries in Uganda still maintain supervisory roles to check on the performance of staff, whereby, supervisors are required to exhibit their competence, tactfulness, sincerity and integrity in their work Nambassa, (2003). Despite the role of these being well articulated, they continue to receive criticisms from stakeholders for being seen as failing to effectively discharge their supervisory duties. This is seen every year when Primary Leaving Examinations (PLE) results are released, yearly, poor performance especially in public primary schools is seen, Esudu, (2010). Habimana, (2008), points out that political leaders and researchers continuously stress that in our time education is declining the world over as it faces diverse challenges. Education is even being criticized in some developing countries vis-à-vis its products.

Esudu (2010), a Development Studies student at Makerere University, reported in the New Vision (February 23, 2010) that UPE programs is facing a number of challenges, especially lack of close supervision. It is therefore noted that at sub county level, particularly in the area of research, all the departments are not performing well to the expectation of the beneficiaries, namely, Agriculture, and fisheries, Community Development, Veterinary, Education, among others. All these departments are supervised by the Sub County chief. The question is why is this so? This research is therefore planned for in order to have this question answered.

1.1.2 Theoretical Background

This study will be underpinned by the General system theory Bertalanffy, (1950). The System theory is widely used in various fields such as industry, business and even education. This theory relates quite well to an educational organization. According to the system theory, System is a set of things or parts forming a whole or a complex unity formed of many often diverse parts subject to a common plan or serving a common purpose. This is just the way the supervision of staff is formed up of many parts or sections among them external and internal supervisors subject to a common plan or serving a common purpose of instructional supervision. The system theory, views the entire government as a group of parts that are highly inter- related and inter-dependent. The supervisor and the supervisee are highly inter-related and inter-dependent. In an organization, the group consists of persons who must work in harmony; each person must know what others are doing. Every part works to contribute to the whole. For the supervisor to achieve a harmonious relationship with those he supervises, he must have the skill through experience or training.

In relation to the current study, the Sub County works closely with other departments in supervision in order to improve civil servants, job performance and achieve national goals and objectives in the Sub County.

1.1.3 Conceptual Background

This section presents the concepts of independent variable, and dependent variable. The dictionary of education defines supervision as all efforts of designated officials towards providing leadership to staff, and other workers in the improvement of performance. It also

involves the stimulation, and professional growth and development of staff. In this particular study, supervision styles have been conceptualized into: clinical, scientific and developmental supervision styles, Perez, (2008).

According to Okunola (2000), performance may be described as “an act of accomplishing or executing a given task”. It could also be described as the ability to combine skillfully the right behaviour towards the achievement of organizational goals and objectives. Okeniyi (2005), says that it could be described as “the ability of staff to combine relevant inputs for the enhancement of performance. Peretemode (2006) adds that job performance is determined by the worker’s level of participation in the day to day running of organization.

1.1.4 Contextual Background

It is against this background that the researcher is prompted to ask whether the supervision styles used by SAS affect civil servants’ job performance in this Sub County. Could it be possible that the civil servants are ignorant of the relevance of work plans in regard to their supervisory skills in the sub county of Karita, Amudat District.

1.2 Problem Statement

According to the government structure, every sub county has a Sub County Chief who supervises civil servants, ranging from Educational department, Community department, and Animal production department, among others. This officer has to make sure that the staff is supervised. By so doing the goal here is to improve the performance as they do serve the beneficiaries.

Looking at the Educational department, the performance in the area of research has been poor as seen at the end of the year, particularly PLE, UCE, and UACE yet SAS, and other leaders, like the LC 111 is there to offer supervision, among other officers. This study is to establish the contribution of these leaders in the improvement of performance in this research Sub County.

1.3 Purpose of the Study

To establish the effect of supervision styles on the civil servants’ job performance in Karita Sub County- Amudat District.

1.4 Objectives of the Study

The specific objectives of the study included the following:

1. To determine the effect of SAS' use of clinical supervision style on civil servants' job performance in Karita Sub County Amudat District.
2. To determine the effect of SAS' use of scientific supervision style on civil servants' job performance in Karita Sub County Amudat District.
3. To determine the effect of SAS' use of developmental supervision style on civil servants' job performance in Karita Sub County in Amudat District.

1.5 Research Questions

1. What is the effect of SAS' use of clinical supervision style on civil servants' job performance in Karita Sub County –Amudat District?
2. What is the effect of SAS' use of scientific supervision style on civil servants' job performance in Karita Sub County Amudat District?
3. What is the effect of SAS' use of developmental supervision style on civil servants' job performance in Karita Sub County –Amudat District?

1.6 Scope of the Study

This was categorized as content, geographical and time scope:-

1.6.1 Content scope

The study was limited to the three specific objectives which included;

to determine the effect of SAS' use of clinical supervision style on civil servants' job performance in Karita Sub County Amudat District, to determine the effect of SAS' use of scientific supervision style on civil servants' job performance in karita Sub County in Amudat District, to determine the effect of SAS' use of developmental supervision style on civil servants' job performance in Karita Sub County -Amudat District.

1.6.2 Geographical scope

This study was conducted within Sub County, Amudat District. It was selected because it was one of the sub counties in the District whose civil servants were considered to be performing poorly, as seen by the poor performance in National Examination, Agricultural outcome, in a nutshell, low development in the area.

1.6.3 Time scope

Time scope for this study was 8 years 2010-2017 due to continuing outcries about general performance of civil servants' job performance in particular. This period was considered longer enough for the required information to be realized.

1.7 Significance of the Study

The study might be significant in the following ways to different stakeholders:

Future researchers who may be interested in further research on the similar topic might consider this research as a source of reference.

The government might use this research to identify effective supervision styles for purposes of enhancing civil servants' job performance, considering particularly on styles that might build the morale of civil servants to the extent of performing well.

The study is hoped to help the entire civil service system to properly plan for performance alongside use of proper work methods, supervision and assessment.

The importance of this study stems from the fact that it is a requirement for the researcher to be awarded a Bachelor's Degree in Public Administration of Kampala International University.

1.8 Conceptual Framework

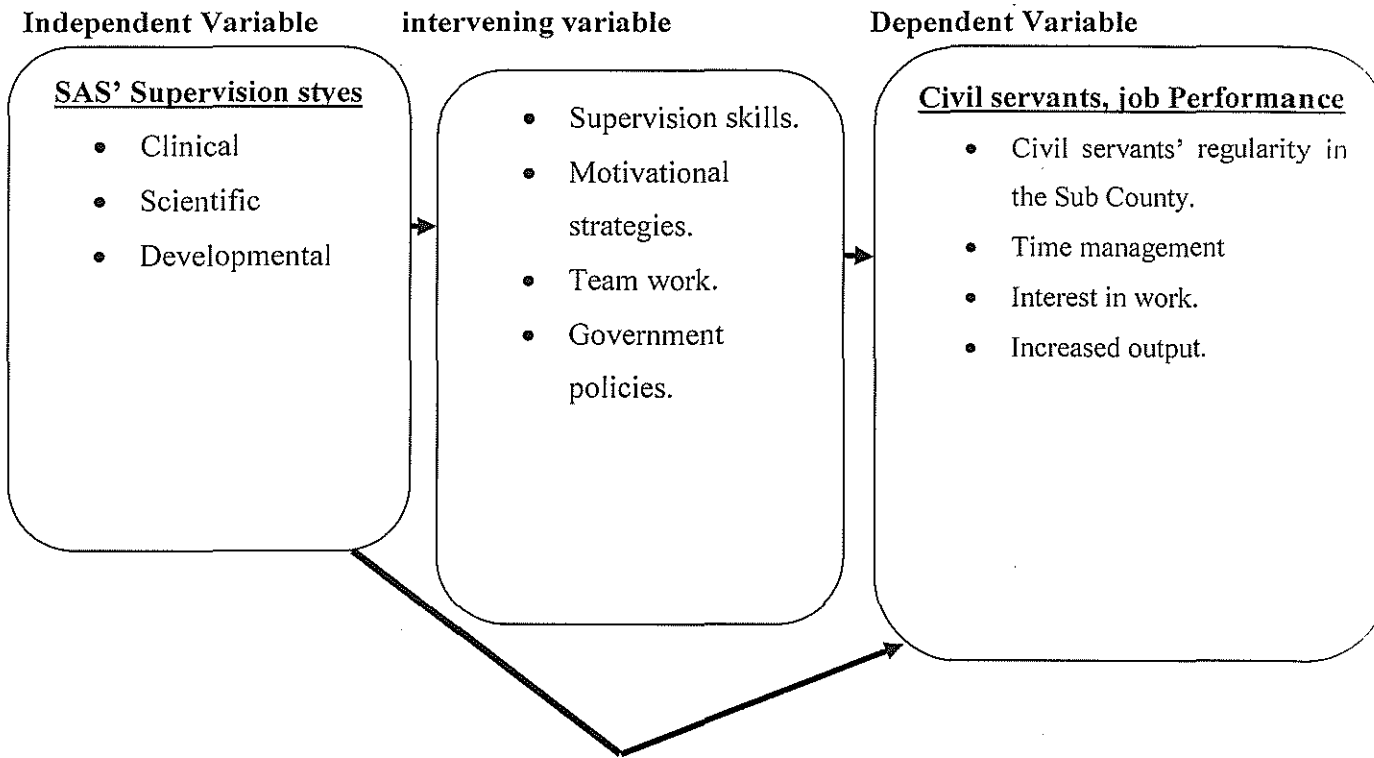


Figure 1.1: Shows the relationship between SAS' supervision styles, civil servants' job performance and moderating variables.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides a deep insight of what has been written and scholarly contribution on the study which entails the major write ups, research findings on head teachers' supervision style and teachers' job performance. In line with this, the chapter examined the effect of head teachers' use of: clinical supervision style on teachers' job performance, scientific supervision style on teachers' job performance, and developmental supervision style on teachers' job performance and finally the identified literature gaps.

2.1 SAS' use of Clinical Supervision Style and civil servants' Job Performance

Clinical supervision refers to specific pattern or cycle of working with civil servants. A cycle of clinical supervision comprises of conferences, observation of civil servants at work, and a pattern analysis. Clinical supervision is defined as that phase of instructional supervision that draws its data from first hand observation of working events and involves face-to-face interaction between the supervisor and the supervisee in the analysis of work behaviors and activities for instructional improvement. Clinical supervision, as quoted in Kruskamp (2003), from, is a powerful model for professional development, and the purpose of clinical supervision is to help workers modify existing patterns of work in ways that make sense to them. The emphasis on understanding provides the avenue by which more technical assistance can be given to the worker; thus, clinical supervision involves, as well, systematic analysis of classroom events.

The advocates of clinical supervision style argue that the worker should be an active participant in the supervision process, Logan (1963). The major aim of this supervision style is to prepare the worker to be responsible to the extent that he/she can evaluate and analyse his/her own performance and at the same time allow other people to help him/her. This will ultimately help the worker to be self-directing, Logan (1973). This style support the view that the worker cannot live in isolation but rather the involvement of supervisors and other stakeholders is crucial; especially in the process of carrying out his/her duties. According to Acheson & Gall, 1980, this style should strive to bring about face-to-face interaction between the supervisor and the

supervisee with the sole aim of improving instruction and increasing the worker's professional growth. The SAS should always aim at assisting the worker to improve their instructions.

The most distinctive features of clinical supervision are its emphases on direct supervisor and supervisee interaction and on the worker's professional development. Dickson (2011) states that clinical supervision aims at improving the work processes, creating a favorable atmosphere for work, achieving synergy and coordination of efforts in a way that improves the outcomes, ensuring professional development of workers, enhancing workers' motivation, enhancing work and working quality, identifying good as well as bad traits in a worker, helping less-competent workers to become more competent, and supporting new workers in adapting to the environment. The supervisor is responsible for helping workers in selecting what goals and objectives will be implemented in the work process, which in fact plays an important role in motivating workers to improve Tesema, (2014).

2.2 SAS' use of scientific/autocratic Style of Supervision and Civil servants' Job Performance

Scientific style of supervision stands for dictatorial type of supervision. Sergiovanni and Starrat (1983), describe this style of supervision as being autocratic in nature. The supervisor dictates what is to be done, how and when it should be taught. In this style, the teacher must follow what the supervisor does. There are clear lines of super ordinate and subordinate. The civil servants are viewed as 'appendages and subordinates'. This style of supervision is not favored by many workers because it is oppressive and does not bring in the human relations element. There is no democracy in this style. Briggs and Justiman (1952), refer to this style as the authoritative or 'tells' style. It is prescriptive in nature. Indeed this style is coercive; it therefore demoralizes the workers.

Scientific supervision style is a traditional supervisory method with a number of shortcomings. Typically, such methods involve a one-way direction, whereby the supervisor talks and the worker listens. Supervision has depended on provision of notes and suggestions following lesson delivery. Suggestions given by educational supervisors represent an expression of their own viewpoints based on their observations of workers in the work place without input from them

regarding the challenges they face in their daily practices with community. This type of supervision usually depends on mentoring and attempting to correct the areas of shortcomings in workers' performance without mentioning or reinforcing areas of excellence Dickson, (2011).

While the strength of the scientific/autocratic style lies in its emphasis on efficiency in the system, this seems to be outweighed by its weaknesses. The fact that the workers have no say and are used as mere tools means they will not have any real commitment to the organizational goals. In addition it means even if worker had problems in their work they have no opportunity to seek assistance from the supervisor as he/she does not give them opportunities for discussion Katsyuruba, (2003).

In Ebonyi State of Nigeria, an educationally backward state in Nigeria, World Bank, (2000), the present practice in the secondary school system is that teachers are assessed professionally for on the job growth and development through the traditional method of instructional supervision. Ogbo (2010), observed that experts have continually criticized this method on account of its inclination towards fault finding and sanctioning of workers who are found deficient in instructional performance, methods, procedures and subject content development.

Wangithi (2014), conducted a study on the influence of head teachers' leadership styles on teachers' job satisfaction in public primary schools Kijiado North District, Kijiado County Kenya, with a population of 86 public primary schools, 86 head teachers, 844 teachers, and a sample of 24 head teachers and 169 teachers. Two (2) questionnaires were used for head teachers and teachers; data was analyzed using descriptive statistics and found that the autocratic supervision style of school head teachers was found to have a negative influence on primary school teachers' level of satisfaction. Further, head teachers democratic leadership style positively influence primary school teachers' levels of job satisfaction.

Paulsen (2011) determined agriculture teachers' perceptions regarding selected instructional supervisory practices perceived to be used in supervising the performance of agriculture teachers in nonformal educational settings. The study sample comprised 234 teachers from 17 states. The study used a cross-sectional survey design with electronic questionnaires. Paulsen concluded that

the general beliefs and perceptions of agricultural-education teachers toward instructional supervision did not vary significantly by age or highest degree attained. Female agricultural-education teachers embraced the importance of instructional supervision more than male teachers, as did more-experienced teachers. The study recommended that agricultural-education teachers “reinvigorate” supervised agricultural experience and formulate strategies, activities, and outcomes. It also recommended surveying principals regarding their general beliefs and perceptions regarding supervision and the importance of instructional supervisory practices.

2.3 SAS’ use of developmental Style of Supervision and Civil servants’ Job Performance

According to Glickman et al., (2001), developmental style of supervision also known as attractive or non-directive notes different styles of supervisory leadership for the improvement of instruction. In developmental supervision the workers assume responsibility for their own instructional improvement and the instructional supervisor creates reflective and autonomous worker through non-directive supervision Glickman et al., (2001). He explains that the supervision styles are employed in line with the knowledge of the ground realities. From ground realities he means the local environment and the facilities available in school that vary from work place to work place. He has pointed out directive, non-directive and collaborative styles in solving the instructional problems in working with different staff. Directive style is appropriate for the worker who has got low commitment and low abstract ability. Non-directive style is adopted when the staff has got high commitment and higher abstract ability. In this style, the supervisor creates an environment in which the staff develop their independent thinking ability. They develop their own approaches and methods to solve the problems, which they face in the work place. This model doesn’t view work activity as a static thing but considers that everything is passing from evolutionary process. It focuses on participatory approaches to solve the problems. It does not view teacher as a technician that play his role like a machine for obtaining the results. It keeps an eye on the whole person as a teacher because the actions are the outcome of his entire being. It follows scientific approach that systematically solves the significant problems.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, study population, sample size as well as the sampling procedure to be used in the study. In addition, the data collection instruments, data collection procedure, data quality control, data analysis and the statistical tools that were used to analyze the data were also discussed.

3.2 Research Design

A study design is a plan of how the researcher will conduct the study (Kotharin 2004). Since this research examined the effect of head teachers' use of supervision styles on teachers' job performance, a descriptive research design was used employing quantitative approach. The design involved an independent variable which was head teachers' supervision styles i.e. (clinical, scientific, and developmental) and one dependent variable i.e. teachers' job performance. A quantitative approach is the use of statistical methods of data analysis to study samples so that findings can be generalized beyond the sample to the population (Fraekel&Wallen, 2003).

3.3 Study Population

The study population included 120 respondents who are civil servants in Sub county, district, comprising of 106 teachers, a Community Development Officer, a Veterinary Officer, Fishery officer, Agricultural officer, 10 parish chiefs. This population is considered big enough for the sample size to be drawn. .

3.4 Sample Size

A sample comprises the element of the population considered for actual inclusion in the study. As guided by Krejcie& Morgan (1970) in Amin (2005), sample size table, the researcher sampled 106, and other 14 sub county staff (see Appendix A attached). The target population, sample size and sampling techniques are shown in Table 3.1 below:-

Table 3.1: Showing population target population sample size and sampling techniques

Category	Target population	Sample size	Sample determination
Civil servants	120	87	Krejcie& Morgan
Total	120	87	

As guided by Krejcie& Morgan (1970) (see appendix C attached)

3.5 Sampling Techniques

As put by Amin (2005), sampling is a process of selecting elements from the population in such a way that the sampled elements represent the population under study. The research therefore used simple random.

Simple random sampling is a kind of sampling technique that gives equal and independent opportunity of selection as a sample to each individual or element within the population (Amin, 2005). A representative calculation method was used to determine the number of respondents in the sub county.

3.6 Data Collection Methods and Instruments

The researcher used the following instruments to collect quantitative data from the respondents in the Sub County. They were developed by scrutinizing the research questions and related literature. The questionnaire was structured based on a scale of: (1 = , 2 =Often , 3 = Rarely, 4 = Never).

3.7 Data Quality Control

3.7.1 Validity of Instruments

Validity of instruments refers to the extent to which an instrument is truly measuring what is intended to measure (Amin, 2005). Adequate measures were taken to ensure that the questionnaire fulfilled content validity. According to Amin (2005), Content Validity Index (CVI) must be greater or equal to 0.7 and this was calculated using the formula below:

$$CVI = \frac{\text{Number of items rated as relevant}}{\text{Total number of items in the questionnaire}} = \frac{22}{25} = 0.88$$

Since the CVI was 0.88 which is greater than 0.7, the instrument was considered valid.

3.7.2 Reliability of Instruments

Reliability refers to the degree to which an instrument consistently measures what it is supposed to measure. Therefore, before the instrument is used, it was tested to a tenth of the sample size.

3.8 Data Collection Procedure

The researcher obtained an introductory letter from the Dean of faculty of Education of Uganda Christian University introducing him to the respondents. The researcher made appointments with head teachers who permitted him to collect data in their schools. The objective and the purpose of the study were explained to the respondents. Questionnaires were distributed to teachers after being permitted by the head teachers. These were collected after two weeks.

3.9 Data Processing and Analysis

The responses were edited, coded and scored. The scores for each respondent were totaled to obtain their final raw score. The information was then presented in chapter 4 using percentage among other methods.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.0 Introduction

The aim of this chapter is to present analyze and interpret findings of the study. The presentation is based on the objective of the study and includes a computation of the response rate and analysis of the bio data of its respondents as detailed below.

4.1 Response Rate

In the survey research, the response rate refers to the percentage number of people who answered the survey divided by the number of people in the sample size. Out of the 87 respondents in the sample size, only 84 respondents were involved and this gave a response rate of 96.6%. According to Babble (2001), a response rate that is above 50% is appropriate to make conclusions. This suggested that the responses were representative enough of the population from which it was reflected. (Table 4.1).

Table 4.1: Response rate per category of respondents

Category	Sample size	Response	Response%
Civil servants	87	84	96.6

Demographic data of the respondents

Under this section the researcher looked at gender, age bracket, highest qualification, and working experience of the respondents. The findings are shown here below:

Gender distribution

Gender refers to one's position of being either a male or female. The civil servants were asked to indicate their gender. From the findings, the study found that 57.1% of the civil servants were female and male were represented by 42.9%. Since the findings showed that over fifty percent of the respondents were female, it implied that more female staff were involved in the study than males, see table 4.2 below.

Table 4.2 Gender distribution of respondents

Gender	Frequency	Percent
Female	48	57.1
Male	36	42.9
Total	84	100

Age distribution of respondents

The respondents were also asked to indicate their age brackets. This would assist the researcher to establish if age of these people contributes to staff's' job performance. The study found that the majority (53.6%) were in the range of 30-39 years, 27.4% were in the age range of 20-29 years, whereas 19.0% were in the age class of 40-49 years. The findings showed that staff were mostly in their prime and active years of performance.

Table 4.3 Age Bracket of Respondents

Age	Frequency	Percent
20-29 years	23	27.4
30-39 years	45	53.6
40-49 years	16	19.0
Total	84	100

Level of education of respondents

The staff were asked to indicate their highest level of education. From the findings of the study, 70.2% were of grade III standard, 21.4% were diploma holders, and only 8.3% were Bachelor holders as in indicated in table 4.4 below. This showed that nearly three quarters of the staff were of low qualification levels.

Table 4.4 Level of education of respondents

Highest level of education	Frequency	Percent
Grade III	59	70.2
Diploma	18	21.4
Bachelor	7	8.3
Total	84	100.0

Working experience of the respondents

The staff were asked to indicate their working experience. As indicated in Table 4.5, data analyzed revealed that majority (64.3%) of the staff had been in service for 10-29 years. The smallest number (7.1%) had been in service for 30 years and above, while, the other 28.6% had been in service for 0-9 years. The data shows that staff were old in their respective work place, see table 4.5.

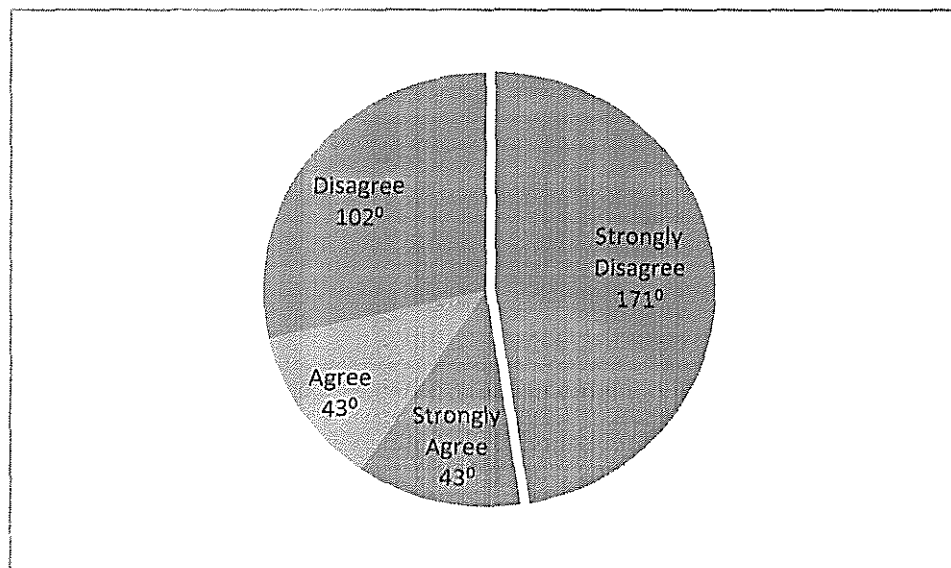
Table 4.5 Working Experience of the Respondents

Working experience	Frequency	Percent
0-9 years	24	28.6
10-19 years	39	46.4
20-29 years	15	17.9
30 above	6	7.1
Total	84	100.0

4.3 Objective 1:1 SAS use of clinical supervision style

To get the data about this guided by the statement, SAS tracks civil servants work on daily bases and gives feed back, the respondents' responses are broken down as below.

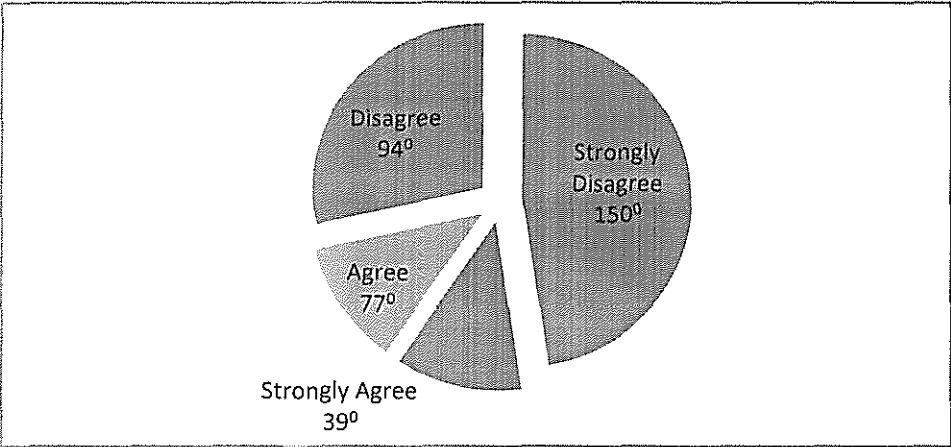
Pie chart 4:1 Illustrates the out come from the respondents guided by the statement above.



Source: primary data 2018

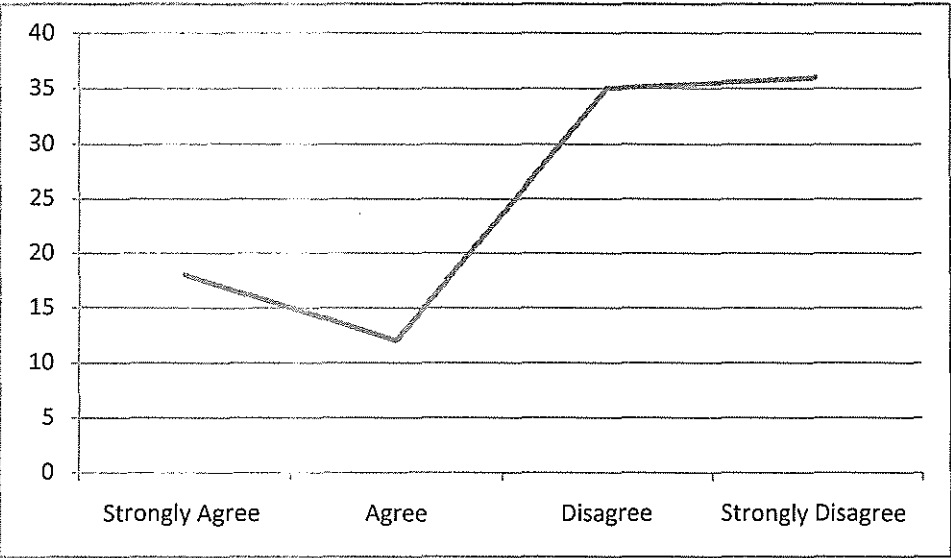
This section presented the respondent's views concerning the effects of SAS use of clinical supervision styles on civil servants job performance in Kirata sub-county-Amudat district. A statement was passed to the respondents to determine the SAS' use of clinical supervision style. As indicated in pie chart 3.1 the responses are as below. Strongly agree is shown by 10(43°), those the agreed are 10 43°), 24(102°) disagreed and 40 (171°) strongly disagreed with the statement considering the number of respondents who disagreed and strongly disagreed totaling to 64 (274°). This indicates that there was no use of clinical supervision style by the sub-county chief in the sub-county.

Pie-chart 4.2 shows the outcome as result of the statement above.



Source: Field work outcome information 2018

The outcome as given by respondents are illustrated below, 9(39°) of the respondents strongly agreed with the statement, 22 (94°) disagreed and 35(150°) strongly disagreed. Combining those who disagreed and strongly disagreed totaling to 57 (244°). SAS where never used while handling beneficiaries. My SAS always makes follow up by asking about what civil servants do in the sub-county, the responses are detailed in the line graph below.

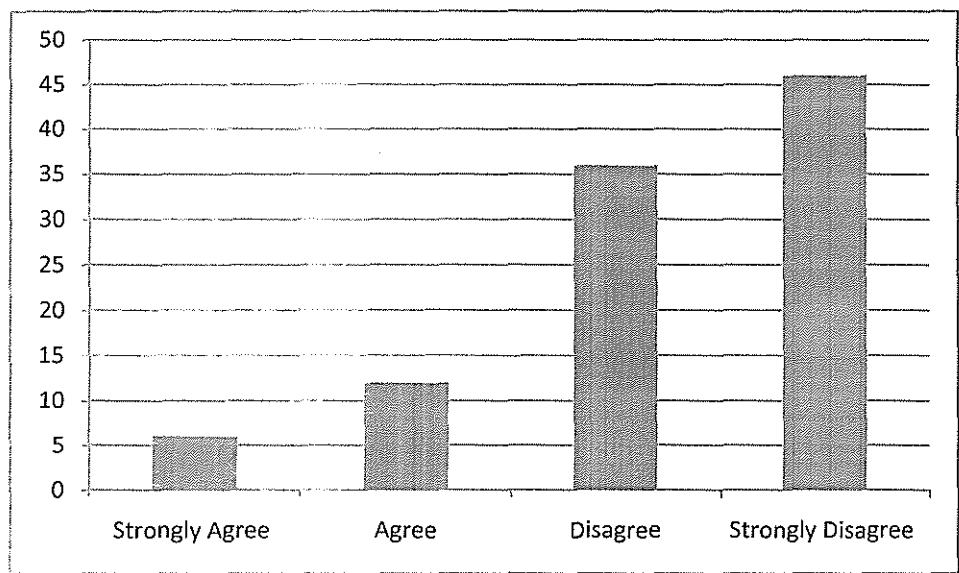


Source: Field work outcome information 2018

The outcome is as follows, 15(18%), strongly agreed with the above statement, 10(12%) agreed, 29(35%) disagreed, and 30(36%) strongly disagreed basing on the respondents who disagreed and strongly disagreed totaling to 59(70%) SAS was found to be not making a follow up of his/her civil servants who are supervised by him/her.

SAS monthly calls for planning meeting of all staff members. The out come is detailed below.

Bar graph 4.2 shows the information got guided by the above statement.



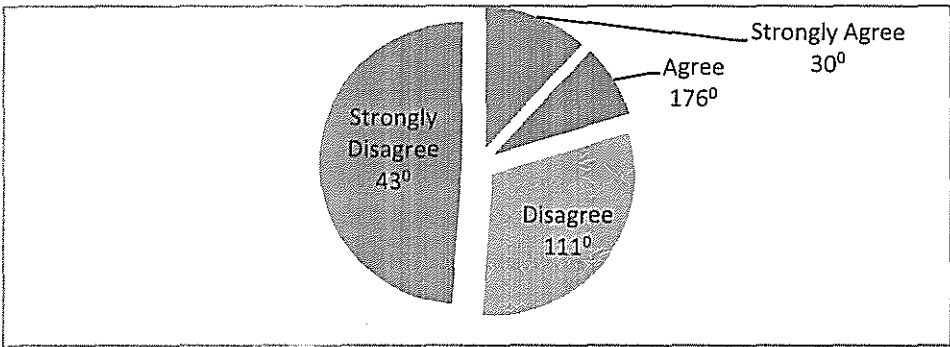
Source: Field work outcome information 2018

Guided by the above statement, 5 (6%) strongly agreed with it 10(12%) disagreed, 30(36%) disagreed and 39 (46%) strongly disagreed. This implies that planning meetings are readily called especially when those respondents who disagreed and strongly disagreed are combined totaling to 69(82%).

4.4 Objective 1:2 SAS use scientific styles of supervision

To answer the above objectives, a number of statements that called for responses were set as stated below: My SAS imposes policies on me. The outcome is as detailed be.

Pie-chart 4.3 details the outcome as result of the above statement.

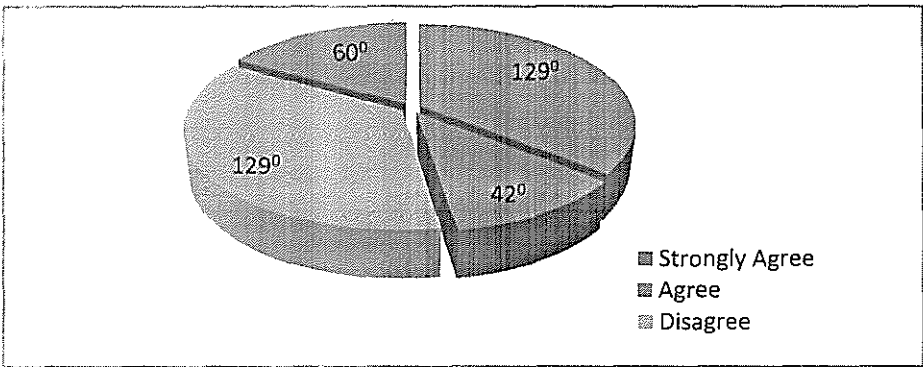


Source: Field work outcome information 2018

Guided by the statement above 10(43%) strongly agreed, 7(30%) agreed, 26(111%) disagreed and 41(176%) strongly disagreed. Considering those who strongly agreed and disagreed totaling to 67(287%) SAS does not use autocratic leadership/supervision styles to handle the civil servants in this sub-county.

SAS provides constructive feedback concerning my work in the sub-county. The outcome is as below.

Pie chart 4:4 Illustrates information in regards to giving feedback to staff.

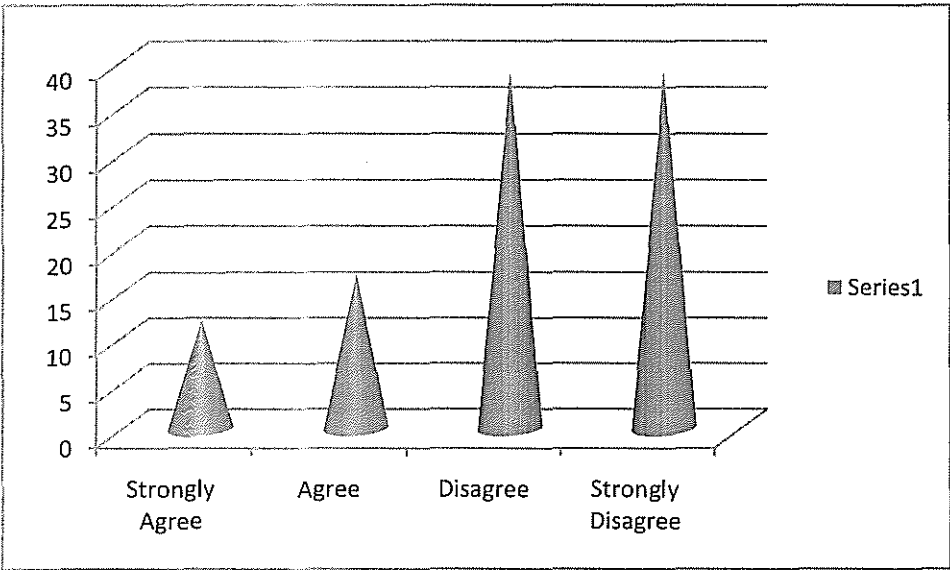


Source: Field work outcome information 2018

As per the above statement that was responded by respondents 14(60⁰) strongly agreed with it, 10(420) agreed, 30(1290) disagreed and 30(1290) strongly disagreed with the statement considering those who disagreed and strongly agreed, totaling to 60 (2580). SAS do not give feed back to the staff they supervise.

My SAS is autocratic; this statement was responded to and outcome is detailed in the table below.

Bar graph 4:2 shows the outcome as result of the response got by the researcher.



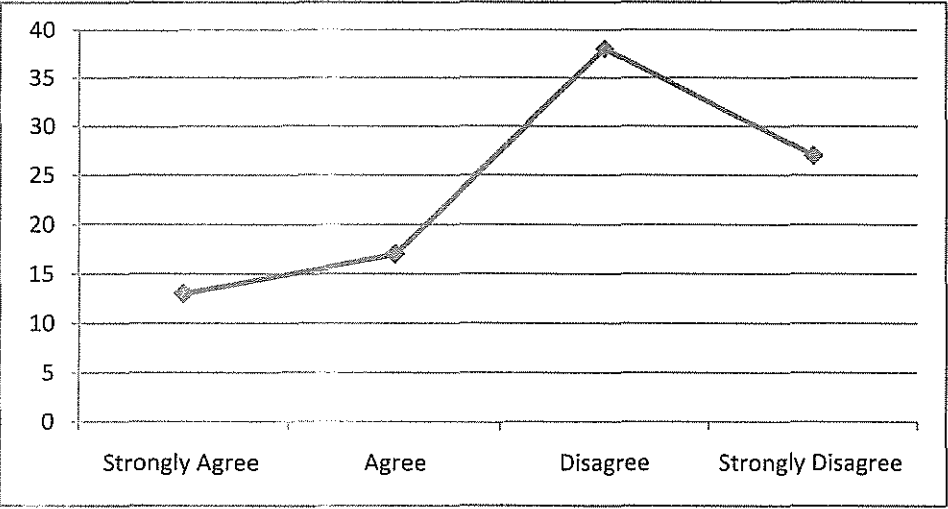
Source: Field work outcome information 2018

The responses show that 10(12%) strongly agreed, 14(17%) agreed, 30(39%) disagreed and 30(39%) strongly disagreed with the statement that the SAS is autocratic in her leadership. Combining those who strongly disagreed and disagreed totaling to 60(78%). The SAS is never autocratic in leadership.

I am free as staff to refuse the SAS advise as civil servant.

The outcome given by respondents and detailed below

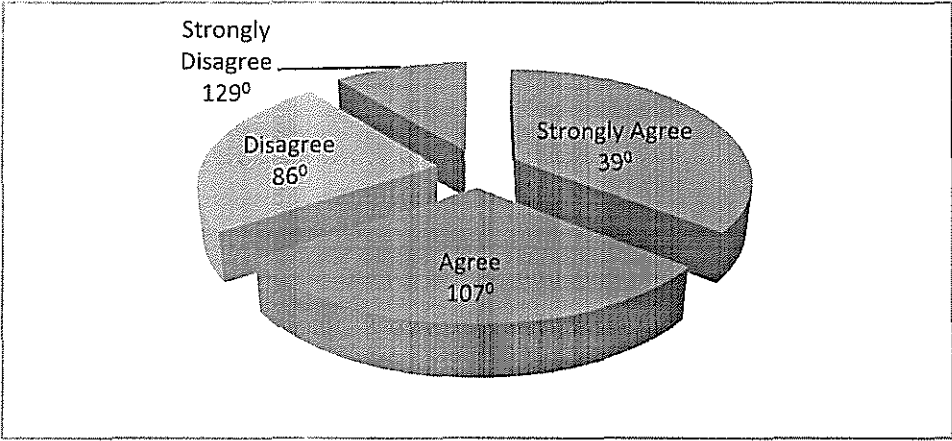
Line graph 4.2 showing the responses per option



Source: Field work outcome information 2018

The grouping of information was done and outcome showed that 11(13%) respondents (17%) agreed with Statement, 33(38%) disagreed and 27(32%) strongly disagreed with the statement. Looking at those who disagreed and strongly disagreed totaling to 50 (60%) the SAS was found to be not dictatorial thus accepts staff's contribution.

SAS sticks to old ways of doing work. The outcome is categorized in the pie chart below.



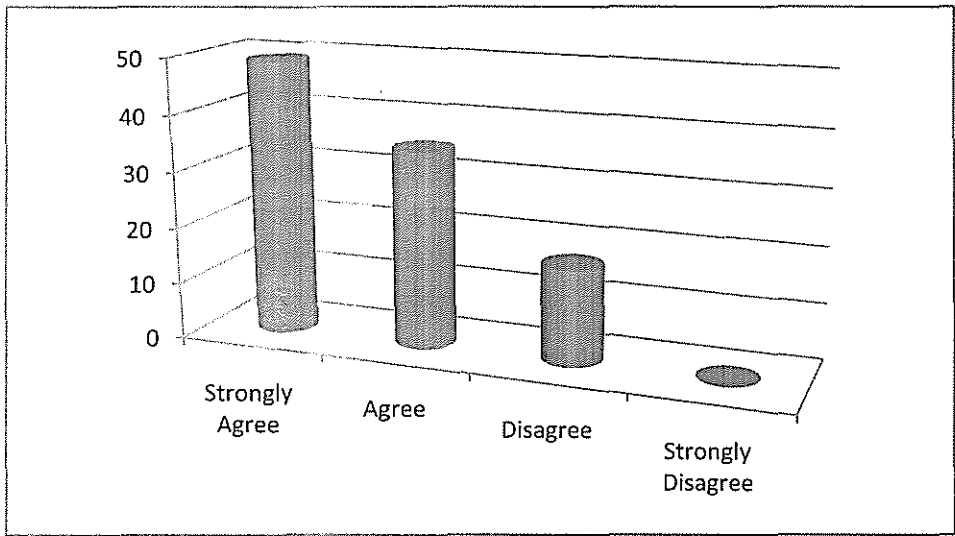
Source: Field work outcome information 2018

The data analyzed and so far called information is as below 9(39⁰) strongly agreed with the statement, 25(107⁰) agreed, 20 (86⁰) disagreed and 30 (129⁰) strongly disagreed with the above statement. Putting together those who strongly disagreed and disagreed totaling to 50(2140) the SAS was found to be flexible and leading to the staff guided by the need the matter of teachers educational code is applied.

4.5 Objective three Talks about SAS use of developmental supervision. This objective was responded to guided by the set statements as below.

I take up responsibilities for my own improvement- staff bar graph below shows the outcome.

Bar graph 4:2 shows the outcome guided by above statement

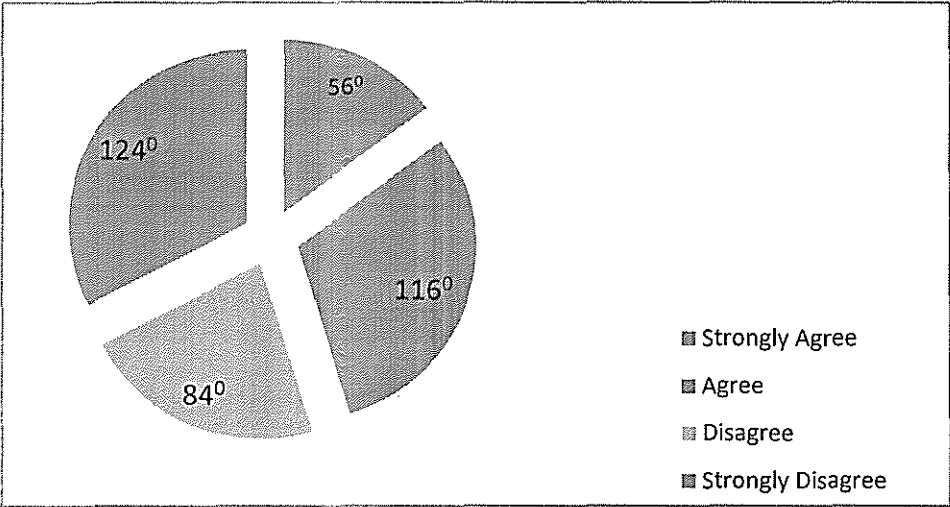


Source: Field work outcome information 2018

The respondents gave thin views as below, 41(49%) strongly agreed with the statement, 29(35%) agreed with it 14(17%) disagreed totaling with the statement guided by the strongly agreed and agreed outcome totaling to 70 (83%) the civil servants have to plan for their own strategies to performing better to the extent that they are liked by beneficiaries serve.

My SAS ensures that practical work is given to the beneficiaries. The pie chart below illustrates the outcome from the respondents.

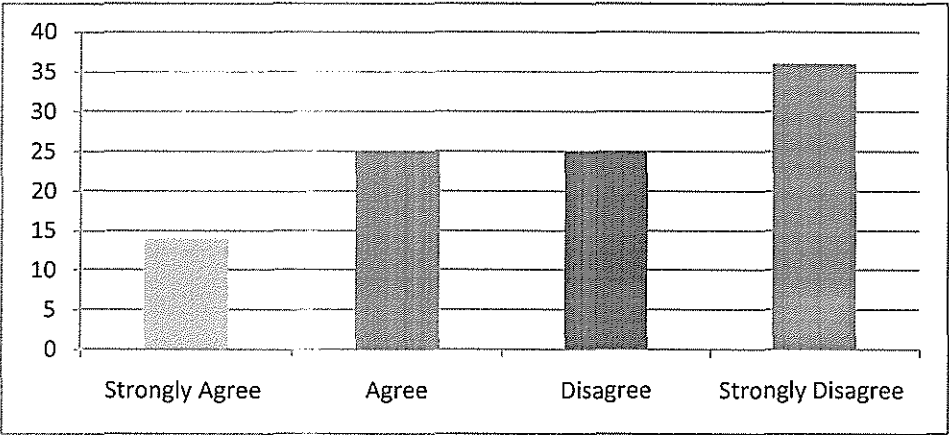
Pie-chart 4.5 clearly shows the outcome in regards to the above.



Source: Field work outcome information 2018

The above is stated as below, 13(56°) strongly agreed, 27 (116°) agreed, 15(84°) disagreed and 29(124°) strongly disagreed with the statement that SAS advocate for the nee to give beneficiaries practical work. Looking at those who disagreed and strongly agreed with the statement totaling to 56 (240°) SAS do not tell the staff to apply practical means of training/teaching the beneficiaries.

My SAS ensures that I do follow up of every work done with beneficiaries in the sub-county.
The outcome is detailed in the bar graph below.



Source: Field work outcome information 2018

Respondents exposed their feelings and the outcome is as below, 12(14%) strongly agreed with the above statement 21(25%) agreed, 21(25%) disagreed and 30(36%) strongly disagreed with it. Putting disagreed and strongly disagreed together 51(61%) is arrived at, implying that SAS does not emphasize work follow up.

CHAPTER FIVE

DISCUSSION, FINDINGS CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter discussed gave conclusions, and recommendations of the study. The study findings regarding the effect SAS' supervision styles on civil servants' job performance in Karita Sub County, District. The chapter was done based on major presentations in chapter four.

5.1. Discussions

5.1.1: Demographic information of the Respondents.

5.1.2 Gender of the respondents.

From the findings, the study established that the majority of civil servants were males (57.1%). This presupposes that generally, the margin between females and males is minimal. This implied that there was inbalance representation of the male and female employees in Sub County, Nevertheless, the researcher found out that gender biasness was insignificant to cause low performance among civil servants in Sub County, District. These findings are supported by earlier studies Okumbe (2012) which revealed that the percentage of female civil servants was higher than male in the teaching profession. This concurred with Azman and colleagues (2009) in Malaysia who reported the same results whereby most of the respondent characteristics were male (51.6%). In terms of the study at least both Males and Females were involved in the study though Males outnumbered Females.

5.1.2 Age distribution of the respondents

On the age distribution of the staff, it was found that the majority (53.6%) were in the range of 30-39 years. This showed that they were mostly in their prime and active years of performance. Based on the researcher's point of view, they, in this age bracket are likely to have more attachment to their work and could also have hands-on experience in their respective work profession. Such staff are likely to be more motivated to perform duties as expected by their superiors. Comparing the findings with earlier studies, Kibwama (2015) found that more than three quarters (79%) of the staff who took part in this study were above 30 years. Similarly still, Mwalye (2016) found that the highest (47%) age group though slightly lower was 31-40 years.

The staff were asked to indicate their highest level of education. From the findings of the study, 70.2% were of grade III standard, 21.4% were diploma holders, and only 8.3% were Bachelor holders as indicated in table 4.4 above.

5.1.3 Highest level of education of respondents

The majority of the staff (70.2%) were of Grade III standard. This means that most staff who got into this study were teachers in Karita sub County, Amudat District are of low qualifications.

5.1.4 Working experience of the respondents

The majority (64.3%) of the staff had been in service for 10-29 years. The information shows that staff were old in the service, hence more familiar with the tradition of their work environment, and the supervisory results expected of them. This information showed that the respondents had enough working experience and could give credible information with regard to the influence of SAS' supervision on the civil servants' performance. Similar results were reported by Mwalye (2016) and Kibwama (2015). Dodd (2012) who found that staff with 1 to 3 years of experience preferred collaborative supervision to both directive or non directive supervision, and staff with 4 to 10 years of experience preferred directive supervision over non directive or collaborative supervision; staff with more than 10 years of experience did not differ significantly from the other two groups.

5.1.5 SAS' use of clinical supervision style and civil servants' job performance in Karita Sub County Amudat District.

The study found that SAS' clinical supervision style significantly affected staff's' job performance in Karita sub county Amudat District, as presented in chapter 4 objective one. It means that through SAS' observations, staff can identify their shortcomings and modify their behavior accordingly hence better performance. This result indicated that clinical supervision style is important in improving staff's' job performance in the sub county, but not the fact that the SAS is always vigilant, committed, effective and efficient in supervising staff' activities in the sub county. These results meant that clinical supervision style had the ability to empower and raise staff's morale and commitment as well as stimulate them to do well. As stated by Dickson

(2011) clinical supervision aims at improving the staff's work performance. Similarly still, Robinson (2010) showed that a clinical supervision style had a positive effect on the staff's overall performance as well as job satisfaction.

5.1.6 SAS' use of scientific supervision style and civil servants' job performance in Karita Sub County, Amudat District.

The study found out that SAS' use of scientific supervision style had no statistical significant effect on civil servants' job performance in the area of research. This means that SAS' use of scientific style of supervision contributes less to staff's' job performance. The reason for this result could be that as the supervisor depends on one-way direction, without any discussion of the problems renders this supervision practice ineffective. The essence here is that the scientific style of supervision affected staff's' job performance in a way that compromised their efficiency to work, innovativeness and creativity. This might make staff reluctant to ask for help or additional support, which negatively affects their professional growth and development. As a result, this style of supervision is likely to cause a state of dissatisfaction among staff.

5.1.7 SAS' use of developmental supervision style and staff's' job performance in the area of research.

The study found out that SAS' use of developmental supervision style had no statistical significant effect on staff's' job performance in the research area. This means that developmental style of supervision contributes to staff's' job performance at a slow pace. The possible reason for such insignificant effect could be that in this kind of supervision style, the SAS is not so much aware about the problems and issues that staff faces while at work. It means that they are given much freedom and so no serious supervision to observe them while at work. This implies that there can never be much improvement at work.

5.2 Conclusions

The conclusions were based on the three specific objectives, as well as general objectives of the study.

5.2.1 Objective one

The study established that SAS' clinical supervision style significantly affected staff's' job performance in Karita sub county, Amudat District. These results meant that SAS who used clinical supervision style had the ability to empower and raise staff's' morale and commitment as well as stimulate staff's' job performance. This was possible only if the right approaches were employed by the SAS, and mitigated with the staff's concerns.

5.1.2 Objective two

The study established that SAS' use of scientific supervision style had no statistical significant effect on staff's job performance in the Sub County. This means that SAS' use of scientific style of supervision contributes less to staff's' job performance. The reason for this result could be that as the supervisors/supervisee depends on one-way direction, without any discussion of the problems facing staff in the work place. This renders this supervision practice ineffective.

5.1.3 Objective three

The study established that head teachers' use of developmental supervision style had no statistical significant effect on teachers' job performance in Naweyo Sub County, Butaleja District. This means that developmental style of supervision contributes to teachers' job performance at a slow pace. The possible reason for such insignificant effect could be that in this kind of supervision style, the head teachers are not so much aware about the problems and issues that teachers face during teaching learning and so less is done to help teachers solve such issues. It is important to conclude that there can never be much improvement in teaching learning process only through teachers.

5.1.4 Overall objective

Of the three aspects of head teachers' supervision styles, findings showed that head teachers' use of clinical supervision style was a standalone predictor of teachers' job performance. It can therefore be concluded that no one can deny the importance of supervision to teachers' professional performance. If the supervisor uses the suitable supervisory style such as clinical style, then teachers' job performance will be improved, as the appropriate supervisory style will help in fulfilling their needs and expectations. With suitable supervisory styles, teacher performance can be significantly enhanced.

Limitations of the Study

The study relied on primary information provided by only civil servants, missing out other stakeholders like LC 111, and other local leaders in the sub county. Despite these limitations, this study has contributed to our understanding of the dynamics of SAS' supervision styles and civil servants' job performance at sub county level. Therefore, the findings can be generalized to any sub county around Amudat district as regards to SAS supervision styles visa-viz civil servants' job performance.

5.3 Recommendations

In regards to the conclusions drawn, the following recommendations were made:-

To the SAS; it is recommended that they do not shy away from supervising civil servants. This should be emphasized during appraisal sessions to help improve effectiveness of work. there is need to ensure that staff are always supervised on a daily basis so as to instill commitment and hard work which would in turn lead to improved staff job performance in the sub county.

The SAS should realize that the use of instructional materials during the interaction simplifies content and brings distant events into field situations for easy understanding. Therefore they should always ensure that beneficiaries have adequate learning aids so as to create attractive and functional field with necessary equipment and materials since unattractive and dysfunctional field are detrimental to staff effectiveness.

Local councilors must be involved in the monitoring of staff's' job performance in the sub county through periodical inspection to promote quality control measures that promote and sustain enthusiasm in the staff' job performance and improve on the supervisory role of SAS in the sub county.

5.4 Areas for further Study

Future researchers need to examine the relationship between SAS' supervision and staff's' performance using different research design, samples and different settings before a definite conclusion can be made as there were some limitations in this study.

Also, it would be important for future researchers to carry out the research considering each particular field of staff, for example teachers should be studied differently from other staff.

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APPENDICES

APPENDIX 1: QUESTIONNAIRES

Dear Respondent,

A research study is being carried out on the Sub county chief's supervision styles and civil servants' job performance in Karita Sub county- Amudat district. You have been selected as one of the resourceful person to provide information on this subject. Your cooperation in answering this instrument will go a long way in ensuring success of this study. Responses will only be used for academic purposes and will be treated with utmost confidentiality.

I am so grateful to you for sparing your time and accepting to fill this questionnaire.

Thank you.

.....

AGWANG MASITULA

STUDENT OF KAMPALA INTERNATIONAL UNIVERSITY

Section A: Bio-data

Instruction: for this section, kindly tick in the brackets provided the best option that suits you.

- A1. Sex: 1. Male () 2. Female ()
- A2. Age: 1. 20-29 () 2. 30-39 () 3. 40-49 ()
4. 50-59 ()
- A3. Highest qualification: 1. Grade 111 Certificate () 2. Diploma ()
3. Degree ()
- A4. Working experience: 1. 0-09yrs () 2. 10-19yrs ()
3. 20-29yrs () 4. 30-above ()

Section B, C, and D

The following is a list of statements concerning head teachers' supervision styles. Please tick the column which best describes how often your head teacher carries out the following:

Key: Use a scale of 1-4 where; 1. Always (A) 2. Sometimes (S) 3. Rarely (R) 4. Never (N)

Section 1: Head teachers' supervision styles:

SECTION D: TEACHERS' JOB PERFORMANCE (DEPENDENT VARIABLE)

For this section, kindly use the key below to give your opinion on the extent to which you agree or disagree with the following statements

Key: Use a scale of 1-4 where; 1. Always (A) 2. Sometimes (S) 3. Rarely (R) 4. Never (N)

SECTION

The following is a list of statements concerning SAS supervision styles. Please tick the column which best describes how after your SAS carryout the following;

Key: Use a scale of 1-4 where 1 strongly agree (SA) 2 Agree (A) 3 Disagree (D) 4 Strongly disagree (SD)

	Statement	Responses			
		1	2	3	4
B	SAS USE OF CLINICAL SUPERVISION STYLES				
1.	My SAS tracks civil servants work on daily bases and giver feed back				
2.	Work plans of civil servants are approved by SAS				
3.	SAS always ensures that civil servants always use Aids while talking for beneficiaries				
4.	What I do with beneficiaries always followed by SAS				
5.	SAS always takes to beneficiaries to find out writer staff does good work				
6.	Sub-county chief as administrator meets political and economic challenges to the extent of not being able to after support supervision to the civil servants				
C.	SAS USE SCIENTIFIC/AUTOCRATIC STYLES OF SUPERVISION				
1.	My SAS imposes policies on me				
2.	My SAS provides constructive feedback concerning my work				
3.	My SAS is autocratic				
4.	Iam free to refuse the supervisor's comments made				
5.	SAS sticks to old ways of doing work				

D	SAS USE OF DEVELOPMENTAL SUPERVISOR				
1.	I take up responsibility for my own improvement staff				
2.	My SAS ensures that practical work is given to the community beneficiaries				
3.	My SAS ensures that I provide follows up of every work done in sub-county				
	Opinion statements on civil servants job performance				
1.	I prepare un follow work plans before meeting beneficiaries				
2.	My work plans are related to syllabus government's development goals				
3.	Civil servants always prepare learning aids before meeting trainees/learners				
4.	Civil servants use learner centred approaches to train/teach				
5.	Civil servants are punctual at their work stations				

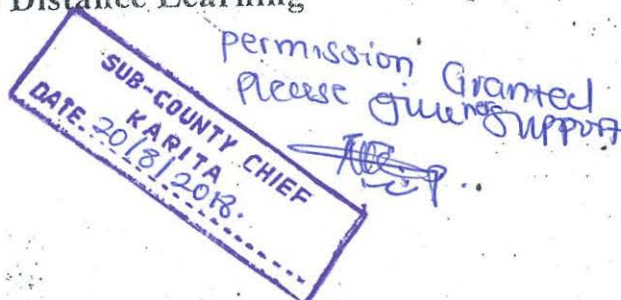


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College of Education, Open and Distance Learning

1st September, 2016



TO WHOM IT MAY CONCERN:

ZWANG MASITWA REG. NO. **1152-06404-03559.**

Dear Sir/Madam,

Re: Research/Project:

The above named is our student in the College of Open Education and Distance Learning (COEDL), pursuing a Bachelor of **PUBLIC ADMINISTRATION**

He wishes to carry out research in your Organisation on:

THE SUB-COUNTY'S SUPERVISION STYLES AND CIVIL SERVANTS JOB PERFORMANCE IN ISARITA SUB-COUNTY IN AMUDAT DISTRICT.

The research is a requirement for the Award of a Bachelors degree in **PUBLIC ADMINISTRATION**

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

Yours Faithfully,

Mumuzumbu Moses
RANCH DIRECTOR – 0782572505
KIU- TORORO STUDY CENTRE