

**HEAD TEACHERS' SUPERVISION AND TEACHERS' PERFORMANCE IN
UNIVERSAL PRIMARY EDUCATION SCHOOLS IN BUBULO
CONSTITUENCY, MANAFWA DISTRICT, UGANDA**

BY

WAKUTILE ANTHONY GODWIN

1164-07096-09300

**A DISSERTATION SUBMITTED TO THE COLLEGE OF EDUCATION, OPEN
DISTANCE AND E-LEARNING IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE AWARD OF A DEGREE OF MASTER
OF EDUCATION IN EDUCATIONAL ADMINISTRATION AND
MANAGEMENT OF KAMPALA INTERNATIONAL
UNIVERSITY, UGANDA**

NOVEMBER, 2019

DECLARATION

I **WAKUTILE ANTHONY GODWIN** declare that this dissertation is my original work and has not been presented for a Degree or any other academic award in any university or institution of learning.

SIGNATURE..... DATE.....

WAKUTILE ANTHONY GODWIN

(MED-STUDENT- 1164-07096-09300)

APPROVAL

This dissertation has been submitted for Examination with my own approval as a research supervisor.

DR. KAYINDU VINCENT

SIGN.....

DATE.....

DEDICATION

This dissertation is dedicated to my Parents, my family members and friends whose prayers have enabled me reach heights that I would never have reached.

ACKNOWLEDGEMENT

I do extend my sincere gratitude to my lecturers in the College of Higher Degrees and Research Kampala International University, Kampala – Uganda for their efforts to make me through my course with flying colors.

Great thanks go to Mr. Womuzumbu Moses, Mr. Okiswa Geoffrey, Mr. Kakaire Abdul, Mrs. Osuna Lucy and Mr. Wataka Willies among others for their wonderful instructions throughout the course. More importantly, I thank Dr. Kayindu Vincent my research supervisor who provided me with enthusiastic, motivation, criticisms and guidance which made me to take the study where it is now. Thanks to my Wife: Kwaga Betty, my children: Wakuma Brain Eddie, Masibo Brilliant, Sitawa Bright, Nelima Bride-Emir, Khamuka Brimer, Waninda Brim, Namae Bride Becky, Nelima Bride and Wakutile Brighton for the love and care they missed during the course.

My dear parents: Mr. and Mrs. Namawa Zadock Wakuma (Late) and Namawa Margaret respectively for the trust and love they have always showed me.

My brothers: Munzaru Paul Namawa, Masayi Peter Namawa, Namawa Stephen, Namawa Titus Ibra and Masibo Saul for their moral and social support towards my studies.

My Sisters: Khalayi Grace Khaukha, Nelima Peninah, Khayongo Oliver, Nelima Base Kakayi, Nelima Beatrice, Mukite Moreen, Musuya Sylvia and Khayongo Fatumah for their spiritual company whenever called upon. My colleagues; Mudangi Eridard Zadock (DEO, Manafwa District Local Government), Wopuwa George William (Chairperson LC5 Namisindwa District), Wakhweya Ahamadah (NCDC Agriculture Specialist), Nakhokho Julius (Head teacher, Busumbu Primary School, Manafwa District), Mbanacho Clement (KIU Alumni and Head teacher, Lirima Primary School, Namisindwa District), Mr. Maina Fred (Councillor LCV Bubutu Sub county), Mr. Mashipwe William Jimmy Kitutu (Registra, Butiru Christian PTC) and Family for their inspirational and foresighted guidance.

And finally, my greatest appreciations go to my father in-law Mr Kadogo James and family, Bubutu Sub County Authorities who helped me both morally, financially and socially toward my period of study. God bless you all.

TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS.....	v
ABBREVIATIONS AND ACRONYMS	xi
ABSTRACT.....	xii
CHAPTER ONE	1
INTRODUCTION	1
1.0 Introduction/an over view	1
1.1 Background to the Study.....	1
1.1.1 Historical perspective	1
1.1.2 Theoretical perspective	7
1.1.3 Conceptual Perspective.....	8
1.1.4 Contextual perspective.....	10
1.2 Statement of the Problem.....	14
1.4 Research Objectives.....	15
1.6 Hypotheses.....	16
1.7 Scope of the Study	17
1.7.1 Geographical scope.....	17
1.7.2 Content Scope	17
1.8 Significance of the Study	18

CHAPTER TWO	19
LITERATURE REVIEW	19
2.0 Introduction/ an over view	19
2.1 Theoretical review	19
2.2 Conceptual Framework.....	20
2.3 Related Literature	21
2.3.1 Head Teachers' Supervision and Teachers' Preparation of Pedagogical Documents	22
2.3.2 Head Teachers' Supervision and Teachers' Classroom Instruction and Management	30
2.3.3 Head Teachers' Supervision and Teachers' Assessment and Evaluation of Learners	39
2.4 Summary of Literature review and identification of research gaps.....	43
 CHAPTER THREE.....	 46
METHODOLOGY	46
3.0 Introduction/ an over view	46
3.1 Research Design	46
3.2 Study population	46
3.3 Sample Size.....	46
3.4 Sampling Strategies.....	48
3.4.1 Simple random sampling	48
3.4.2 Purposive Sampling.	49
3.5 Data Collection Methods and Instruments.....	49
3.5.1 Questionnaire.	49
3.5.2 Interview Guide	50
3.5.3 Observation Checklist.....	50
3.6 Validity and Reliability of Instruments	50
3.6.1 Validity	50

3.6.2 Reliability.....	51
3.7 Data Collection Procedure	52
3.8 Data Analysis.....	52
3.9 Ethical considerations	53
3.9.1 Confidentiality	54
3.10 Limitations of the study	54
 CHAPTER FOUR.....	56
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA.....	56
4.0 Introduction/ An Over view:.....	56
4.1 Respondents’ Demographic Analysis.....	56
4.2 Study findings based on the themes in relation to the research objectives.....	58
4.2.1 Head teachers’ supervision and teachers’ preparation of pedagogical documents.....	58
4.2.2 Research objective two: Head teachers’ supervision and teachers’ classroom instruction and management	69
4.2.3 Research objective three: Head teachers’ supervision and teachers’ assessment and evaluation of learners.....	76
 CHAPTER FIVE	83
DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS.....	83
5.0 Introduction.....	83
5.1 Discussion of findings	83
5.1.1 Relationship between head teachers’ supervision and teachers’ preparation of pedagogical documents	83
5.1.2 Relationship between head teachers’ supervision and teachers’ classroom instruction and management	84

5.1.3 Relationship between head teachers’ supervision and teachers’ assessment and evaluation of learners.....	85
5.2 Conclusions.....	86
5.3 Recommendations.....	87
5.4 Suggested Areas for Further Research.....	88
REFERENCES	88
APPENDICES	95
APPENDIX I: QUESTIONNAIRE	95
APPENDIX II: INTERVIEW GUIDE FOR HEAD TEACHERS.....	98

LIST OF TABLES

Table 3.1: Schools, population, sample size and sampling techniques	47
Table 3.2: Reliability Statistics	52
Table 4.1: Demographic Statistics of Respondents	57
Table 4.2: Showing Pearson Correlation between head teachers' supervision and teachers' preparation of pedagogical documents	59
Table 4.3: Descriptive statistics on teachers' performance	61
Table 4.4: Head teachers track teachers' lesson plans and give constructive feedback	65
Table 4.5: Head teachers ensure schemes of work and lesson plans are related to syllabus content	66
Table 4.6: Head teachers ensure required learning aids are provided	66
Table 4.7: Head teachers ensure all the teachable units for every class and term are schemed as a way of monitoring syllabus coverage	67
Table 4.8: Head teachers ensure guides are available during lesson preparation	68
Table 4.9: Pearson Correlation between headteachers' supervision and teachers' classroom instruction and management	69
Table 4.10: Head teachers ensure lesson objectives are specific, measurable, achievable, and realistic and time bound (SMART).....	72
Table 4.11: Head teachers ensure lessons contain learner centered activities	73
Table 4.12: Head teachers supervise teachers frequently	74
Table 4.13: Head teachers ensure instructional materials are used	74
Table 4.14: Head teachers ensure enough content is taught so as to cover the syllabus in time ..	75
Table 4.15: Pearson Correlation between head teachers' supervision and teachers' assessment and evaluation of learners	76

Table 4.16: Head teachers ensure lesson exercise and home work are given to learners.....	79
Table 4.18: Head teachers ensure teachers use various methods of learner assessment	81
Table 4.19: Head teachers ensure teachers provide remedial lessons as a follow up of every assessment.....	82

ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
EMS	Education Management Strengthening
ESA	Education Standards Agency.
KIU	Kampala International University.
MOES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
SMART	Specific, Measureable, Achievable, Realistic and Time Bound
SRS	Simple Random Sampling
UNEB	Uganda National Examinations Board
UPE	Universal Primary Education
USE	Universal Secondary Education

ABSTRACT

This study focused on examining the relationship between head teachers' supervision and teachers' performance in Universal Primary Education schools in Bubulo Constituency, Manafwa district, Uganda. The objectives that guided the study were: to determine the relationship between head teachers' supervision and teachers' preparation of pedagogical documents; to determine the relationship between head teachers' supervision and teachers' classroom instruction and management; as well as to determine the relationship between head teachers' supervision and teachers' assessment and evaluation of learners. The study was basically cross-sectional survey which involved quantitative and qualitative approaches. The study was carried out in all 30 UPE Primary Schools in Manafwa District with a parent population of one hundred thirty (130) teachers and thirty head teachers (30). Out of these, a sample of 113 teachers and 30 head teachers was taken, using simple random and purposive sampling. Teachers filled questionnaires on their performance, while the headteachers and a few teachers were interviewed orally. For the three research objectives, the data collected were analyzed using inferential statistics (Pearson correlation co-efficient techniques). The study found a significant relationship between: head teachers' supervision and teachers' preparation of pedagogical documents ($r=0.791^{**}$, sig. 0.000); head teacher's supervision and teachers' classroom instruction and management ($r=0.770^{**}$, sig.0.000) and head teachers' supervision and teachers' assessment and evaluation of learners ($r=0.701^{**}$, sig. 0.000). The study concluded that head teachers' supervision had a significant relationship with teachers' performance in UPE schools in Bubulo Constituency, Manafwa district. It was recommended that management, government and other stakeholders should be involved in the monitoring of teachers' performance in UPE schools of Bubulo Constituency, Manafwa district; head teachers should carry out regular supervision to promote quality control measures that motivate the teachers to improve on their performance; teachers should realize that the use of instructional materials during lessons simplifies content and brings distant events into classroom situations for easy understanding.

CHAPTER ONE

INTRODUCTION

1.0 Introduction/an over view

This chapter presents the background, problem statement, and purpose, objectives of the study, research questions, hypotheses, scope, and significance of the study.

1.1 Background to the Study

1.1.1 Historical perspective

In colonial New England, supervision of instruction began as a process of external inspection: one or more local citizens were appointed to inspect both what the teachers were teaching and what the students were learning. The inspection theme was to remain firmly embedded in the practice of supervision. The history of supervision as a formal activity exercised by educational administrators within a system of schools did not begin until the formation of the common school in the late 1830s. During the first half of the nineteenth century, population growth in the major cities of the United States necessitated the formation of city school systems. While superintendents initially inspected schools to see that teachers were following the prescribed curriculum and that students were able to recite their lessons, the multiplication of schools soon made this an impossible task for superintendents and the job was delegated to the school principal. In the early decades of the twentieth century, the movement toward scientific management in both industrial and public administration had an influence on schools. At much the same time, child-centered and experience-based curriculum theories of European educators such as Friedrich Froebel, Johann Pestalozzi, and Johann Herbart, as well as the prominent American philosopher John Dewey, were also affecting the schools. Thus, school supervisors often found themselves caught between the demand to evaluate teachers scientifically and the simultaneous need to transform teaching from a mechanistic repetition of teaching protocols to a diverse repertory of instructional responses to students' natural curiosity

and diverse levels of readiness. This tension between supervision as a uniform, scientific approach to teaching and supervision as a flexible, dialogic process between teacher and supervisor involving the shared, professional discretion of both was to continue throughout the century (Tracy, 1995).

In the second half of the century the field of supervision became closely identified with various forms of clinical supervision. Initially developed by Harvard professors Morris Cogan and Robert Anderson and their graduate students, many of whom subsequently became professors of supervision in other universities, clinical supervision blended elements of "objective" and "scientific" classroom observation with aspects of collegial coaching, rational planning, and a flexible, inquiry-based concern with student learning. In 1969 Robert Goldhammer proposed the following five-stage process in clinical supervision: (1) a pre-observation conference between supervisor and teacher concerning elements of the lesson to be observed; (2) classroom observation; (3) a supervisor's analysis of notes from the observation, and planning for the post-observation conference; (4) a post-observation conference between supervisor and teacher; and (5) a supervisor's analysis of the post-observation conference. For many practitioners, these stages were reduced to three: the pre-observation conference, the observation, and the post-observation conference. Cogan insisted on a collegial relationship focused on the teacher's interest in improving student learning, and on a nonjudgmental observation and inquiry process (Burnham, 1976).

The initial practice of clinical supervision, however, soon had to accommodate perspectives coming out of the post-Sputnik curriculum reforms of the 1960s that focused on the structures of the academic disciplines. Shortly thereafter, perspectives generated by research on effective schools and effective classrooms that purported to have discovered the basic steps to effective teaching colonized the clinical supervision process. It was during this period that noted educator Madeline Hunter adapted research findings from the psychology of learning and

introduced what was also to become a very popular, quasi-scientific approach to effective teaching in the 1970s and 1980s. These various understandings of curriculum and teaching were frequently superimposed on the three-to five-stage process of clinical supervision and became normative for supervisors' work with teachers. Nevertheless, in many academic circles the original dialogic and reflective process of Cogan and Goldhammer continued as the preferred process of supervision. This original process of supervision has been subsequently embraced by advocates of peer supervision and collegial-teacher leadership through action research in classrooms. Despite the obvious appeal of clinical supervision in its various forms, it is time-consuming and labor-intensive, rendering it impossible to use on any regular basis given the large number of teachers that supervisors are expected to supervise (in addition to their other administrative responsibilities) (Burnham, 1976; Tracy, 1995).

Recognizing the time restraints of practicing supervisors, and wanting to honor the need to promote the growth of teachers, Thomas Sergiovanni and Robert Starratt suggested, in 1998, the creation of a supervisory system with multiple processes of supervision, including summative evaluation. Such a system would not require the direct involvement of a formal supervisor for every teacher every year. The supervisory system might cycle teachers with professional status through a three-to five-year period, during which they would receive a formal evaluation once and a variety of other evaluative processes during the other years (e.g., self-evaluation, peer supervision, curriculum development, action research on new teaching strategies, involvement in a school renewal project). The once-a-cycle formal evaluation would require evidence of professional growth. Sergiovanni and Starratt also attempted to open the work of supervision to intentional involvement with the school wide renewal agenda, thus placing all stimuli toward professional growth—including the supervisory system—within that larger context.

History of Head teachers' supervision has been presented as a series of disjointed and unrelated events. As mentioned in literature (Burnham, 1976; Tracy, 1995) each dominant supervisory theory and practice represented a reaction to the previous phase. In literature available on history of supervision this common thread of continuation is missing. Even the time period of the evolution of different models of supervision is not same in different books (Moswela, 2010).

Thus, since there seems to be no single, coherent and definitive history of supervision, historical treatment of supervision must be found in the literature of education or educational administration. The analysis of the historical trends of concepts of supervision will facilitate in finding solutions to evolving and effective system of supervision in education. Such a detailed study of history of supervision can inform and assist the practitioners in designing new adaptations of supervision better suited to the contemporary learning environment. Hence, research can be carried out to develop a model of supervision suitable in Indian context.

According to Glanz, supervision, historically, has had an identity crisis. The fields of administration and curriculum seem to have subsumed the function of, supervision. Supervision as a field of study in its own right has not been recognized (Glanz, 1991). The changing concept of supervision In light of the literature reviewed it has been observed that instructional supervision in the western education systems, particularly, USA has evolved over centuries from an inspection and control model to humanistic and collegial model (Moswela, 2010).

This history of supervision is referred to as both history of instructional supervision or history of school supervision in books on supervision in education. The first supervisory concepts and behaviours were characterized by Inspection (Eye & Netzer, 1965). The phase or time period during which supervision in education began as a process of external Inspection is known as

‘The Community Accountability Phase’ (Tracy, 1995) or ‘The Period of Administrative Inspection (Burnham, 1976).

The literature available revealed that inspection during this phase connoted monitoring, controlling or judging. Burnham (1976) explained that those who were functioning as supervisors invested the school for the purpose of controlling standards i.e., maintaining the requirement of the prescribed curriculum rather than the improvement of instruction. According to Lovell and Wiles (1983) the prime function of supervisor during that phase was to make judgments about the teacher rather than pupil learning or teaching and the chief remedy for a school or classroom which did not meet the standards was that of replacing the teaching personnel. Thus, there was no assumption of a science of teaching that could be taught or learned (Lovell & Wiles, 1983) and the teachers were totally accountable.

The responsibility for supervision rested with the various members of community because of the strong American belief in local, lay control of education (Tracy, 1995). Local and state legislation reinforced this assumption. Tracy found that the well-known Massachusetts School law of 1647 required towns to establish schools and instructed community leaders to monitor the student's progress in reading and in understanding religious principles. These community members were required to determine the school schedule guidelines for students' discipline and the curriculum of school, and hire the teachers (pp.320). Thus it was assumed that the teacher was the servant of the community and should be expected to respond to the community needs (Lovell & Wiles, 1983).

In the 1700s, education was not considered a professional discipline or field of study. Early towns in the United States turned to existing power structures, such as local government and the clergy, to hire teachers and make judgments about their teaching. Clergy were considered logical choices for this role because of their extensive education and presumed ability to guide

religious instruction in schools (Tracy, 1995, p. 320). The teacher was considered a servant of the community. Individual supervisors or supervisory committees were charged with monitoring the quality of instruction. These supervisors had nearly unlimited power to establish criteria for effective instruction and to hire and fire teachers (Burke & Krey, 2005). Because there was no necessary agreement as to the importance or nature of pedagogical expertise, the quality and type of feedback to teachers was highly varied.

A rising industrial base and the common schooling movement that extended through the 1800s spawned large urban areas with more complex school systems. In these larger schools and districts, a demand grew for teachers who held expertise in specific disciplines and for administrators who could assume increasingly complex roles. One teacher within a building was often selected to assume administrative duties. This "principal" teacher ultimately grew into the role of building principal.

The trend toward specialized roles started in large urban districts and soon spread to smaller cities and rural areas (Tracy, 1995). About this time, it was acknowledged that clergy didn't necessarily have the knowledge base to make informed judgments about teacher effectiveness. Tracy explains, "Rather than simply understanding the mores of the community, the supervisor now needed to have subject area knowledge and teaching skills" (p. 323). Clearly, clergy were not trained for such a role.

By the mid-1800s, the view of teaching was that it was a complex endeavor requiring complex feedback if expertise was to be fostered. Blumberg (1985) notes that at this time supervision began to focus on improving instruction. Blumberg asserts that although supervisors were no longer clergy, they were no less evangelical. Within a given county, superintendents traveled from community to community and school to school, proselytizing for more effective

instructional practices. As one superintendent stated, "The only salvation for the republic is to be sought for in our schools" (1845, p. 19, as cited in Blumberg, 1985).

The period from the beginning of formal education in the United States up to the mid-1800s saw the dawning of the awareness that pedagogical skills are a necessary component of effective teaching. Although there was little or no formal discussion about the specifics of these skills, the acknowledgment of their importance might be considered the first step in the journey to a comprehensive approach to developing teacher expertise.

In Uganda, formal education was introduced by the Christian missionaries who came in 1877 and 1879. At first, education was in hands of missionaries and on establishing schools, teachers were closely inspected or monitored by their bosses to ensure that they did what was expected of them. In 1924 when the government of Uganda took control of education in the country, the education department was established, and the roles of teachers and head teachers were clearly spelt out. Teachers were required to teach and guide students and their immediate supervisors were the head teachers. Head teachers were to inspect their teachers closely to ensure that they did their activities well (Ssekamwa & Lugumba, 2010).

1.1.2 Theoretical perspective

The study was based on the theory by Douglas McGregor, that is, theory X, theory Y and Theory Z.

Theory X, states that most people innately dislike working; they do it because they need the money, because it provides some security or because it helps them feel safe. As a supervision model, theory X advocates the close monitoring of employees, saying managers constantly should be encouraging their employees to do more. The theory holds that employees will do as little as possible whenever possible; therefore, managers have to keep employees as motivated

and productive as possible. Therefore, teachers need to be closely monitored for them to perform.

Theory Y on the other hand contends that some employees like working and even enjoy it. These workers find satisfaction in a job well done, and they may have personal or professional goals that serve as innate sources of encouragement and motivation. As a supervision model, theory Y advocates that managers spend less time looking after their employees and more time providing a comfortable and friendly work environment. The idea is that employees who are happy at work will do a better job and will strive to be the best they can be. Therefore, even without close monitoring of teachers, they can perform well.

Theory Z is a relatively new supervision model that grew from perceived inadequacies with theories X and Y. This model is sometimes called the Japanese model of management because it takes its cues from Japan's focus on employee loyalty. The idea behind theory Z is that by providing a career to employees, instead of just a job, the employee will stay with the company for life and will devote herself to the company. Theory Z involves employee input in the supervision process. It advocates that managers and business owners share responsibility with employees and that the company show a concern for all of the needs identified by Maslow, not just some of them as theories X and Y are prone to do.

1.1.3 Conceptual Perspective

In this study, head teachers' supervision is the independent variable, while teachers' performance is the dependent variable. Supervision in this study refers to an occasional formative practices carried out outside the classroom leading to the improvement of teaching and learning practices, especially during extra-curricular activities such as sports, debates, and study trips. In this study Instructional Supervision refers to as an ongoing periodical formative practice carried out solely inside the classroom with intent to improvement teachers'

instructional practices and student performance during normal classroom teaching. The success depended on approving schemes of work and lesson plans, monitoring lessons, checking learners' activities and assessing teachers work. This was likely to result into good preparation of the pedagogical documents, effective classroom instruction and management, continuous assessment and evaluation of learners. The need to put into account the moderating variables was very crucial if there was better teachers' performance which later translates into improved pupils' performance in UPE schools.

In this study, head teachers' supervision is the head teacher personally or through his/her deputies or agents, supervises the work of teachers to ensure that they do their work well. It is not the district officials or the school management committee supervising the headteacher. According to Tesfaw and Hofman (2014), instructional supervision is the supervision carried out by the head teacher, subject heads, and other assigned supervisors in a school with the aim of providing guidance and support to teachers. Zepeda (2010) on the other hand looks at instructional supervision as the continuous monitoring of classroom teaching with the aim of not only promoting professional practices, but also to enhance professional development in a collegial and collaborative style. In fact, Zepeda (2010) states that instructional supervision occurs in two main ways, namely: classroom observations (formal and informal) and portfolio supervision.

Approving schemes of work is one of the aspects the headteacher does as he or she is supervising teachers. Aggarwal (2008) defined a scheme of work as a road map or plan of action of what to be taught. It is therefore an interpretation of a syllabus which organizes content by breaking it up into teaching weeks and lessons in a sequential manner. Head teachers should therefore analyze the teachers' breakdown of the broad topics given in the syllabus and advise where necessary before effective teaching is carried out, which is also the case in UPE schools in Bubulo Constituency, Manafwa District (Uganda).

Teachers' performance which is the dependent variable, does in this study refer to teacher effective execution of school and classroom duties to contribute to accomplishment of school goals as well as his/her personal goals and meet his/her personal needs. Pedagogic documents in this study refer documents that a teacher uses during instruction inside or outside the classroom. Examples of such pedagogic documents are scheme of work, text books, record of work, lesson plan, register, and exam marking guide. Classroom instruction and management – a process of planning, organizing, executing classroom teaching, and controlling environment and students' behavior for the purpose of maximizing student cooperation and minimizing disruptive behavior.

1.1.4 Contextual perspective

Educational research studies indicate that there is a decline of supervision in schools throughout the globe today (Bentley, 2005). Numerous recent studies still have indicated that today's education systems in countless nation-states around the globe are facing a number of education-related challenges that are making it difficult for them to achieve educational goals and objectives than ever before. Globalization is one of noticeable challenges today (Esudu, 2010).

At present, the Ministry of Education (MOE) in Uganda still maintains its supervisory roles through Education Standard Agency (ESA) whereby, supervisors are required to exhibit their competence, tactfulness, sincerity and integrity in their work (Nambassa, 2003). As regards Universal Primary Education (UPE) and Universal Secondary Education (USE) programs failure to achieve their objectives in Uganda, Esudu (2010), a Development Studies student at Makerere University, reported in the New Vision that both programs UPE/USE are facing a number of challenges, especially —lack of close supervision. He further points out that the Ministry of Education and Sports is not closely supervising its subordinates in charge of regions, who in turn are not closely supervising and monitoring the District Education Officers

(DEOs). And also the DEOs are not keeping a close eye on the inspectors of schools, and as a result, the school inspectors do not visit schools to monitor the head teachers, who in turn also are not closely supervising teachers (Esudu, 2010).

Regardless of all various studies done on supervision, there is still no reported improvement in regard to effective teaching and learning in many secondary schools in Uganda today. The World Bank education specialist Mr. Paul Murphy (2002, pointed further in the New Vision that the quality of education under UPE program is unsatisfactory; there is inadequate teaching due high teacher-pupil ratio, and there is an overcrowding in classes that negatively affect the standard of education in Uganda (The New Vision, 2002). At a local scale still, from her research study, Nambassa (2003) points out that there have been indicators of falling standards in quality of teaching and learning in Wakiso district in Uganda due to a number of factors that have impacted pretty much on the quality teaching and students' performance.

In 2008, the Government of Uganda established the DES within the MOES to carry out school inspection and to document and share best practices within the education system among other functions. However, the inspection practice has been riddled with challenges that threaten to undermine DES's mission. There are concerns that school inspection has not been achieving its goal of supporting schools in improving the educational quality. Head teachers have not been involved in the preparations ahead of inspection, and that inspection lacked a feedback mechanism.

In the same vein Sembirige (2009) found that the inspection process was not only threatening and stressful to teachers but also judgmental in nature. District inspectors also lacked constructive feedback mechanisms to improve teacher practice. This scenario presented a distorted picture regarding the effectiveness of school inspection itself and/or that of its outcomes especially in contributing to staff development as a school improvement strategy.

Uganda has been well known in the East African region for producing good quality teachers. This has been attributed to the strong higher education sector that the country has been having since the founding of Makerere University. However, there is now evidence that the way teachers in public schools in Uganda are teaching does not conform to the standards set by the National Curriculum Development Centre [NCDC] and the Directorate of Education Standards [DES] (Uganda National Examination Board [UNEB], 2015). Available records show that many teachers in Primary schools in Uganda hardly prepare schemes of work and lesson plans; and neither do they conduct sufficient practical lessons or give time for remedial classes for academically weak students (Ministry of Education & Sports [MoES], 2014a). These kinds of pedagogical practices are believed to be responsible for the poor performance of many students in the national examinations - year after year (UNEB, 2015). Yet, the teachers are supervised by school authorities during their course of duty.

Head teachers are supposed to inspect their teachers and other employees in the school so that the general school inspectors find schools in an orderly manner. School inspectors are expected to make a summary of observations immediately after an inspection is conducted, then they leave a copy of what they observed in the school, in addition the Education officer is supposed to make a report and provide quarterly inspection reports that are consolidated into half yearly and annual reports and then disseminate to the Chief Executive and counselling standing committees on Education (MoES, 2010). The Chief Executive Officer is expected to hand copies of the Supervision reports to the Education Standards Agency Headquarters (ESA), ESA regional offices and MoES. However these reports are supposed to provide input to the policy formulation and planning at national level and data to the inspection data bank (MoES 2010). Therefore, in order to ensure the effective delivery of quality education, the government set up a body that monitors and supervises the kind of education delivered to citizens through the work of school inspectors. The inspection is designed according to the set cycle of

activities. All schools are supposed to be inspected frequently by the external evaluators in the school. In comparison, many countries seem to have adopted the system of external evaluation, as a way through the terms used for the professionalizing their teachers and everybody who is involved in the Education sector (MoES, 2012).

An observation pronounced by a special education committee consultative campaign about “Quality teaching and learning in Manafwa District” spelt out the causes of the declining performance of teachers in primary schools in Manafwa District as being inadequate curriculum management, such as sketchy schemes of work, some teachers don’t mark and monitor pupils’ work, lack of supervision of continuous assessment by head teachers, poor record management assessment by both teachers and head teachers, inadequate use of appropriate assessment methods at different levels, and poor classroom instruction and management (Mudangi, 2019).

All over Uganda, Education has been regarded as a means of national development and attempts have been made to provide quality Education in order to meet the needs and aspirations of our society. Among the attempts included supervision of teachers in schools so that they become more effective in teaching (Ministry of Education and Sports Circular, 2018). Supervision is very important in schools to ensure that the standards set by the Ministry are adhered to and not only the institutional goals but also the national goals are met.

Basing on reports made by the Government and pronounced in the Education Meetings in Manafwa District, observations on inspection of primary schools, and complaints pronounced in various forum on monitoring performance such as; lack of head teachers’ records of supervision of teaching and learning process, sketchy schemes of work, none monitoring of pupils’ work and poor classroom instruction and management, the researcher was prompted to

carry out an investigation in Manafwa District with particular focus on head teachers' supervision and teachers' performance in UPE schools in Bubulo constituency.

This study investigated the relationship between head teachers' supervision and teachers' performance in Universal Primary Education schools in Bubulo constituency, Manafwa District (Uganda). Although school success is influenced by many stake holders, the head teacher plays pertinent role of supervision. It was therefore important that teachers' performance should be constantly monitored, reviewed and supported in order for it to be abreast with the educational changes and developments. This view is supported by Hill (2000) who argues that, supervision has a direct effect on teachers' performance.

1.2 Statement of the Problem

Professionally, teachers are supposed to prepare teaching/learning aids before going to class, use them in teaching for the learners to understand better. Teachers are also supposed to assess learners and give them feedback in time. All this goes with head teachers' guidance and supervision (Reepen & Barr, 2010).

However, reports from Manafwa District Education department (2017) showed that there were increasing complaints about teachers' performance in UPE schools in Bubulo Constituency, Manafwa District (Uganda). In the 2014 district local government report of the education department, it was revealed that many teachers were involved in other businesses alongside teaching and that most of them consider their businesses more valuable than teaching yet they operate their business during school days and teaching hours. Other researchers, such as Oguttu (2016) reported further that some teachers were involved in bodaboda business (riding motorcycles) and operation of saloons so as to supplement their meagre income. This seemingly imply that teachers lack time for proper preparations, effective teaching, assessment and evaluation of learners and above all they come to school late and leave early than expected.

Relatedly, headteachers probably do not adequately supervise their teachers. It was therefore upon this background that the researcher was prompted to research on the relationship between head teachers' supervision and teachers' performance in Universal Primary Education schools in Bubulo constituency, Manafwa District (Uganda)

1.3 Purpose of the Study

This study was carried out to determine the relationship between head teachers' supervision and teachers' performance in Universal Primary Education schools in Bubulo constituency, Manafwa District (Uganda).

1.4 Research Objectives.

The study was guided by the following objectives:

- 1.To determine the relationship between head teachers' supervision and teachers' preparation of pedagogical documents in Universal Primary Education schools in Bubulo constituency, Manafwa District (Uganda).
2. To determine the relationship between head teachers' supervision and teachers' classroom instruction and management in Universal Primary Education schools in Bubulo constituency, Manafwa District (Uganda).
3. To determine the relationship between head teachers' supervision and teachers' assessment and evaluation of learners in Universal Primary Education schools in Bubulo constituency, Manafwa District (Uganda).

1.5 Research Questions

The study provided answers to the following questions.

1. Is there a relationship between head teachers' supervision and teachers' preparation of pedagogical documents in Universal Primary Education schools in Bubulo constituency, Manafwa District, Uganda?
2. What is the relationship between head teachers' supervision and teachers' classroom instruction and management in Universal Primary Education schools in Bubulo constituency, Manafwa District, Uganda?
3. What nature of relationship exists between head teachers' supervision and teachers' assessment and evaluation of learners in Universal Primary Education schools in Bubulo constituency, Manafwa District, Uganda?

1.6 Hypotheses

The study was guided by the following Null hypotheses.

H₀₁: There is no significant relationship between head teachers' supervision and teachers' preparation of pedagogical documents in Universal Primary Education schools in Bubulo constituency, Manafwa District, Uganda.

H₀₂: There is no significant relationship between head teachers' supervision and teachers' classroom instruction and management in Universal Primary Education schools in Bubulo constituency, Manafwa District, Uganda.

H₀₃: There is no significant relationship between head teachers' supervision and teachers' assessment and evaluation of learners in Universal Primary Education schools in Bubulo constituency, Manafwa District, Uganda.

1.7 Scope of the Study

This was categorized into geographical, content and time scope.

1.7.1 Geographical scope

The study was conducted in Universal Primary Education schools in Bubulo constituency, Manafwa District (Uganda). Manafwa District is located in the Eastern Region of Uganda bordering; Bududa, Namisindwa, Tororo, and Butaleja Districts. The District has an average population of approximately, 351,929 people with 40% living in Manafwa Town Council, with the number of females being a little more than males (Manafwa Town Council Statistical forms, 2017).

The area of study was chosen because it had UPE schools with poor performance manifested in high teacher absenteeism, late coming and above all poor grades in the last five years. Focus was put on head teachers and teachers because they are responsible for performing the supervisory role and offering teaching learners respectively.

1.7.2 Content Scope

The study was limited to determining the relationship between head teachers' supervision and teachers' performance. Specifically, the study focused on determining: (i) the relationship between head teachers' supervision and teachers' preparation of pedagogical documents; (ii) the relationship between head teachers' supervision teachers' classroom instruction and management; and (iii) the relationship head teachers' supervision influence teachers' assessment and evaluation of learners.

The time scope of the study was between March 2019 and May 2019 in the UPE Primary Schools in Bubulo Constituency, Manafwa district. The researcher presupposed that this period is good enough to give a picture, as there had been a lot of complaints by teachers about the manner in which head teachers handle them.

1.8 Significance of the Study

The study might be significant in the following ways to different people or rather bodies:

First, students of Education and other researchers who may be interested in further research on the similar theme might refer to this research as a source of reference.

Secondly, Policy makers, school management committee members (SMC), Parents Teachers Association (PTA) and head teachers might use this research to identify major strategies to enhance the head teachers' supervision strategies for purposes of enhancing teachers' performance. Dwelling particularly on strategies that would boost the morale of teachers and working conditions.

It is also hoped that the Manafwa District Education officials would benefit from the study through realising the best and most effective approaches to support teachers and head teachers in primary schools in order to enhance better teachers' performance.

The head teachers may realize that teachers' performance is very crucial and must be given utmost attention. The study is hoped to help the entire education system to properly plan for teaching alongside use of proper teaching methods, supervision and assessment.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction/ an over view

This chapter discusses a theoretical review, conceptual framework and critical review of related studies on the influence of head teachers' supervision on teachers' performance.

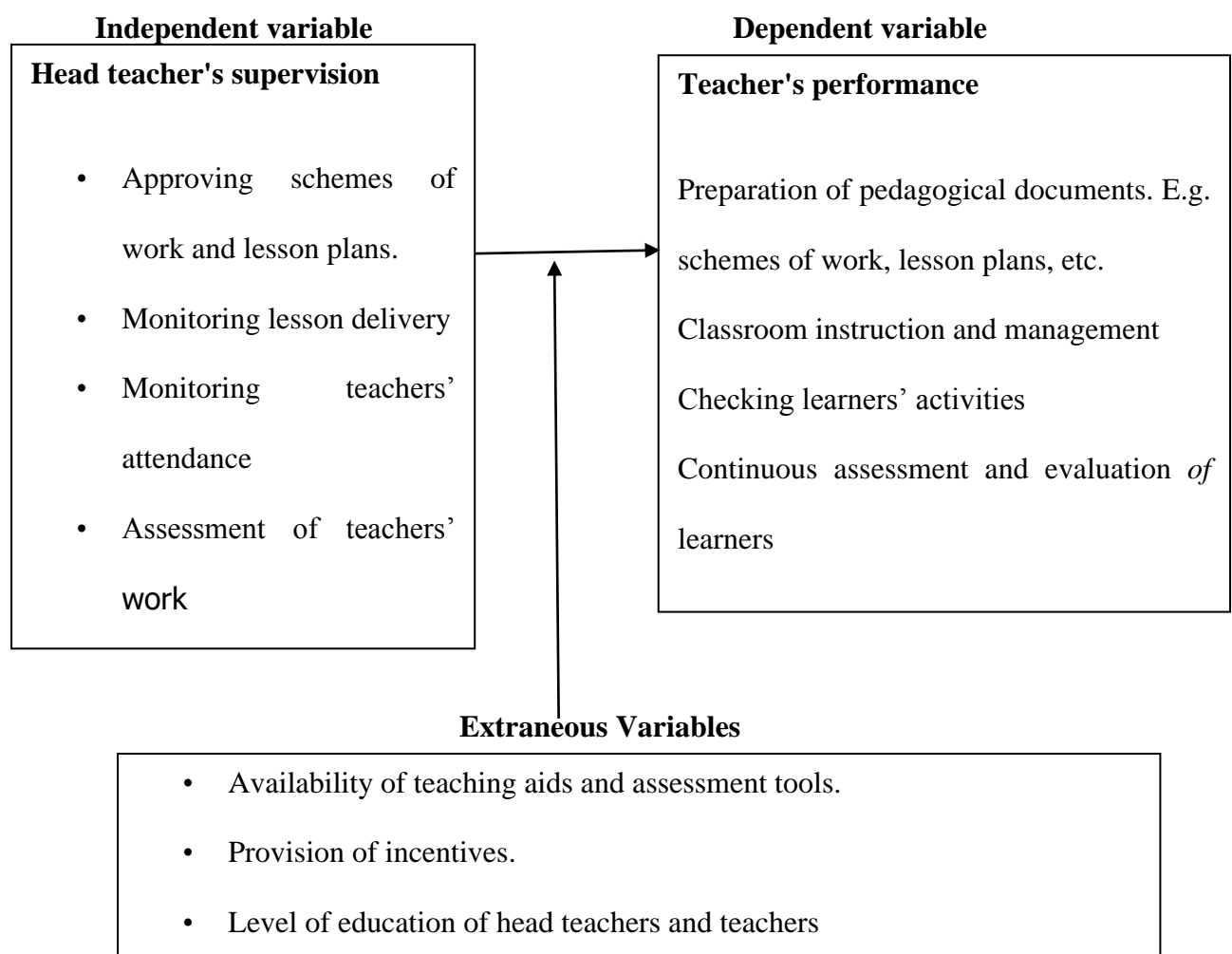
2.1 Theoretical review

The study was anchored on McGregor's theory X and theory Y. The theory stipulates that the way a manager treats his or her subordinates, depends on his or her assumptions about their behavior. McGregor (1960) says that a theory X manager assumes that an average person dislikes work, and attempts to avoid it; has no ambition, wants no responsibility, and would rather follow than lead in work situations. Because of that, workers need to be closely supervised and controlled. On the other hand, McGregor (1960) contends that a theory Y manager assumes that an average person likes to work naturally - just like to play; is willing to take responsibility; and is committed to work goals without being directed or forced to do so. Because of these assumptions, a theory Y manager believes that subordinates do not necessarily need to be closely supervised, monitored or forced to do what they are meant to do at work. In this study, the researchers hypothesized that the way teachers in public secondary schools in Uganda are supervised, is dependent on the assumptions school administrators hold towards the teacher's behaviors. School authorities who assume that teachers are lazy, dislike work, unintelligent, and are set to avoid responsibility, tend to strictly control, supervise, and monitor teachers. Whereas administrators who believe that teachers like work, are intelligent, and willing to take up responsibility, tend to be less strict in controlling and supervising subordinates. The researchers thus hypothesized that the teachers' pedagogical practices would depend on the way they are supervised, other factors notwithstanding.

While each theory has its strengths that could contribute to school improvement, there were weaknesses and discrepancies in the use of the theories that impinged negatively on their potential to contribute to school improvement. The weaknesses of the theories and discrepancies in their use made the process of school inspection deficient in balancing control and support which could lead to more positive outcomes for school improvement especially through staff development.

2.2 Conceptual Framework

Figure 2.2: Conceptual Frame work concerning head teachers’ supervision and teachers’ performance



Source: Drawn basing on Glickman (1990), and modified by the researcher (2019).

The research aimed at examining the association between head teachers' general and instructional supervisory practices and teachers' work performance in UPE schools. In fact, whatever a head teacher does during supervision process has a significant impact on teachers' teaching practices. Head teachers' supervision skills are manifest during observation and when giving the supervised teacher the observation feedback, a session during which both the head teacher and the teacher share their experiences. Influence of general supervision supplement the influence of instructional supervision on teachers' work performance. Figure 1 depicts all the essential prototypes of general and instructional supervision and teachers' work performance in school and how these variables relate.

The conceptual framework shows how head teachers' supervision influences teachers' performance. Head teachers' supervision, conceptualized in terms of approving schemes of work and lesson plans, monitoring lesson delivery, and monitoring teachers' attendance, can all influence the performance of teachers in terms of preparing pedagogical documents. E.g. schemes of work, lesson plans, etc.; classroom instruction and management; checking learners' activities; as well as continuous assessment and evaluation *of* learners.

Extraneous variables such as availability of teaching aids and assessment tools, provision of incentives and level of education of head teachers and teachers mean that these factors can also affect teachers' performance but they were not the focus of this study.

2.3 Related Literature

The literature was particularly cited from around the world, local government, country level and the district level. This review was organized according to the sub-themes related to the study objectives namely, head teachers' supervision and teachers' preparation of pedagogical documents; head teachers' supervision and teachers' classroom instruction and management; as well as head teachers' supervision and teachers' assessment and evaluation of learners.

2.3.1 Head Teachers' Supervision and Teachers' Preparation of Pedagogical Documents

The Education Act (2008) stipulates that teachers are responsible for the teaching and learning process in and outside the classroom. They are therefore expected to prepare schemes of work, lesson plans, make and use instructional materials, assess, record, keep and use individual pupils' levels of competences to evaluate their performance. The teachers are therefore charged with improving the quality of education by making all the necessary preparation that will make learning interesting and easy to pupils. This once put into consideration can similarly happen in UPE schools in Bubulo Constituency, Manafwa District (Uganda).

Several scholars have taken interest in analyzing the relationship between supervision and teacher pedagogical practices (e.g. Sule, Ameh & Egbai, 2015; Usman, 2015; Veloo, Komujji & Khalid, 2013). Sule, Ameh and Egbai (2015) for instance, studied the relationship between instructional supervision and the roles teachers play in ensuring effectiveness in secondary schools in Nigeria. Their study revealed that classroom observations positively contributed to teacher effectiveness in a school. Similarly, Veloo, Komujji and Khalid (2013) in their study about the effect of clinical supervision on the teaching performance of secondary school teachers in Malaysia, relatedly established that formal observations significantly contributed to improved teacher preparation, lesson development, learner assessment and classroom control.

However, several literatures (e.g. Tesfaw & Hofman, 2014; Campbell, 2013; Milanowski, 2011; Marshall, 2009; Holland, 2004) argue that formal classroom observations have little effect on teaching practices. These scholars meanwhile advocate for more frequent, short, unannounced, informal classroom observations by school authorities to motivate teachers to adopt effective pedagogical practices. They contend that informal classroom observations actually provide a better picture of the teacher's competence and his or her pedagogical practices than the formal observations.

David (2008) however advises that for better results, the frequency and purpose of the walk-throughs or short visits to classrooms should be collaboratively established by the teacher and administrator. This view is also supported by other scholars such as Milanowsik (2011) who points out that walk-throughs actually enable school administrators to establish whether teachers are employing effective pedagogical practices and meeting the set teaching standards (or not). He, in fact, counsels that for classroom observations to influence teacher performance, the supervisors should have an in-depth understanding of the subject being taught and should be trained in the use of supervision rubrics.

Zepeda (2010) on the other hand asserts that classroom observations can only positively influence teacher effectiveness when supervisors focus on strengthening the relationship between themselves and teachers by holding coaching discussions one-on-one after the observations but not on faultfinding. In congruence with Zepeda's assertion on the approach of giving feedback, findings in a study on the impact of instructional supervision on students' academic performance by Usman (2015) revealed that the manner in which supervisors give feedback to supervisees, significantly impacts on the teachers' pedagogical practices and performance in classroom settings. Although these studies indicated that classroom observations significantly impacted on the teachers' pedagogical practices, the studies were majorly conducted in the context of developed nations. This study was conducted to fill that contextual gap.

More so, while correlating supervision with quality teaching, Nambassa (2003), study findings indicate that lack of supervisors and inadequate inspection brings about poor quality teaching and learning in primary schools. However, Glickman (1990) contends that supervision is —a glue of successful schoolll. The study revealed that a number of primary school teachers are not supervised at all. Sadly, it was revealed that supervisors/head teachers do not possess prerequisite supervisory techniques and skills and are inadequately facilitated to do their

supervisory duties. Even teachers who reported to have been at least supervised, post-conference between supervisor and supervisee, which formally takes place right after supervision, was a rare thing to hear about, and yet this phase is crucial in supervision. Also, a study by Kimeu (2010), established that head teachers were inadequately checking the teacher's professional records. She suggested that head teachers should be equipped in supervisory methods in order to improve teacher's performance. Another study by Musungu and Nasongo (2008), established that 8% of the principals in high performing school checked lesson books, schemes of work, register of schools' attendance and class attendance register. Effective principals are perceived as those who are involved in proper tuition and revision. Through supervision of teachers and students work by proper policy, syllabus coverage proper testing, instruction, orientation for new employees and team work building which enhance performance.

Otto (2008) assured teachers that "lesson planning calls for a good scheming because it is here that you derive your lesson". "He adds that lesson planning is the end unit that converts the syllabus content and scheme of work into actual classroom learning". In other words, it is a breakdown of a scheme of work into lessons arranged in such a way that it becomes easier to identify and follow. In accordance to Otto (2008) descriptions there is need for teachers to lesson plan systematically and logically while following the content in the syllabus. Therefore, the supervisor (head teacher) is required to analyze all the short falls so as to develop the teacher's professional growth by analyzing how the teacher has broken down the content in relation to the syllabus prescription. According to the researcher, this can greatly improve pupils' performance in UPE schools in Bubulo Constituency, Manafwa District (Uganda).

In regard to the monitoring of teacher schemes of work and lesson plans which is expected to be done daily, weekly, monthly, and termly to check for content coverage and breakage, Maicibi (2005) proclaimed: "It is what the school management does with personnel to maintain

or change the school operation mechanism in ways that directly influence teaching process employed to promote learning". This therefore calls for the head teacher to critically analyze the teachers' plans before approving them more especially the schemes of work where lesson plans emerge from. This however does not exist in UPE schools where teachers are not adequately supervised by their head teachers in Bubulo Constituency, Manafwa District (Uganda).

Walukhu (2007) in his research on use of instructional materials in primary schools in Manafwa District stressed that "head teacher must play a leading role in supervising the use of instructional materials in the schools, provide safe storage of them, prepare guidelines for their use and provide annual budget line items for these materials". This means that head teacher has the responsibility of providing instructional materials to teachers during preparation and monitor the use of those respective materials.

However, Walukhu's findings did not put in consideration the teachers' expertise, innovativeness and creativity to manipulate the use of these teaching materials for easy instruction hence the study opted to do so. Also, the author did not consider the aspect of teachers' level of education to use these materials. This created a critical gap that needed to be filled using data from the field as shown in the findings.

Glickman (2000) and Tamashiro (2000) suggested that, this approach is employed when both the supervisor and teacher intensively care about the problem at hand, and are involved in carrying out a decision to solve a problem. Glickman and colleagues also suggested that this approach should be employed when both the head teacher and teacher have approximately the same degree of expertise on an issue to decide upon. The more supervisors involve teachers in decisions affecting their instructional practices, the more the latter make an effort to contribute

and are willing to implement a plan they have been part of. This would help boost the performance of pupils in UPE schools in Bubulo Constituency, Manafwa District (Uganda).

Farrant (2000) and Shittu (2004) are in line with Glickman (2000) in light to this, they elaborated that when teachers are equipped drastically, it improves on performance levels of teachers and students as well. From the researcher's point of view, it means that once teachers are equipped, they are positioned to effectively teach and assess learners and hence motivating them to work harder, which might possibly improve the performance of both teachers and pupils in UPE schools in Bubulo Constituency.

Ameir, (2013) in his study entitled "the influence of clinical supervision on teachers' performance in secondary schools in Western district of Zanzibar-Tanzania" found that in some schools, attempts were made to have teachers go through the learners' class work and home work as assessment strategy given by teachers but it was not very effective. According to Mwesigwa (2010), assessment was a way of finding out how much learners had achieved either during or after the teaching and learning process. It is used to rank or evaluate the learner in line with the training and preparation of the evaluator or the teacher. In this case, the research found that this was not effectively done (Nasongo & Musungu, 2008).

However, Ameir (2013) in his research found a lot of laxity in the schools; with the teachers as well as the head teachers. He found that the exercise of supervision was poorly adhered to thus the poor supervision in schools. In the case of secondary schools in the Western district in Zanzibar, assessment and evaluation were similarly not only carried out effectively because both the evaluators and those evaluated seemed not to know the criteria and measuring instruments (Interactive Business Network Resource Library, 2011). Ameir (2013) found that the quality of preparation in schools is very poor because of poor supervision. It was found that

the teachers are not vigilant in as far as supervision is concerned. He revealed that there are very few schools where teachers are guided on lesson presentation through supervision.

Musiime (2010) in his research entitled “Influence of biology lesson preparation and delivery on student performance in selected secondary schools in Ibanda District” reported that lesson planning on the side of teachers was unsatisfactory. There was no single appropriate and detailed lesson plan seen with any teacher except some outlined points on a piece of paper to guide lesson development. The lesson plans which the teachers did while they were still student teachers were made history after qualifying professionally. Therefore, there was a significant influence of lesson planning on the degree of participation of students during lessons. Unfortunately, Musiime concentrated on only students and did not tell us how inappropriate lesson planning could affect the performance of teachers hence need for the current study.

According to Morgan (2007), lower remunerations in most less developed countries have lowered the morale of teachers, resulting in teachers neglecting their work. Most teachers now days teach without adequate preparations. This therefore calls for head teachers to conduct continuous supervision so that teachers are reminded of their professional obligations. If teachers are not supervised, they may begin absenteeism or even dodge lessons while in the school and sometimes may go to class when not prepared which will reduce their performances. In spite of the above, his findings were based on remunerations and were generalized to all less developed countries, this perhaps gave room for ambiguous results. This created a gap which required the researcher to examine with much insight on the narrow aspect of the relationship between head teachers’ supervision and teachers’ preparation of pedagogical documents.

Bernell (2004) as quoted by the Ministry of Education and Vocational Training Manual (2005) stated that, owing to insufficient supervision in primary schools, teachers have engaged

themselves in other extra engagements other than teaching or school administration. As a result, they spent all their energy out of teaching and that has resulted into inadequate preparation which affects learners. This implies that without supervision teachers cannot do their best in preparation and will always affect their performance as well as learner's performance, a case which is similar to UPE schools in Bubulo Constituency.

There are also situations where teachers may be weak professionally and lazy to the extent that they cannot produce quality work unless supervision is done. Supervision helps such teachers as well as those who are professionally capable to have an opportunity to become reflective, critical and creative thinkers and thus become effective in teaching (Hill, 2000). Supervision is therefore a tool in the education system which awakens lazy teachers as well as stimulating their professional growth which brings about good performance. However, professional development of teachers by their head teachers is still wanting in UPE schools of Bubulo Constituency, Manafwa District (Uganda) as the head teachers take it for granted that it is the government role to improve teachers' professionalism for improved performance of schools under UPE system.

With regard to portfolio supervision, findings of several studies reveal that portfolio supervision significantly explains teacher effectiveness in the classroom (e.g. Peretomode, 2001; Sule *et al.*, 2015; Usman, 2015). A study conducted on the impact of instructional supervision on academic performance of secondary school students in Nasarawa State, Nigeria by Usman (2015) for instance revealed the existence of a significant positive relationship between portfolio supervision and teacher performance.

Similarly, findings of Sule *et al.* (2015) and Peretomode (2001) also exposed the presence of a positive relationship between portfolio supervision and teacher effectiveness. However, unlike Usman (2015) who took into consideration the review of lesson plans, lesson notes, students'

notes and teachers' record keeping as important ingredients of portfolio supervision, Sule *et al.* and Peretomode concentrated their focus only on the review of the teachers' lesson notes.

Orenaiya (2014) and Musaazi (2006) meanwhile counsel that it is imperative for supervisors to review teaching artefacts that include among others: schemes of work, lesson plans, teachers' notes and students' work to establish relatedness, completeness of task and syllabus coverage. However, Zepeda (2010) thinks that what to include in the supervised portfolio should be based on the purpose of the supervision.

Formal observations according to Cogan (1973), occurs when a school head teacher or any other administrator sits in the classroom to conduct lesson observations. Such observations start with the supervisor holding a pre-observation conference with the teacher before the actual lesson observation occurs; and later, end with a post-observation conference. Informal classroom observation meanwhile occurs when the head teacher or any other administrator makes a short visit to class when the teacher is conducting a lesson and such visits are intended not necessarily to evaluate the teacher but rather to gather information on the curricular and the teacher's pedagogical practices (Downey, Steffy, English, Frase, & Poston, 2004). Portfolio supervision on the other hand refers to the review of the teacher's artifacts such as the teacher's statement of belief on teaching, sample lesson plans, results of tests, schemes of work, samples of student work, career goals, journals, and such things like lesson notes (Zepeda, 2010). In this study, the researchers borrowed the definition of instructional supervision from Zepeda whereby instructional supervision was characterized by classroom observations and portfolio supervision.

Bird (1990) as cited by Zepeda (2010) emphasizes that to improve students' learning, portfolio artefacts should focus on teaching tasks of planning and preparation, teaching in class and student evaluations. Indeed, a survey conducted in 10 districts of Uganda by DES (2012) on the

quality of education in Uganda, established that less than 20% of head teachers effectively supervised teacher preparation which made it impossible to tell whether teachers were implementing the national curriculum or conforming to set teaching standards. This information was corroborated by the MoES's Education Sector Annual Performance Report (ESAPR) of 2013/14 (MoES, 2014a) that gives a figure of less than 40% of head teachers at all levels giving support supervision. According to DES' guidelines, head teachers are expected to ensure quality of teaching and learning through review of schemes of work, lesson plans and learners' work on regular basis (MoES, 2012). But this does not seem to be happening as required, in practice, in Uganda's UPE schools; hence, the genesis of this study.

2.3.2 Head Teachers' Supervision and Teachers' Classroom Instruction and Management

In African countries and Uganda in particular, head teachers have the responsibility of ensuring that teachers adhere to school rules and performance tasks through close supervision. The analysis of events in the school and the relationship between the head teacher and the teachers form the basis of the programs and strategies designed to improve the teaching and learning process (Mbiti 2004). This phenomenon seemed to apply to UPE schools in Bubulo Constituency thus the need for this study.

The Ministry of Education and Sports (MOES) (2006) asserts that; ``when conducting class room instruction and support, the head teacher is expected to analyze the following areas: Are prepared schemes of work and lesson plans being followed according to syllabus content?; Are lessons delivered with encouragement of learner centred activities?; do teachers take keen interest in individual needs of pupils by ensuring that teaching and learning activities are differentiated according to the needs of particular pupils' special needs?; and do teachers give assessment activities to measure their pupil's achievement levels and competencies?

The above recommendations however could not be used to make a remarkable conclusion hence this gap was closed by collecting data from the field specifically in Bubulo Constituency to draw valid conclusions.

Marshall (2008) argued that it is important for head teachers to get into the class room and observe what teachers do. He says, ``Evaluating the teaching-learning process helps in identifying the loop holes in teaching and hence improve the lesson presentation''. Therefore, from the above view, there is need for head teachers in UPE schools of Bubulo Constituency to conduct supervision during actual teaching in order to make follow up on areas that need improvement so as to better teachers' performance.

Cissy (2007) noted that through supervision, head teachers can establish the necessity and availability of appropriate text books and other instructional materials and their importance in their teacher lesson presentation and delivery during the learning, teaching process. Her views also indicated that use of instructional materials stimulates and increases pupils' attention and interest in learning as well as a motivation to the teacher lesson presentation. However, she did not point out the critical analysis of head teachers in classroom instruction support such as analyzing the objectives, regular lesson planning, meeting teachers needs and encouraging completion of work which this study has exhaustively analyzed.

Walukhu (2007), supported Cissy (2007), saying that, the head teacher should play a leading role in monitoring the use of instructional materials in the school, provide safe storage for them, prepare guidelines for their use and provide annual budget line items for these materials''. However, this is inappropriate in UPE schools in Bubulo Constituency and as a result has had a negative impact on teachers' performance in this area.

Similarly, in Uganda, Nzabonimpa (2013) carried out a study on influence of secondary school head teachers' general and instructional supervisory practices on teachers' performance. The

findings of this study indicated that limited general and instructional supervision was commonplace in secondary schools in Uganda. However, the current study concentrated on only one aspect of supervision, Instructional supervision, for a more intense understanding of supervisory practices.

In the same way in West Africa, Frempong (2011) conducted a study in Cape Coast on factors contributing to poor performance of students in the basic education certificate examination in selected public junior high schools in Effutu Municipality. The findings were that contributions to poor academic performance of students included inadequate teaching and learning materials, inability to complete the syllabus among other factors. However, the study by Frempong(2011) described above did not show how head teachers get involved in supervising implementation of curriculum programs, a gap which the current study sealed.

In relation to the above studies, in Kenya, Muriithi (2014) carried out a study to investigate the influence of head teachers' instructional supervision strategies on curriculum implementation in public schools in Imenti South district. The findings were that internal instructional supervision helped teachers to improve in assessment and evaluation, which further influenced curriculum implementation. The study by Muriithi (2014) however concentrated on the cognitive aspect of the curriculum implementation and neglected the quality aspect of innovation and ability to make correct decisions for personal and social gains, which this study sought to find out in Bubulo Constituency.

Mwesigwa (2011) observed that class room visitations and supervision of teachers during teaching is the best way of improving teacher's performance. This is because instructional supervision draws its data from its first hand observation of teaching events and involves face to face interaction between the supervisor and the teachers in the analysis of teaching behaviours and activities of instructional development. Although the relationship may not be

causal, the above fact also applies to teachers of UPE schools in Bubulo Constituency and therefore the study sought to establish its relationship to teachers' performance.

MOEST report (2003) on students' discipline and unrest in secondary schools gave suggestion that a good head teacher is a good classroom teacher to enable him or her to supervise curriculum implementation. It further suggested that based on the CBE of the school, every head teacher takes a minimum load of teaching periods without exception. This will give them a chance to interact with their students and hence know them better. Ozigi puts it in a different way that a head teacher demonstrates practically the skills of teaching by having some lessons to teach. This gives the opportunity to gauge the classroom atmosphere and the problems of learning.

Kruskamp (2003) quoted that supervision is a powerful mode for professional development and the purpose is to help teachers modify existing patterns of teaching in ways that make sense to them and also improve general performance of learners. The supervisor's job is therefore to help the teachers select goals to be improved and teaching issues to be eliminated and to understand better his / her practices. Many scholars of supervision maintain that it aims at improving teacher development training and takes the view that teaching is a form of human behavior that has structure and can be both influenced and controlled. However, these scholars here did not show the extent to which head teacher's supervision influence teachers' classroom instruction and management thus need for the current study.

Bentley's study, however, found no evidence that principals/head teachers were active in classroom instruction. To the contrary, the participants reported no input from the principals relating to classroom instruction (Bentley, 2005:164). The findings of Bentley's study also indicate that the participants viewed problem solving as the major form of positive supervision. All teachers in the study reported few classroom visits, and equate supervision with evaluation

(p.173). Obviously, these teachers' view of supervision as evaluation might have been possibly due to the manner in which principals/head teachers were doing their supervisory practices. But again, supervision should not be taken for evaluation in some instances.

Gerumi (2002) research findings, on the other hand, revealed that school heads were perceived by their teachers to perform very well in the five aspects of the supervisory practices. The teachers had an overall very satisfactory performance rating and performed beyond the target, unfortunately, majority of them did not have professional and technical skills other than their instructional skills. To this end, it is good to recollect again that supervision promotes teachers' professional growth, development as well as benefits them with technical skills. Otherwise if no supervised, the teachers will stagnate in a mechanical way of teaching with no positive change. Gerumi's study findings also indicate statistically that there was a very low correlation between instructional supervision and teacher performance, and a negative negligible correlation between teacher performance and student achievement. The researcher, however, intends to verify if this hypothesis is constant even in the study to be undertaken yet.

From Kramer et al., (2005) study findings, it can be summarised that supervision of instruction can have either negative or positive effect on the teacher depending on how the head teacher carries it out. This is another factor to consider, in fact. Supervision can encourage or discourage vis-à-vis teacher's attitude. Bias/prejudice is the may result into negative attitude. Consequently, one of the keys to effective supervision is keep teachers abreast of supervision benefits through effective communication between the supervisor and the supervisee (Zepeda (2003). Still, more on teachers' perspectives of supervision will be looked at for constancy in the study to be yet carried out.

Based on the above findings, it is partially revealed that general and instructional supervision has a significant correlation with teacher's work performance in schools. This is the very

reason why the researcher of the present research study believes that the conspicuous decline of supervision of instruction poses a threat on teacher's performance. This, of course, becomes a challenge among others for a country to meet its educational goals and objectives that are considered as the compass of education system of any country (Petty, 2004). Thus, the researcher intends to investigate further the problem on ground.

Nherera (2009) noted that classroom supervision promotes mentoring and coaching for effective management of the teaching and learning process. Therefore, teachers' classroom instruction should be supervised and supported through lesson supervision to enhance quality education in primary schools. However, Dash (2000) guided that effective supervision must have a purpose to ensure that quality teaching and learning is equitably provided to learners and to facilitate the professional growth as well as effective performance of teachers. This is why effective classroom instruction by teachers should be supported through lesson supervision to enhance quality education. The researcher agrees with this observation because supervision is a pillar of all educational programs and is a corner stone in molding the teacher and pupils' behaviors hence directing and enhancing performance among them, a situation which can apply to UPE schools in Bubulo Constituency.

Awoyele (2008) quoted Ali (2002) that "the reasons for observing classroom teaching are to help teachers by providing systematic feedback". Consequently, Musungu and Nasongo (2008) revealed that, "the role of head teachers is to promote academic performance". More findings of their study showed that; "head teachers instructional role include: - regular checking of teachers professional records, regular classroom supervision and management plan for carrying out curriculum goals". Basing on the above obligations, head teachers in UPE schools in Bubulo Constituency should enhance classroom supervision of teachers by drawing programmes indicating when a particular teacher is going to be supervised.

Regarding the same issue, the MOES, (2006), EMSL. Module 4 emphasized that ``one hand cannot open a granary. Just as head teachers and other educational managers need to be supervised and supported in their schools, they also need to supervise and support the teaching and learning process in the class room. For this reason, supervision as applied to UPE schools in Bubulo Constituency is often linked closely with monitoring or maintaining regular surveillance over something hence good supervision must provide quality teaching and learning to all pupils and facilitate the professional growth and effective performance of teachers.

Harris & Sass (2006) and Rockoof (2004) asserted that proper classroom management and presentation positively affects pupils in broad ways of performance in most schools. They argue that; a well-organized class with a conducive environment, attentive pupils with well dedicated teachers has the advantage over their counter parts without such amenities. This view requires that the head teacher should be available during class room instruction in order to supervise and support the teacher in achieving the above objective. However, the situation in UPE schools in Bubulo Constituency is different as head teachers are rarely in classrooms during instruction, teaching and learning yet this deters better achievement and performance for learners and teachers respectively.

Outcomes of UPE/USE programs are not receiving due attention, yet much like research findings by Esudu (2010), as well as findings from Nambassa's study indicate that the on-going increasing number of pupils in primary schools due to UPE policy has resulted in high teacher-pupil ratio, which has in one way or another significantly affected practice of supervision and quality of teaching in primary schools in Wakiso district and Uganda at large. Admittedly, the same problem is apparent in secondary schools. Still relating challenges faced by UPE/USE policies to lack of supervision from the top educational managerial level to lower level, Esudu (2010), from his research study on *how the direct implementers of universal education have embraced the program in Uganda*, found that none of the officials or politicians in Uganda

have children in a UPE/USE schools, and this is obviously owing to schools' negative image with reference to ineffective teaching and pupil's poor performance resulting from lack of close supervision of school and classroom instruction, leave alone other factors.

In some instances, supervision of school and classroom instruction is understood in different ways by different people. To some people, supervision is regarded as employees' performance evaluation (Aseltine, 2006), performance monitoring (Nampa, 2007) or performance appraisal (Hunsaker & Hunsaker 2009). Having this in mind, findings from Nampa's (2007), research study indicated that there is a significant effect exerted by monitoring practices of teachers' performance in secondary schools.

This finding is supported by other long ago findings from Lyman and Lawler's (1982) study, which also indicate that followers can have all the willingness and skills to do the job but will always need guidance through supervision. Basing on her study finding, Nampa contends that for an organization to achieve better performance, a supervisor must continuously check on day-to-day progress of work so as to put right what may be going wrong (Nampa, 2007, p. 47). Granted, supervision can be regarded as a measurement tool that is used to evaluate work progress and make improvement. In actual sense, any formal supervisory program must have an evaluation report. According to Okumbe (2007), a supervisory program is incomplete if it does not have an evaluation report. In this case, a supervisor acts as an educational auditor whose function is to verify the teaching and learning outcomes in order to provide a corrective mechanism prompting to instructional improvement.

Still Nampa's study reveals that effective supervisors expect nothing less than high productivity and good performance from teachers. It was also revealed that supervisors act as problem solvers and decision makers as they find out why something is going wrong and then decide what to do about it. In line with this finding, Sergiovanni and Starratt (1993), mentioned

in previously, assert that supervisor's view is larger than individual teacher's view as regard the improvement of school and classroom instruction. This is simply so because supervisor moves back and forth between different schools, classrooms, and institutional level of administration and policy, and therefore, he or she has a better sense of the whole school than individual teacher. Thus, head teachers entrusted with direct supervisory responsibilities are expected to have larger view of supervision than their teachers do. Simply put, a supervisor, in case of head teachers, must be an experienced, professional teacher (Okumbe, 2007). To emphasize the point, Newstrom and Bittel (2002), further assert that supervisors need to engage in personal time management, solve problems, provide training to employees, and handle a wide range of communication.

Chaube (2005) observed that the principal who is the head should see that the teaching work in the school goes on well by ensuring that there is lesson attendance by pupils and teachers. He should go to classes' occasionally while teaching is going on, not to critic but as a friend and collaborator. Chaube (2005 is supported by Ileri (2011), who advised that; "instructional supervisors should maintain and strengthen interpersonal relation with the teachers in order to create a mutual working relationship so as to steer them towards achievement of instructional goals". He added that if the attitude of one towards the other is negative, then the implementation process is likely to be crippled. This was similar in UPE schools of Bubulo Constituency and therefore called for this study.

Beaver (2002) stated in his research that; basing on its functions and purposes, instructional supervision is perceived as formal supervision since it is carried out periodically by heads of schools. In support of this, Okumbe (2007), assert that an instructional supervisor has to be "an already professionally qualified teacher, with the pedagogical skills at his or her figure tips, and his or her instructional leadership skills must be consciously developed through training.

Basing on the above reviewed literature, it is partially revealed that general and instructional supervision has a significant correlation with teacher work performance in schools. This implies that supervision stimulates positive teacher performance which in turn improves on the academic achievement of learners.

2.3.3 Head Teachers' Supervision and Teachers' Assessment and Evaluation of Learners

Continuous assessment of learners has been increasingly important in education system today, although it was previously one of the silent issues (MOES (2008). Similarly, the National Curriculum Development Centre (NCNC) (2005) quoted the MOES circular, no. 2/05 stating that pupils' progress shall be accessed through continuous assessment and national examination in mid-way cycle and at the end of the cycle in view of the above NCDC (2007) defines assessment as a way of finding out how much a learner has achieved either during or after the teaching and learning process.

It further defined continuous assessment as, "a systematic objective and comprehensive way of regularly collecting and accumulating information about pupils learning achievements over a period of study". Assessment and evaluation in this study encompasses lesson exercises, homework, weekly tests and other follow up assignments in the course of teaching and learning process.

NCDC (2007) further identified the importance of assessment as an aid to: identify children with learning difficulties; assess how much the learner knows; check on the teacher and curriculum effectiveness; provide information and motivation for parents and other stakeholders; establish records and measure progress from year to year, and to help to decide whether the learner is ready to for the next stage. Basing on the above importance of assessment the researcher sees it very vital for head teachers to be close to teachers at every stage of learning process in order to achieve school objectives.

On the other hand, the Education Standards Agencies (ESA) (2008) encouraged head teachers to analyze the record of pupil's continuous assessment and use them to design strategies for improvement and provide stake holders with pupils' performance records. The MOES (2006) EMSI module 4 emphasized that: ``head teachers and other education managers are responsible for ensuring that proper and appropriate pupil assessment take place in the schools and argued that this could only occur when schools draw up an assessment plans for all classes''.

The researcher is in agreement with this encouragement because this helps to avoid the practice of only assessing pupils on a termly or annual basis but would enhance effective curriculum implementation by assessing for quality teaching and learning. For this reason, assessment and evaluation of learners must be continuous and keenly supervised by the head teachers since it could promote teachers' performance and curriculum implementation.

Harrison (2008) stressed that head teachers' supervision should involve evaluation of teachers' work which includes schemes of work, lesson plans, lesson notes, cumulative record of marks, marked exercises, tests and home works. This view is supported by Mohanty (2001), that head teachers of primary schools are the superior officers of the teachers who should give them the sense of direction in performing their duties. The chief reason for evaluation of workers is the improvement of instruction as it helps them to carry out self-evaluation and also get the most suitable instructional materials which improve learning. (Shittu, 2004), also under took a study in Accra and found out that; assessment skills among teachers particularly checking through pupils work and making correct comments eventually improved their performance. However, Shittu (2004) did not bring out clearly the number of times a teacher should be assessed, thus a gap which needed to be filled. The researcher believes that the more times a teacher is assessed, the higher the possibility of assessing learners and the higher the chances of better performance of which the reverse is true.

The Ministry of Education and Sports (2007) instructed that “head teachers were to support teachers in utilizing the various assessment methods”. Teachers left on their own may find it difficult to create and update necessary records of assessment and to interpret information and yet it could be a basis for teaching. By supervising teachers’ assessment of learners, it fosters effective management and reinforces the quality and frequency of record keeping and remedial activities. However, remedial activities are rarely done and the frequency of assessing teachers is minimal in UPE schools and as a result the performance of teachers has continued to lag behind in Bubulo Constituency, Manafwa District (Uganda).

The importance of assessment and evaluation of learners was further emphasizing by Otto (2008), wrote that “assessment procedures are important elements in the evaluation of the teaching and learning process because the reasoning was to find out what the learner has managed to master over a period of time”. In this regard head teachers are responsible to ensure that proper and appropriate pupil assessment takes place in the school. If teachers are not adequately prepared, supported and supervised, it may lead to "cook up scores in the name of assessment, a case which can similarly happen in UPE schools in Bubulo Constituency, Manafwa District (Uganda).

NCDC (2009) further observed that "assessment is used to rank learners using different tools such as observation, guides, essays, quizzes, tests and debates which help the teacher to identify individual needs so as to provide appropriate interventions. ESA (2008) added that assessment intends to help teachers and learners. Assessment should therefore be monitored by the head teacher so that it is included as part of each activity in the learning process and part of each lesson plan. This once done will help the teacher in Bubulo Constituency to know the strength and weaknesses of each pupil in class and look for the necessary remedy.

Lukwago (2000) observed that the head teacher occupies a central position in the school system because he takes decisions on work, finances and people. Teachers performances can be influenced by the way head teachers guide them in their work. Head teachers must therefore pay special attention to the quality, frequency of assessment and the effectiveness with which records of learner's progress and attendance are kept and used to modify instruction. It is also anticipated that if teachers properly conduct continuous assessment, they would provide timely remedies to special needs of individuals and therefore if this is done in UPE schools in Manafwa District, there would not be wastage in the education system in terms of repetition by the so called "weak learners" to safe guard this there is automatic promotion as a policy.

The thematic curriculum approach to assessment (NCDC 2007), focused on what the child is able to do (competence) in each learning areas, the assessment should be done during the normal lessons as children carry out their daily tasks, teachers keep cumulative records for each child showing competencies achieved, assessment done through teacher observing children, listening to them in class, looking at their exercise books, marking hand writing and looking at the class work they produce and also looking at what they have achieved. This though done is very minimal in UPE schools of Manafwa District thus the need for the current study.

According to Mwesigwa (2010) continuous assessment help teachers and learners to achieve the required goals. The process of teaching is not complete until the component of assessment of the learners is fulfilled. As one of the important components in the process of learning, the head teacher should ensure that teachers are supervised to better their performance. This applies to UPE schools in Bubulo since head teachers supervise teachers with a focus of bettering performance of teachers.

According to national assessment of process in education (Nape) report (2013), pupils in the lower primary in Uganda are examined three (3) times a year (New vision Wednesday, March

27th, 2013). The report revealed that the poor performance levels in numeracy and literacy was below 40% on primary four (4) pupils. The report recommended that there should be continuous assessment of learners in the course of the term to improve on their memory and skill of writing, a case which can also be possible in UPE schools of Bubulo Constituency, Manafwa District (Uganda).

Some studies conducted in Uganda have dealt with secondary education (Penny et al. 2008), educational policies (Kristen 2011), school management, and the role of the school principal (Bennell and Sayed 2002; Dejaeghere et al. 2009; Chapman et al. 2010). However, few studies conducted in Uganda have focused on the quality of education and, in particular, instructional supervision practices and perceptions. As only a few studies exist on teacher supervision in Uganda, education leaders have essentially been relying on literature of “Western” origin which may not necessarily be relevant to certain school contexts in Uganda.

Fgatabu (2012) observed a significant effect on teacher's performance due to the frequency of head teachers checking of teacher's record of work. This indicates that when head teachers increase their frequency of supervision, it motivates the teachers to work harder and also help head teachers to identify areas which require regular attention and organize seminars, workshop or meeting to share with teachers. The above incidence also applies to schools under UPE system in Bubulo Constituency as results showed significant relationship between head teachers' supervision and performance of teachers.

2.4 Summary of Literature review and identification of research gaps

The empirical studies reviewed include Glanz (1994), Burnham (1976); Bentley (2005); Nambasa (2003); MCGregor (1960); Tracy (1995); Robert Goldhammer (1969); Haris (1960); Namugwanya (2006); Otto (2008); Olweny (2009); Moswela (2010); and Education Act

(2008). The gaps in the empirical studies are based mainly on their focus, setting, findings and methodology.

There are studies that dealt with head teachers' supervision and teachers' preparation of pedagogical documents. These include research carried out by Glickman (2000); Kimeu (2010); Chapman (2000); Tesfaw and Hofman (2014); and Sembirige (2009). The findings in these studies indicated that there had been some improvement in schools following school inspection. However, the school inspection process had put pressure on individual teachers to change their way of teaching and not on all teachers through a staff development program. The inspection process was also found to emphasize accountability without giving support to schools on how to improve. School inspection per se was found not to bring about improvement in schools but how the various features of the process were managed. None of the studies investigated how school inspection can be enriched to support staff development in Primary schools as a strategy for improvement, which gap this study sought to fill.

There are studies that focused on the head teachers' supervision and teachers' classroom instruction and management on the effectiveness of the conduct during school inspection. These include Frepong (2011); Namugwanya (2006); and Nherara (2009); Nzabonimpa Buregya (2013); Awoyele (2008); Mirithi (2014). The findings of these studies indicated that the head teachers generally had positive views of the inspectors' techniques and approach to school inspection while teachers had generally negative views. However, even when head teachers had positive views it was found that they never implemented the recommendations made during school inspection. Some of the concerns of this study were how teachers and head teachers perceive school inspection in facilitating staff development in Primary schools, and how external inspection could be managed to commit head teachers and teachers to school improvement which none of the studies dealt with.

There are researchers who used a quantitative design to carry out the studies. These include Horrison (2008); Otto (2001); Bernell (2004); Musaazi (2006); Zepeda (2010); Sembirige (2009) and Maicibi (2005). All of these researchers employed the cross sectional survey design. Other researchers used the qualitative design. These include Morgan (2007) and Cogan (1973). In this study the researcher collected data using both qualitative and quantitative methods namely, self-administered questionnaires, an in-depth interview, and the Checklist for head teachers and teachers. These data collection methods enabled the researcher to include the experiences and views of the immediate consumers of school inspection services and the school inspection service providers in the study, and to triangulate the data sources. The researcher investigated the relationship between head teachers' supervision and teachers' performance in Universal Primary Education schools in Bubulo constituency, Manafwa District (Uganda) in an effort to fill the research gap.

CHAPTER THREE

METHODOLOGY

3.0 Introduction/ an over view

This chapter discusses the research design, study population, sample size, sampling strategies, data collection methods, reliability and validity of instruments, and methods of data analysis.

3.1 Research Design

A cross sectional survey was used because the study selected respondents across different UPE schools in Bubulo Constituency geographical location. The study utilized a mixed method in which both quantitative and qualitative methods of data collection were employed. These methods were used for purposes of drawing valid conclusions based on views got from oral informants as well as the responses from those who filled the questionnaires. The use of both qualitative and some quantitative methods concurrently is supported by Amin (2005) especially where the study involves investigating people's opinions.

3.2 Study population

The study population included all the 30 UPE schools in Bubulo Constituency, Manafwa District (Uganda) comprising of 130 teachers and 30 head teachers (DEOs office Manafwa District 2018). Head teachers were included in the study population because they were responsible for performing the supervisory role whereas teachers were included because they were involved in the teaching activities which are components of teachers' performance. In general, this gave a study population of 160 respondents.

3.3 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 took all 30 UPE schools, 30 head teachers and 113 teachers within the UPE schools in Bubulo

Constituency. Hence, when added together gives a sample size of 143 respondents. The target population, sample size and sampling techniques are shown in Table 3.1 below:

Table 3.1: Schools, population, sample size and sampling techniques

Schools (Purposive sampling)	Population (teachers by simple random sampling)	Sample
Primary School 1	05	4
Primary School 2	04	3
Primary School 3	08	6
Primary School 4	06	4
Primary School 5	05	4
Primary School 6	05	4
Primary School 7	05	4
Primary School 8	04	3
Primary School 9	05	4
Primary School 10	05	4
Primary School 11	05	4
Primary School 12	05	4
Primary School 13	04	3
Primary School 14	04	3
Primary School 15	04	2
Primary School 16	04	2
Primary School 17	04	2
Primary School 18	04	2
Primary School 19	05	4

Primary School 20	04	2
Primary School 21	04	2
Primary School 22	04	2
Primary School 23	07	5
Primary School 24	05	4
Primary School 25	05	4
Primary School 26	05	4
Primary School 27	05	4
Primary School 28	05	4
Primary School 29	05	4
Primary School 30	04	2
Total	130	113
	Head teachers (universal sampling)	30
Grand total		143

Source: Manafwa District (Uganda) Education office, 2019.

3.4 Sampling Strategies

The researcher used purposive sampling and simple random techniques to select schools, teachers and head teachers respectively.

3.4.1 Simple random sampling

Simple random sampling technique gives equal and independent opportunity of selecting each individual or element within the population (Amin, 2005). The researcher used a lottery method of simple random sampling to select 113 teachers. The researcher met head teachers of the schools and requested for the list of teachers' names to act as a sampling frame. Their names were written on pieces of paper which were folded, mixed up in a container and a paper was picked at random without replacement till the required number of teachers were arrived at.

3.4.2 Purposive Sampling.

Purposive sampling technique is a non-probability sampling method whereby a researcher selects a number of objects that possess features of interest from a given population to form part of the sample (Haruna, 2010). So using purposive sampling, the researcher used all the 30 UPE schools and 30 Head teachers (see Appendix D attached). In this research, 30 head teachers, were selected purposively because they are central to supervisory roles in the school. Besides, by virtue of their respective positions, they are the only individuals holding those positions.

3.5 Data Collection Methods and Instruments

Data was collected through self-administered questionnaires, interview guides and observation checklist.

3.5.1 Questionnaire.

A questionnaire is a form containing a set of questions addressed to a number of subjects as a way of gathering information (Schroder & Carey, 2003). A closed-ended questionnaire on 4 Likert-scale (4 =strongly agree, 3 =Agree, 2 = Disagree, 1 = strongly disagree), was constructed by the researcher and used to collect data from the selected respondents. The researcher used this instrument to collect data from teachers. In this study therefore, a structured questionnaire was used to collect numerical data from respondents to answer the research questions. The questionnaire served to collect a lot of information within a short period of time, and the data collected was deemed credible because, unlike interview where the respondent could be quoted, questionnaires were filled anonymously.

Section **A** contained the demographic information of all the respondents, section **B** focused on extracting information on preparation of pedagogical documents, Section **C** gathered data on classroom instruction and management, section **D** focused on assessment and evaluation and finally section **E** extracted information on teachers' performance.

3.5.2 Interview Guide

An interview guide is an oral questioning method where the investigator gathers data through direct interaction with participants (Amin 2005). In this study therefore, the researcher used an interview guide to collect non-numeric data from head teachers for purpose of backing up numeric data. Interviews with the teachers was conducted by meeting them and asking them questions of which the researcher recorded all the responses by himself. Interviews generated immediate feedback and generated a wide range of views, opinion, thoughts and perception concerning head teachers' supervision and teachers' performance in UPE schools in Bubulo Constituency, Manafwa District (Uganda).

3.5.3 Observation Checklist

The researcher moved around all the sampled schools selected for this study to identify pedagogical documents, instructional materials available in the school. This was done for at least two consecutive times for every school throughout the entire period of study. The data collected helped to enhance the one obtained through questionnaires. The checklist contained items to be observed which included; teaching aids, pedagogical documents, classroom arrangement, teacher-pupil ratio.

3.6 Validity and Reliability of Instruments

3.6.1 Validity

Validity refers to the extent to which the instrument is appropriate for what it is meant to measure (Amin, 2005). To establish the validity, the instrument used was subjected to the scrutiny by experts who evaluated the relevance of the items in the instruments to the objectives. The experts rated each item on a scale and their recommendations were used to finally modify questions and the format of the tools that have the ability to solicit the expected data. It was done to assess the clarity and relevance of instructions. This helped in determining the suitability of the method to collect data and the adequacy of the questionnaires. It also helped to bring out some of the problems the researcher had not anticipated. The validity of the

instrument was determined through the content validity index (CVI) and through expert judgment. The content validity index (CVI) was computed as below.

CVI = n/N ; where n is the number of items which will be declared relevant; N is the total number of items in the instrument.

$$\text{CVI} = \frac{\text{Agreed items by judges as suitable}}{\text{Total number of items being judged}} = \frac{28}{30} = \mathbf{0.933}$$

For the instrument to be accepted as valid, average index should be 0.7 or above (Amin, 2005). Therefore, since computed values were 0.933 which was greater than 0.7, the instrument was then considered valid.

3.6.2 Reliability

Reliability refers to the stability of the measure used to study the relationships between variables as observed by (Amin, 2005). The questions in the questionnaire were designed taking into consideration the issues related to the problem and goals of the study and theories on the subject. It is therefore believed that the responses and results from this study were reliable.

Reliability determines whether the research instrument is reliable and therefore be adopted for collecting data. Reliability is the dependability of an instrument under similar circumstances to produce similar results as observed by (Amin, 2005). The reliability of the questionnaire was ensured through pilot study. Data collected from sample of respondents was analysed and computed using SPSS (Statistical Package for the Social Sciences) software. The results were presented in tabular format.

Table 3.2: Reliability Statistics

Cronbach's Alpha	No of Items
0.978	30

Source: Primary Data (2019)

For the instrument to be accepted as reliable, average index should be 0.7 or above Amin (2005), Therefore, since computed values were greater than 0.7 i.e. 0.978, the instrument was considered reliable.

3.7 Data Collection Procedure

The researcher obtained an introductory letter from the College of Education, open distance and E-learning of Kampala International University introducing him to the respondents. The researcher made appointments with head teachers who permitted him to collect data.

The objective and the purpose of the study was explained to the respondents. Questionnaires were distributed to teachers and collected a week later from the time of distribution since they are busy people and fairly good at keeping documents. Data collection took place in April, 2019 and analysis of data will be done in May, 2019.

3.8 Data Analysis

At the end of data collection, all the completed questionnaires were thoroughly edited, organized, and processed by the researcher. The researcher coded the responses especially those on 4 Likert-scale (4 =strongly agree, 3 =Agree, 2 = Disagree, 1 = strongly disagree). The researcher used the Statistical Package for Social Sciences (SPSS) to help in analyzing the data. Univariate data was presented in table form by use of descriptive statistical tools (frequency and percentage). Descriptive statistics is a tool that provides information about condition, situation and event that occur in the present using statistical measures through frequency and percentage. Whereas, bivariate data was analyzed by Pearson correlation co-efficient which is a

statistical measure that indicates the extent to which two or more variables fluctuate together? A positive correlation indicates the extent to which those variables increase or decrease. While negative correlation indicates the extent to which one variable increase as the other decreases.

Data from interviews as well as observation were analyzed non-numerically inform of statements and narrations.

3.9 Ethical considerations

Ethics have become a key aspect in conducting an effective and meaningful research; this means that the ethical behavior of individual researchers is unprecedented scrutiny (Best & Kahn, 2006; Field & Behrman, 2004, Trimble & Fisher, 2006). Cohen et al (2007), notes that “as interviews are considered an intrusion into respondents’ private lives with regard to time allocated and level of sensitivity of the questions asked, a high standard of ethical issues needs to be maintained”. Therefore, for a research to gain meaning, ethical issues should be taken into consideration at all levels thus during planning and interviewing (Bryman, 2004; Cozby 2007, Cohen et al, 2007).

Authorization to conduct the study was sought from the COEDL, Kampala International University. This was obtained through presenting a detailed plan of how privacy and confidentiality of the participants and schools including the relevant offices visited would be protected in the data collection and analysis process. An introductory letter was also obtained from the COEDL, Kampala International University which was used to introduce the investigator to the relevant authorities where the study was conducted. Permission to conduct the study in the primary schools was sought from the District Local Government through the District Education Officer. After obtaining consent from the District Educational Officer who is in charge of Education department in the district, letters were sent to the head teachers, and teachers requesting them to participate in the study. Informed consent was sought to ensure that

the participants have a complete understanding of the purpose and methods used in the study, the risks involved and the demands of the study (Best & Kahn 2006, Jones & Kotter 2006). Consent was sought from all the participants and they were informed that they are free to withdraw from the study at any time. The researcher sought consent from all the respondents that were to be interviewed. The participants were informed that their individual identities would be maintained silent and that the data which was collected by the researcher would be treated with confidentiality. The participants were informed of the purpose of the study as purely for academic purposes and the benefit of the research such as helping to improve academic performance of students. A friendly atmosphere was created as a building block for openness and respondents' participation. On the whole, the researcher respected anonymity of the respondents and the data provided.

3.9.1 Confidentiality

Confidentiality means knowing some information without revealing it to other people because they are not supposed to have it (Gladwell 2010). In relation a high degree of anonymity was maintained thus all the names and schools including all the offices visited were anonymized in the study.

3.10 Limitations of the study

This study was conducted in the Eastern part of Uganda Manafwa District in Bubulo Constituency. Among the limitations was that some respondents did not fill all the parts of the questionnaires because the study took place towards the end of the first term of the year when pupils were about to sit for End of term Examinations. During this period the teachers and head teachers were very busy supervising the process, hence were very busy monitoring the examination process. This could have affected data interpretation. Even with oral interviews, many interviewees wanted the interviews to last not more than 30 minutes. This proved a challenge because the investigator could rush with the questions, thus it was not easy to exhaust

information from the participants though probing was used to get more answers from the informants. Some of the respondents did not return the questionnaires, causing a short fall in the proposed sample size. 154 questionnaires were distributed but the researcher collected 145 and nine (9) respondents did not return the questionnaires (07 teachers and 02 Head teachers).

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction/ An Over view:

This chapter is presented in three parts:

Part I includes presentation of the respondents' demographic data which included age, gender, qualifications and working experience as well as the descriptive statistics of the corresponding questions addressing specific research hypotheses. Presentation of the data is therefore according to the three Null hypotheses.

Part II is the data analysis from the statistics above. In this section, analysis is presented and organized according to the specific research hypotheses. For each research hypothesis, analysis is presented from the quantitative followed by the corresponding qualitative analysis. Quantitative analysis was conducted using descriptive statistics (frequencies and percentages) and inferential statistics (Pearson Correlation Coefficient techniques) to establish the strength of the relationship between the variables.

4.1 Respondents' Demographic Analysis.

The presentation of respondents 'demographics is to inform the reader about the suitability of the sample with respect to provision of the required information for the study. Table 4.1 below summarized the various demographic data of respondents.

Table 4.1: Demographic Statistics of Respondents

Category	Sub category	Frequency	Percentage
Age	20-29years	26	23
	30-39years	46	40
	40-49 years	26	23
	50-59 years	15	14
	Total	113	100
Gender	Male	48	42
	Female	65	58
	Total	113	100
Highest qualification	Grade III certificate	70	62
	Diploma	25	22
	Degree	18	16
	Total	113	100
Working experience	0-9 years	45	40
	10-19 years	35	31
	20-29 years	19	17
	30 years above	14	12
	Total	113	100

Source: Primary Data (2019)

This age distribution in Table 4.1 implied that data was collected from mature people as more than three quarters (79%) were above 30 years. The findings showed that 48, (42%) were males while 65, (58%) were females. This implied that more than half of the respondents were females and this perhaps could be due to their willingness to participate in the study. In terms

of the study at least both Males and Females were involved in the study though Females outnumbered Males.

Concerning qualification of respondents 70, (62%) teachers were Grade III certificate holders and yet 25, (22%) were diploma holders, and degree holders were the least represented with only 18 (16%). As per the presentation, it was observed that almost three quarters of respondents were Grade III certificate holders. This perhaps was because most of the teachers were of ordinary levels and therefore were holders of certificates in primary education. This information showed that the respondents were knowledgeable enough and could give valid and reliable information based on their highest qualification levels of education.

In line with working experience of respondents, 45, (40%) were in the category of 0-9 years of working experience, 35 (31%) were in the category of 10-19 years, 19, (17%) were in the category of 20-29 years while 14, (12%) were in the working category of 30 years and above. This information showed that the respondents had enough working experience and could give credible information with regard to the influence of head teachers' supervision on teachers' performance.

4.2 Study findings based on the themes in relation to the research objectives

4.2.1 Head teachers' supervision and teachers' preparation of pedagogical documents.

Regarding the testing of hypothesis one, correlation analysis was done between head teachers' supervision and teachers' preparation of pedagogical documents. The results revealed a significant relationship between head teachers' supervision and teachers' preparation of pedagogical documents (sig 0.000). this is shown in table 4.2.

Table 4.2: Showing Pearson Correlation between head teachers' supervision and teachers' preparation of pedagogical documents

Variables		Computed index	Head teachers' supervision	Teachers' preparation of pedagogical documents
Head teachers' supervision	Pearson Correlation		1	0.791**
	Sig. (2-tailed)			0.000
	N		113	113
Teachers' preparation of pedagogical documents	Pearson Correlation		0.791**	1
	Sig. (2-tailed)		0.000	
	N		113	113

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

As indicated in Table 4.8 above, the Pearson correlation was applied to establish the relationship between head teachers' supervision and teachers' preparation of pedagogical documents in UPE schools in Bubulo Constituency, Manafwa District. The results above show a strong positive significant relationship between head teachers' supervision and teachers' preparation of pedagogical documents ($r=0.791^{**}$, $p=0.000$), the relationship is significant because the $P<0.05$ which is the predetermined level of significance. The study findings did not support the null hypothesis as there was an indication of a significant relationship between head teachers' supervision and teachers' preparation of pedagogical documents in UPE schools in Bubulo Constituency, Manafwa District. The implication of the finding is that head teachers' supervision highly influence teachers while preparing pedagogical documents, so if head

teachers properly supervise teachers, the teachers can prepare pedagogical documents better, and vice versa.

Asked during oral interviews how head teachers' supervision influences teachers' preparation of pedagogical documents, some head teachers said,

“Honestly we the head teachers don't directly supervise teachers, we appoint people to do that for us, such as the director of studies or the deputy head teacher. The director of studies directly supervises teachers' schemes of work to ensure that they are detailed, that they cover work as per the subject syllabus. These schemes of work have to be approved with an official school stamp. In addition, the director of studies supervises the lesson plans of teachers as well as the teaching or learning aids. The head of department is the one to give me feedback on the progress of these pedagogical documents”.

This shows that some head teachers are reluctant to do their work and think that their deputies can do it for them.

Another head teacher raised a similar issue that since schools are inspected by officials from the district, one of the things they demand to see are teachers' schemes of work so it is a mandatory for all teachers to have schemes of work and lesson –plans. *“As a school we always ensure that teachers have them before the inspectors come”.*

On the issue of teaching or learning aids, head teachers noted that they urge teachers to use them but they are not so strict on them since some are hard to get and besides, some teachers claim that they cause teaching to be so slow. This shows that some head teachers force teachers to have or prepare certain documents e.g the schemes of work, and teachers do produce them; where they relax such as on learning aids, and even teachers relax.

Details of teachers' performance in terms of preparing pedagogical documents are shown in the tables below.

Table 4.3: Descriptive statistics on teachers' performance

Teacher prepare the learning aids before teaching every lesson	Frequency	percentage
Strongly agree	50	44
Agree	45	40
Disagree	18	16
Strongly disagree	0	0
Total	113	100

Source: Primary Data (2019)

The above results indicate that 50 (44%) of the teachers prepare learning aids before teaching every lesson while 45 (40%) often prepare. This indicates that most teachers prepare learning aids before teaching.

Teachers' schemes of work covers all the teachable units for each term as reflected on the teaching syllabus	Frequency	percentage
Strongly agree	73	65
Agree	27	24
Disagree	13	11
Strongly disagree	0	0
Total	113	100

Source: Primary Data (2019)

When teachers were asked to reveal work coverage for each term, 73 out of 113 (65%) responded that they always cover the teachable units for each term as reflected in the teaching

syllabus. A very small portion of the teachers were in the category of rarely and never indicating that supervision promotes teachers' efficiency in teaching

Teacher carry all the class tools to class wherever he/she goes to teach	Frequency	percentage
Strongly agree	19	17
Agree	42	37
Disagree	44	39
Strongly disagree	8	7
Total	113	100

Source: Primary Data (2019)

Table 4.2 above showed poor teachers' performance as majority of the respondents presented low perception to three quarters of the statements on teachers' performance. According to the results, teachers rarely carry all the class tools to class whenever they go to teach as this was supported by 44 (39%) of the respondents. This showed a low perception an indication that majority of the teachers are unable to carry all tools to class, perhaps due to their absence or inadequacy.

Teacher uses learner centered approaches to teach	Frequency	percentage
Strongly agree	28	25
Agree	27	24
Disagree	58	51
Strongly disagree	0	0
Total	113	100

Source: Primary Data (2019)

In finding out whether teachers use learner centered approaches to teach, just a few 28 (25%) of the respondents always use this approach, while over half 58 (51%) rarely use it. As regards, the results revealed that in UPE schools' teachers dominated the lessons with talking giving students less chance to talk which is a sign of poor content delivery hence poor teachers' performance.

Teacher gives exercise and home work after every lesson	Frequency	Percentage
Strongly agree	18	16
Agree	40	35
Disagree	49	43
Strongly disagree	6	5
Total	113	100

Source: Primary Data (2019)

Further still, more than forty-three percent (43%) and (48%) of the teachers rarely gave exercise and home work after every lesson and marked pupils exercise daily and give constrictive feedback respectively. Such perception could have resulted from low motivation,

large classes and inadequate supervision by the head teachers hence poor teachers' performance.

Teacher marks pupils exercise daily and give constrictive feedback	Frequency	Percentage
Strongly agree	20	17
Agree	29	26
Disagree	59	52
Strongly disagree	5	5
Total	113	100

Source: Primary Data (2019)

Teachers' responses concerning marking pupils' exercises daily and giving constructive feedback was low. This was reflected by the low frequency of 49 (43%) which showed responses of always and often while a high frequency of 59 (52%) which gave the response of rarely.

Hypothesis one (H₀₁): There is no significant relationship at (p<0.01) between head teachers' supervision and teachers' preparation of pedagogical documents.

In preparing for testing the above hypothesis, the researcher asked five questions for the respondents to answer. The responses are illustrated on individual questions as below.

Regarding the question whether head teachers track teachers' lesson plans on daily basis and give constructive feedback, the Table 4.4 below illustrate participants' responses

Table 4.4: Head teachers track teachers' lesson plans and give constructive feedback

Responses		Frequency	Percent
	Strongly agree	55	49
	Agree	35	31
	Disagree	20	17
	Strongly disagree	3	3
	Total	113	100

Source: Primary Data (2019)

From the presentation above, 55, (49%) of the respondents pointed out that head teachers always track teachers' lesson plans on daily basis and give constructive feedback. Often times was represented by 35 (31%), rarely was represented by 20 (17%) while never was supported by 3, (3%). Since almost half of the teachers pointed out always, it implied that head teachers always track teachers' lesson plans on daily basis and give constructive feedback, thus a sign of commitment in supervising teachers which in turn can significantly and positively influence the performance of teachers in Universal Primary Education schools in Bubulo Constituency, Manafwa District.

Another question on whether head teachers ensure that schemes of work and lesson plans are related to syllabus content was administered and responses were reflected in table 4.5 below: -

Table 4.5: Head teachers ensure schemes of work and lesson plans are related to syllabus content

Responses	Frequency	Percent
Strongly agree	60	53
Agree	36	32
Disagree	17	15
Strongly disagree		
Total	113	100

Source: Primary Data (2019)

Table 4.5 above showed that 60, (53%) of the respondents revealed that head teachers always ensure that schemes of work and lesson plans are related to syllabus content. Whereas, those who felt that head teachers often ensure that schemes of work and lesson plans are related to syllabus content were represented by 36, (32%), rarely was supported by 17, (15%). From such presentation, half of the teachers pointed out always, which implied that head teachers committed to ensuring that schemes of work and lesson plans are related to syllabus content.

Regarding the question whether head teachers ensure that required learning aids are provided, participants gave the following responses in table 4.6 below: -

Table 4.6: Head teachers ensure required learning aids are provided

Responses	Frequency	Percent
Strongly agree	53	46
Agree	47	42
Disagree	13	12
Strongly disagree	0	0
Total	113	100

Source: Primary Data (2019)

When respondents were asked to reveal the frequency by which head teachers ensure that required learning aids are provided, majority pointed out often and this was supported by 53, (46%). Always was represented by 47, (42%). Nevertheless, the least response rate of only 13, (12 %) came from respondents who felt that head teachers rarely ensure that required learning aids are provided. Almost an equal number of respondents revealed often (46%) and always (42%), implying that head teachers frequently supervises learning aids provided to teachers. So, effective supervision of learning aids like charts, pictures, drawings, models and study guides could lead to proper handling, management and initiative from the teachers to frequently utilize them.

Concerning the question whether head teachers ensure that all the teachable units for every class and term are schemed as a way of monitoring syllabus coverage, the Table 4.7 below illustrate participants' responses: -

Table 4.7: Head teachers ensure all the teachable units for every class and term are schemed as a way of monitoring syllabus coverage

Responses		Frequency	Percent
	Strongly agree	56	50
	Agree	40	35
	Disagree	15	13
	Strongly disagree	2	2
	Total		100.0

Source: Primary Data (2019)

As in Table 4.6 above, 56, (50%) of the respondents pointed out always, 40, (35%) mentioned often, 15, (13%) mentioned rarely, and 2, (2%) mentioned never. With such interpretation, the results showed head teachers frequently ensure that all the teachable units for every class and term are schemed as a way of monitoring syllabus coverage and this was supported more than three quarters of respondents (96, 85%). From such results, the researcher felt that the more head teachers monitor syllabus coverage, the more the teachers make effort to contribute and could be willing to work hard so as to strike the set goals and objectives, thus possibility of completing the syllabus in time.

Further still, the question on whether head teachers ensure that class tools are available during lesson preparation was administered to the respondents and their responses were captured in Table 4.8 below: -

Table 4.8: Head teachers ensure guides are available during lesson preparation

Responses	Frequency	Percent
Strongly agree	53	47
Agree	40	35
Disagree	18	16
Strongly disagree	2	2
Total	113	100

Source: Primary Data (2019)

Out of the 113 respondents, 53 (47%) of the respondents pointed out always, 40 (35%) revealed often, 18 (16%) mentioned rarely and 2 (2%) said never. Since more than three quarters 93 (82%) of the respondents pointed out always and often times, it implied that most head teachers frequently ensured that class tools are available during lesson preparation. The implication here is that the more the class tools are available, the higher the possibility that teachers could make

more simplified lesson plans with clearly assigned activities and tasks as a way of assisting the students to engage in the learning activities productively. Perhaps this could contribute to students' involvement in the activities of the lesson so that the desired learning outcomes are achieved, hence better performance of teachers in UPE schools in Bubulo Constituency, Manafwa District.

4.2.2 Research objective two: Head teachers' supervision and teachers' classroom instruction and management

On this research objective, it was found that there is a significant relationship between head teachers' supervision and teachers' classroom instruction and management (Sig 0.000). Table 4.9 illustrates the results: -

Table 4.9: Pearson Correlation between headteachers' supervision and teachers' classroom instruction and management

Variables Computed index		Head teachers' supervision	Teachers' classroom instruction and management
Head teachers' supervision	Pearson Correlation	1	.770**
	Sig. (2-tailed)		.000
	N	113	113
Teachers' classroom instruction and management	Pearson Correlation	.770**	1
	Sig. (2-tailed)	.000	
	N	113	113

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

As per the statistics in Table 4.9 above, the Pearson correlation was applied to establish the relationship between head teachers' supervision and teachers' classroom instruction and management in UPE schools in Bubulo Constituency, Manafwa District. The results above showed a strong positive significant relationship between head teachers' supervision and teachers' classroom instruction and management ($r=0.770^{**}$, $p=0.000$), the relationship is significant because the $P<0.01$ which is the predetermined level of significance. The study findings did not support the null hypothesis as there was an indication of a significant relationship between head teachers' supervision and teachers' classroom instruction and management in UPE schools in Bubulo Constituency, Manafwa District. The implication of the findings is that the more head teachers supervise teachers during classroom instruction and management the better the teachers' performance in classroom instruction in UPE schools in Bubulo Constituency, Manafwa District, and vice versa.

The qualitative analysis, when most head teachers were asked about the frequency by which they conduct supervision, they revealed: "I supervise my teachers at the beginning of term, midterm, and towards the end of term" (Head teacher 8, 9, 10: 20th/April/2019).

Another head teacher said: "We have a particular school programme of supervision: for example, per week for particular classes" (Head teacher 6, 20th/April/2019).

Nonetheless, in an interview with head teacher 15, he noted: "Teachers are weak when it comes to classroom management and use of instructional materials" (23rd /April/2019). Therefore, when teachers are frequently supervised, it would give a clear direction, and instill hard work and commitment among teachers which would ultimately lead to goal achievements and outcomes, thus improved performance among teachers.

Head teacher number 24, said: "We have introduced team teaching and we give external exams to check on classroom coverage and learners' achievement" (26th/April /2019).

Another head teacher remarked: “As a school supervisor and head, I always ensure that enough content is taught so as to cover the syllabus in time, I do this through asking teachers to make reports of what has been accomplished on a weekly basis, also, I set assessment exercise after every three weeks to test teachers on what has been covered” (Head teacher 23, 20th /April /2019).

Head teacher number 12 noted: “As a head of school, I supervise my teachers any time, most cases I do it without informing them such that I assess their teaching without any notice. Abrupt visiting make teachers prepared all the time so this make them smart and deliver content in an organized manner” (25th /April /2019).

Head teacher 7 said: “I have personally tried to supervise teachers during teaching time and this has brought a considerable change in teachers’ actual teaching” (27th April /2019).

One other head teacher reveled: “I personally visit classrooms during teaching, mark lesson plans daily and schemes of work. I do this to ensure that right content is delivered and this improves on teachers’ organization and classroom management” (Head teacher 28, 25th April /2019).

Another head teacher, number 25 reported: “I always ensure that lessons are conducted and punishment is given to those who try to dodge classes. This has helped in checking on absenteeism cases and therefore slight improvement in performance” (27th April /2019).

Head teacher 16 said: “I supervise my teachers every day in the morning and evening to ensure that they are consistently in class and school during the working hours” (30th April /2015).

Head teacher 21 revealed that: “I always ensure instructional materials are used during every lesson, for instance when it is time for mathematics I ensure that charts, sets and mathematical text books are availed to all teachers for effective lesson delivery” (20th April /2015).

During observation, such instructional materials were available and when some classes were visited, charts, pictures, diagrams were displayed on walls to aid in the process of teaching and learning.

The results above are consistently in line with the quantitative data. Almost all the key informants raised similar concern as regards teachers' performance and classroom instruction and management. This implies that if head teachers ensure that instructional materials are availed to teachers coupled with supervision, content delivery is likely to improve.

Table 4.10: Head teachers ensure lesson objectives are specific, measurable, achievable, and realistic and time bound (SMART)

Responses	Frequency	Percent
Strongly agree	50	44
Agree	40	36
Disagree	23	20
Strongly disagree		
Total	113	100

Source: Primary Data (2019)

When respondents were asked to reveal the frequency by which head teachers ensure that lesson objectives are SMART (specific, measurable, achievable and realistic and time bound), majority i.e. 50 (44%) pointed out always, 40 (36%) mentioned often, and 22 (20%) mentioned rarely. Ensuring that the lesson objectives are SMART could in turn influence teachers to prepare students for learning by providing an initial structure to clarify intended outcomes and cue the desired strategies. The lessons with SMART objectives could facilitate student learning by communicating the nature and purpose of the lesson, and connecting it to prior knowledge.

Another question on whether head teachers ensure that lessons contain learner centered activities was administered and responses were reflected in Table 4.11 below: -

Table 4.11: Head teachers ensure lessons contain learner centered activities

Responses		Frequency	Percent
	Strongly agree	54	48
	Agree	31	27
	Disagree	26	23
	Strongly disagree	2	2
	Total	113	100.0

Source: Primary Data (2019)

The above results indicated that 54 (48%) of the respondents revealed that head teachers always ensure that lessons contain learner centered activities, 31 (27%) mentioned often times, and those who pointed out rarely were represented by 26 (23%). Interestingly, only 2, (2%) of the respondents revealed that head teachers never ensure that lessons contain learner centered activities. Since almost three quarters of the respondents 85, (75%) were affirmative; it implied that head teachers frequently ensure that lessons contain learner centered activities. From the researcher's point of view, if head teachers frequently ensure that teachers apply methods of teaching which are learner centered, it means that teachers could be in position of helping learners grasp the development of knowledge, thus better retention and better transfer of knowledge to other situations, better motivation for further learning and better problem-solving ability among learners in UPE schools in Bubulo Constituency, Manafwa District.

Regarding the question whether head teachers supervise teachers at least 3 times a week, participants gave the following responses in table 4.12 below: -

Table 4.12: Head teachers supervise teachers frequently

Responses	Frequency	Percent
Strongly agree	27	24
Agree	45	40
Disagree	22	19
Strongly disagree	19	17
Total	113	100

Source: Primary Data (2019)

When respondents were asked to reveal frequent times by which head teachers supervise teachers at least 3 times in a week, majority i.e. 45 (40%) pointed out often times, 27 (24%) mentioned always, and 22 (19%) said rarely. Nonetheless 19, (17%) revealed that their head teachers never supervise teachers at least 3 times a week. Looking at such presentation, more than half of the respondents (72, 64%) were affirmative, suggesting that teachers are supervised at least 3 times in a week.

In addition, the question on whether head teachers ensure that instructional materials are used during every lesson, was administered to the respondents and their responses were captured in Table 4.13 below: -

Table 4.13: Head teachers ensure instructional materials are used

Responses	Frequency	Percent
Strongly agree	44	39
Agree	36	32
Disagree	30	27
Strongly disagree	3	2
Total	113	100

Source: Primary Data (2019)

The above results indicated that 44, (39%) of the respondents pointed out always and 36, (32%) mentioned often while rarely and never were supported by 30, (27%) and 3, (2%) respectively. Such presentation showed that more than half of the respondents (80, 71%) believed that their head teachers frequently ensure that instructional materials are used in every lesson. This indicates that whenever teachers are aware of being supervised by their head teachers, they would perhaps ensure that they are properly organized and ensure that all the appropriate instructional materials like charts, pictures, drawings are adequately utilized. This in turn could facilitate better learning and quality education would be enhanced.

Concerning the question whether head teachers ensure that enough content is taught so as to cover the syllabus in time, the Table 4.14 below illustrate participants' responses:

Table 4.14: Head teachers ensure enough content is taught so as to cover the syllabus in time

Responses		Frequency	Percent
	Strongly agree	51	45
	Agree	31	27
	Disagree	28	25
	Strongly disagree	3	3
	Total	113	100

Source: Primary Data (2019)

When respondents were asked to reveal frequency by which head teachers ensure that enough content is taught so as to cover the syllabus in time, majority i.e. 51 (45%) pointed out always, 31, (27%) mentioned often, 28 (25%) said rarely and only 3 (3%) said never. As per the presentation, the result showed that most of the head teachers ensured that enough content was taught so as to cover the syllabus in time as this was supported by more than half of all the responses (82, 72%). The statistics here reveal that the more the head teachers supervise their

teachers, the higher the chances of teachers' commitment and hard work which would alternatively lead to timely completion of syllabus and the reverse is true.

4.2.3 Research objective three: Head teachers' supervision and teachers' assessment and evaluation of learners

On this research objective, it was found out that there is a significant relationship between head teachers' supervision and teachers' assessment and evaluation of learners (sig 0.000), as seen in table 4.15.

Table 4.15: Pearson Correlation between head teachers' supervision and teachers' assessment and evaluation of learners

Variables		Computed index	Head teachers' supervision	Teachers' assessment and evaluation of learners
Head teachers' supervision	Pearson Correlation		1	.701**
	Sig. (2-tailed)			.000
	N		113	113
Teachers' assessment and evaluation of learners	Pearson Correlation		.701**	1
	Sig. (2-tailed)		.000	
	N		113	113

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

As per the statistics in Table 4.15 above, the Pearson correlation was applied to establish the relationship between head teachers' supervision and teachers' assessment and evaluation of learners in UPE schools in Bubulo Constituency, Manafwa District. The results above showed a positive significant relationship between head teachers' supervision and teachers' assessment and evaluation of learners ($r=0.701^{**}$, $p=0.000$), the relationship is significant because the

$P < 0.01$ which is the predetermined level of significance. The study findings did not support the null hypothesis as there was an indication of a significant relationship between head teachers' supervision and teachers' assessment and evaluation of learners in UPE schools in Bubulo Constituency, Manafwa District. The implication of the findings is that head teachers did not effectively supervise teachers during assessment and evaluation of learners hence poor teachers' performance in UPE schools in Bubulo Constituency, Manafwa District.

During interview discussions with one of the head teacher of school, he revealed that:

“Naturally many teachers don't want hard work especially to give assignments to pupils since the pupils in these UPE schools are very many. The only way for them to give assignments to learners is through urging them to do it as well as to check the learners' books, thus supervising them on this issue helps”

Another head teacher noted, *“As head teachers, parents and district officials are on our necks to produce results. Pupils cannot produce good results unless when they are adequately taught and regularly given assignments. As head teachers we usually urge teachers to do it, and we ask the directors of studies to make a follow up on that issue, hence the more the supervision is done, the more teachers give those assignments and mark them”* (date of interview 22nd /April/2019).

Another head teacher said that: “Teachers have to use the traditional methods of assessment (exercise, end of term exams) that which are not well integrated to children” (Head teacher 22, 20th /April/2019).

The statement above was in line with quantitative data (see Table 4.16) where a relatively big portion revealed that head teachers rarely ensure that teachers use various methods of learner assessment.

In an interview when one head teacher was asked to reveal weak areas of his teachers, he said: “My teachers are weak when it comes to assessment and evaluation of learners; and preparing lesson plans” (Head teacher 24, 23rd /April/2019). A statement of this nature shows that teachers need to frequently be supervised if such weak areas are to improve. Results of this nature implied that this supervisory role was equally distributed among head teachers in UPE schools in Bubulo Constituency, Manafwa District.

The twentieth head teacher reported that: “my teachers are weak when it comes to assessment and preparation of lesson plans, unless you coarsen them they do not want to assess children” (23th April /2019). Such attitude has a negative bearing on the academic performance of children because if teachers don’t like assessing children, they cannot identify their weaknesses and therefore are more likely not to assist such children.

Another head teacher revealed that: “sometimes teachers don’t check children’s books, neither make lesson plans to guide their lesson delivery, they don’t give children homework” (Head teacher 8, 23rd /April/2019). So when all this is combined, one wonders how children under such hands can perform well in their academics.

During interviews with number 16, 17, 18 and 19 head teachers, they revealed that: “teachers are poor at: (i) time management. (ii) Continuous assessment of children. (iii) Remedial teaching (23th April /2019).

Head teacher number 20 remarked: “if am to rate my teachers, they are poor at assessment and co-curricular activities” (23th April /2019).

As per the above analysis, it was established that teachers were so weak in areas of assessment and evaluation of learners. Almost all the key informants raised similar concern as regards teachers’ performance and assessment and evaluation of learners. This implies that if teachers

are weak via assessment, they cannot identify the weaknesses of children because how would a teacher help a child whose weakness and strength is not known. This has a definite negative impact on the academic performance of a child. So if head teachers are to improve the performance of teachers in their respective schools, emphasis should strongly be put on assessment and evaluation. They should always ensure that children are frequently assessed; their books are marked on a regular basis and homework given at least daily.

Detailed responses on headteachers' supervision of pupils' assignments. Are presented in the tables below.

Table 4.16: Head teachers ensure lesson exercise and home work are given to learners

Responses		Frequency	Percent
	Strongly agree	43	38
	Agree	29	26
	Disagree	32	28
	Strongly disagree	9	8
	Total	113	100

Source: Primary Data (2019)

From the presentation above, 43 (38%) of the respondents pointed out always, 29 (26%) mentioned often, while 32 (28%) and 9 (8%) of the respondents pointed out rarely and never respectively. Looking at such presentation almost an equal number of respondents (43, 38%) pointed out that head teachers always ensure that lesson notes, lesson exercise and home work is given to learners daily and 32, 28% pointed out rarely, suggesting that as some head teachers put emphasis on giving lessons notes, lesson exercise and home work to learners on daily basis, others don't. Such a scenario could bring a gap in performance of teachers that is, teachers who for example provide lesson exercise and home work to learners on daily basis are bound to perform better than their counterparts who don't. The reason for rare supervision towards

lesson notes, lesson exercise and homework could be attributed to low motivation, big class sizes and perhaps heavy load on both teachers and head teachers.

Concerning the question whether head teachers ensure that pupils' exercise books are marked daily with constructive feedback, the Table 4.17 below illustrate participants' responses: -

Table 4.17: Head teachers ensure pupils' exercise books are marked with constructive feedback

Responses	Frequency	Percent
Strongly agree	51	45
Agree	23	20
Disagree	30	27
Strongly disagree	9	8
Total	113	100

Source: Primary Data (2019)

The above result indicated that 51 (45%) of respondents pointed out that their head teachers ensure that pupils' exercise books are marked daily with constructive feedback. About 23 (20%) of the respondents mentioned often times, 30 (27%) mentioned rarely. A proportion of 9 (8%) of respondents revealed never. Since the margin of respondents who pointed out always (51, 45%) and those who mentioned rarely (30, 27%) was not so big, it implied that this supervisory role is equally distributed among head teachers in UPE schools in Bubulo Constituency, Manafwa District.

Another question on whether head teachers ensure that teachers use various methods of learner assessment was administered and responses were reflected in Table 4.18 below: -

Table 4.18: Head teachers ensure teachers use various methods of learner assessment

Responses		Frequency	Percent
	Strongly agree	47	42
	Agree	23	20
	Disagree	32	28
	Strongly disagree	11	10
	Total	113	100

Source: Primary Data (2019)

From the presentation above, 47 (42%) of the respondents pointed out always, 23 (20%) mentioned often while 32 (28%) of the respondents revealed rarely, and 11 (10%) revealed never. The statistics here reveal that many respondents maintain that head teachers always ensure that teachers use various methods of learner assessment. Nevertheless, a small margin of 5% was captured between respondents who mentioned always and those who revealed that head teachers rarely ensure that teachers use various methods of learner assessment. Results of this nature implied that this supervisory role was equally distributed among head teachers in UPE schools in Bubulo Constituency, Manafwa District. It is important to note that use of various methods could promote effective teaching and learning.

In addition, the question on whether head teachers ensure that teachers provide remedial lessons as a follow up of every assessment was administered to the respondents and their responses were captured in Table 4.19 below: -

Table 4.19: Head teachers ensure teachers provide remedial lessons as a follow up of every assessment

Responses	Frequency	Percent
Strongly agree	47	42
Agree	26	23
Disagree	29	26
Strongly disagree	11	9
Total	113	100

Source: Primary Data (2019)

The above result indicated that 47 (42%) of respondents revealed that head teachers always ensure that teachers provide remedial lessons as a follow up of every assessment. Respectively, 26 (23%), 29 (26%) and 11 (9%) pointed out often, rarely and never. The result here affirms that 70% of the respondents believed that head teachers ensured that teachers provide remedial lessons as a follow up of every assessment. Nevertheless, a small margin of 7% was captured between respondents who mentioned always and those who revealed that head teachers rarely ensure that teachers provide remedial lessons as a follow up of every assessment.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussions, conclusions and recommendations of the study in reference to the influence of head teachers' supervision on teachers' performance in Universal Primary Education schools in Bubulo Constituency, Manafwa District. The conclusions are drawn from lessons learnt in alignment with the objectives and recommendations thereof. Areas of future research that can supplement this study are also suggested.

5.1 Discussion of findings

5.1.1 Relationship between head teachers' supervision and teachers' preparation of pedagogical documents

The quantitative result showed a strong positive significant relationship between head teachers' supervision and teachers' preparation of pedagogical documents ($r=0.791^{**}$, $p<0.01$). This implies that head teachers' supervision and teachers' preparation of pedagogical documents have a statistically significant relationship and therefore when head teachers' supervision is carried out regularly, teachers' performance improves and vice versa. Relatedly, Ameir (2013) in his research found a lot of laxity in the schools; with the teachers as well as the head teachers. He found that the exercise of supervision was poorly adhered to thus the poor supervision in schools. In the case of secondary schools in the Western district in Zanzibar, assessment and evaluation were similarly not only carried out effectively because both the evaluators and those evaluated seemed not to know the criteria and measuring instruments (Interactive Business Network Resource Library, 2011). Ameir (2013) found that the quality of preparation in schools is very poor because of poor supervision. It was found that the teachers are not vigilant in as far as supervision is concerned. He revealed that there are very few schools where teachers are guided on lesson presentation through supervision. Musiime (2010)

also found that lesson preparation significantly influenced performance of students in the subject. In other words, the performance of teachers was below average and this also led to poor performance of students in the achievement tests.

Qualitatively, contradicting results were found indicating that head teachers' supervision of lesson plans, schemes of work, content delivery, teachable tools and class tools was very important in lesson delivery. For instance, when head teachers track lesson plans, this can influence teachers to make lesson plans with clearly assigned activities and tasks. This could in turn assist the students to engage in learning activities productively, thus achieving the desired learning outcomes. This is in line with the Education Act (2008) which stipulates that teachers are responsible for the teaching and learning process in and outside the classroom. They are therefore expected to prepare lesson plans so as to improve the quality of education by making all the necessary preparation that will make learning interesting and easy to pupils.

However, Musiime (2010) reported that lesson planning on the side of teachers was unsatisfactory. There was no single appropriate and detailed lesson plan seen with any teacher except some outlined points on a piece of paper to guide lesson development. The lesson plans which the teachers did while they were still student teachers were made history after qualifying professionally. Therefore, there was a significant influence of lesson planning on the degree of participation of students during lessons.

5.1.2 Relationship between head teachers' supervision and teachers' classroom instruction and management

The quantitative result showed a high positive significant relationship between head teachers' supervision and teachers' classroom instruction and management ($r=0.770^{**}$, $p<0.01$). This implies that head teachers' supervision and teachers' classroom instruction and management

have a statistically significant relationship and therefore when head teachers carry out supervision during teaching, teachers' performance improves and vice versa.

Therefore, when teachers are frequently supervised, it would give a clear direction, and instill hard work and commitment among teachers which would ultimately lead to goal achievements and outcomes, thus improved performance among teachers.

As elaborated by Hill (2000), supervision helps teachers as well as those who are professionally capable to have an opportunity to become reflective, critical and creative thinkers and thus become effective in teaching. Marshall (2008) argues that, it is important for head teachers to get into the class room and observe what teachers do. He said, "evaluating the teaching-learning process help in identifying the loop holes in teaching and hence improves the lesson presentation.

Nherera (2009) noted that classroom supervision promotes mentoring and coaching for effective management of the teaching and learning process. Therefore, teachers' classroom instruction should be supervised and supported through lesson supervision to enhance quality education in primary schools. As stressed by Dash (2000), effective supervision must have a purpose to ensure that quality teaching and learning is equitably provided to learners and to facilitate the professional growth as well as effective performance of teachers. This is why effective classroom instruction by teachers should be supported through lesson supervision to enhance quality education".

5.1.3 Relationship between head teachers' supervision and teachers' assessment and evaluation of learners

The quantitative result showed a strong positive significant relationship between head teachers' supervision and teachers' assessment and evaluation of learners ($r=0.701^{**}$, $p<0.01$). This implies that head teachers' supervision and teachers' assessment and evaluation of learners

have a statistically significant relationship and therefore when head teachers' carry out supervision during assessment and evaluation, teachers' performance improves and vice versa.

Qualitatively, it was found that where head teachers don't carry out supervision their teachers are weak when it comes to assessment and evaluation of learners. This shows that teachers need to frequently be supervised if such weak areas are to improve. Results of this nature imply that these supervisory roles should be encouraged in UPE schools in Bubulo Constituency, Manafwa District as a measure to improve teachers' performance.

This view was supported by Mohanty (2001), that head teachers of primary schools are the superior officers of the teachers who should give them the sense of direction in performing their duties. Lukwago (2000) observed that the head teacher occupies a central position in the school system because he takes decisions on work, finances and people. Teachers' performance can be influenced by the way head teachers guide them in their work. According to Mwesigwa (2010) continuous assessment helps teachers and learners to achieve the required goals.

5.2 Conclusions

The purpose of this study was to determine the influence of head teachers' supervision on teachers' performance in universal primary education schools of Bubulo Constituency, Manafwa District. The conclusions were based on the three objectives, thus:

When head teachers' supervision increases, it increases teachers' commitment in making the schemes of work, lesson plans, lesson notes and preparation of learning aids in time.

When head teachers become effective supervisors so as to see that all the necessary instructional materials are fully utilized, it brings about effective learning, arouse interest, stimulate discussions and raise questions, simplify information and ideas among learners.

Teachers who are effectively supervised by their head teachers are more likely to assess and evaluate their learners in time than their counterparts who are not effectively supervised by

their head teachers.

5.3 Recommendations

In regard to the findings and drawn conclusions, the following recommendations were made to education stake holders:

First of all, teachers should use pedagogical documents like lesson plans and schemes of work with clearly assigned activities and tasks as a way of assisting the learners to engage in the learning activities productively. This could contribute to learners' involvement in the activities of the lesson so that the desired learning outcomes are achieved. To the school administrators or rather head teachers; it is recommended that they do not shy away from supervising teachers' schemes of work and lesson plans. This should be emphasized during appraisal sessions to help improve teacher effectiveness and hence student learning. There is need to ensure that teachers are always supervised on a daily basis so as to instil commitment and hard work which would in turn lead to improved teachers' performance in UPE schools.

Secondly, teachers should realize that the use of instructional materials during lessons simplifies content and brings distant events into classroom situations for easy understanding. Therefore, they should always create attractive and functional classrooms with necessary equipment and materials since unattractive and dysfunctional classrooms are detrimental to teacher effectiveness and student learning. It is also important to note that it is the teacher's task to always improvise on the instructional materials needed for the teaching process even if funds for the purchase of readymade materials are not available.

In addition, assessment and evaluation of learners should become a daily route and it's the head teachers who should ensure that teachers do this. Remedial lessons, exercises and home work should be given to learners frequently for purposes of assessing learners and identifying their weaknesses and strengths.

5.4 Suggested Areas for Further Research

It is important to take note that the findings in the present study are not generalizable to all the Universal Primary Education schools in Manafwa District because of study limitations. The findings of the current study should be seen as a parameter for future research rather than as final answers. There is quite a need to examine the relationship between head teachers' supervision and teachers' Performance using different research designs, samples and different settings before a definite conclusion can be made as there were some limitations in this study.

It would be important for future researchers to also compare head teachers' supervision and quality of teaching in Universal Primary Education Schools based on rural and urban setting.

The researcher would like to suggest that supplementary investigations could be done using longitudinal studies. This can help to reveal the causal relationship between head teachers' supervision and teachers' performance. Thus researchers could also examine whether the influence of head teachers' supervision is so paramount or not in causing either poor or better teachers' performance.

REFERENCES

Acham, H., Kikafunda, J., Malde, M., Oldewage-Theron, W., & Egal, A. (2012). Breakfast, midday meals and academic achievement in rural primary schools in Uganda:

- implications for education and school health policy. Food & nutrition research, 56(1), 11217.
- Aggarwal, J. C. (2000). Essential of Educational Technology. Teaching and Learning Innovations in Education, (4th Reprint.). New Delhi: Offset printers.
- Amin, E. M (2005). Social Sciences Research: Conception Methodology Analysis. Kampala: Makerere University Printery.
- Amir (2013). Influence of head teachers' Instructional Supervision Strategies on Curriculum Implementation in Public Secondary schools in western district in Zanzibar. (Unpublished master's Thesis).
- Awoyele, D. (2008). Problems of Organization and Supervision of Teaching practiced in Nigeria. Nigeria Educational Forum 4 (1) 1 – 4.
- Benell, A. (2004). Education Supervision and Management. A hand book for educational Supervision. New York: McGraw Hill.
- Bently, P. W. (2005). Instructional supervision and gifted education elementary school teachers' perspectives (Published Doctoral dissertation). Berogia: University of Berogia.
- Bernard, J. M., & Goodyear, M. (2008). Fundamentals of Clinical Supervision, (2nd ed.). London: Allyn and Bacon.
- Ciccy, D. (2007). Supervision and teacher performance in catholic founded Secondary Schools in Luwero District. (Unpublished master's dissertation). Makerere University, Kampala, Uganda.
- Cogan, M. (1973). Clinical supervision. Boston, MA: Houghton Mifflin Co.
- Dash, B. N. (2000). Content Curriculum Methods of teaching social studies. NewDelhi: Kalyani Publishing Company.
- Education Service Commission. (2009). The teaching service scheme for primary teachers Kampala: Education Service Commission.
- Esudu, S. 2010. UPE, USE should be monitored. The New Vision, January 13, 2010.
- Everest, A., & Michael, O. (2012). School organization and management Ondo: Ife-Oluwa ENT Nigeria Ltd
- Farrant, J.S. (1994) Principles and practice of education, London Oxford University Press.
- Fook, C.Y, (2009). Evaluating the effectiveness of Educational management and leadership programme. Shah Alam: UPENA, MARA University of Technology Publisher.

- Frazer, K. (2000). Perceptions of Secondary School Teacher Satisfaction. *Journal of Educational Administration* 18 (2) P224 – 227.
- Frempong, E. (2011). Factors contributing to poor performance of students in the basic education certificate Examination in selected public junior high schools in Effutu Municipality, University of Winneba
- Glanz, J. (2000). Supervision: Don't discount the value of the modern. In J. Glanz & L. S. Behar-Horenstein (Eds.), *Paradigm debates in curriculum and supervision: Modern and postmodern perspectives* (pp. 70–92). Westport, CT: Bergin & Garvey.
- Glanz, J. (2007). On vulnerability and transformative leadership: an imperative for
- Glickman, C.D., Gordon, S.P and Ross-Gordon, J.M. 2001. Supervision and Leaders of supervision, Theory and Practice: *International Journal of Leadership in Education*, 10.2:115-135.
- Goldhammer, R Anderson, R. H. & Krowoki, R.J. (1980) *Clinical supervision special methods for supervision of teachers*. London: Holt, Rinehart & Winston.
- Habimana, A. M. 2008. The Effect of Head Teachers' Instructional Supervisory Practices on Performance of Private Secondary School Students in Musanze District, Rwanda. Published Master's Thesis, Bugema University.
- Harrison, C. and J. Killian, 2007. Ten roles for teacher leaders. *Educational Leadership*, 65(1): 74-77. View at Google Scholar
- Harrison, R. H. (2008). *Supervisory Leadership in Education*. Fresno State: College America Book Company
- Hill, F. (2000). *Supervision for better schools*. New Jersey: Prentice Hall.
- Holland, P. E., & Garman, N. (2001). Towards a resolution of the crisis of legitimacy in the field of supervision. *Journal of Curriculum and supervision*. 16(6), 95-111. *Instructional Leadership: A developmental approach*. London: Ally and Bacon.
- Kapfunde, C. L. (2000). Clinical supervision in the Zimbabwe Context Harare: Teachers' Forum. 22, (7), 665-701.
- Khwaka, A. (2010). The Effects of Head Teachers' Supervision on the Teaching and Learning process in Primary Schools in Mbale District, Uganda. (Unpublished Masters Dissertation). Islamic University in Uganda.
- Kimeu, J.M. (2010) Influence of secondary school Principals Instructional supervision practices on Kenya Certificate for Secondary Education Performance in Kasikeu Division unpublished M.Ed Project University of Nairobi.

- Kruskamp, S. (2003). Instructional Supervision: its impacts on teachers and students' performance. (Unpublished master's thesis). University of Nueva Caceres, Naga city.
- Likert, R. (1931). A Technique for the measurement of attitudes. Archives of Psychology. New York: Columbia University Press.
- Lukwago, R. (2007). Effective School Management. Kampala: Quality Information Centre.
- Lyadda, A. (2008). Impact of performance appraisal on Teachers Performance in Selected Government aided Secondary Schools in Butaleja District, Uganda. (Unpublished master's Thesis). Islamic University in Uganda, Mbale, Uganda.
- Mafabi, A. (2014, November 16). Strict measures to be taken in UPE schools on parents. The Daily Monitor P.3
- Maicibi, N. A. (2005). Pertinent Issues in Management: Human Resource and Educational Management. (1st ed.). Kampala: Net Media Publishers.
- Maicibi, N. A. (2007). Human Resource Management Success. Kampala: UNAFRI Secretariat.
- Maicibi, NA (2003) Pertinent Issues in employees Management Kampala PK Graphics (U) Ltd.
- Marshall, C. (1990). Goodness criteria: Are they objective or judgement calls? In E.G. Guba (Ed.), The paradigm dialog. Newbury Park, CA: Sage Publication.
- Marshall, J. (2008). Psychology in action: Class room control. United Kingdom: The British Psychological Association.
- Mbiti, D. (2004). Foundation of School Administration. Nairobi: Oxford university place.
- Mohanty, J. (2002). Educational Administration and Supervision. NewDehli: Deep & Deep Publishers.
- Monsher, R., & Purpel, D. (2004). Supervision: The reluctance in the profession. Boston: Houghton Mifflin.
- Mosha, M. A. (2015). The Role of Teachers' Resource Centres in Teachers' Professional Development and Enhancing Primary Education in Zanzibar. Journal of Education and Practice, 6(8), 44-61.
- Mudangi Eridard Zadock. (2019). Quality of teaching and learning in Manafwa District. A presentation of observations to primary school head teachers. Manafwa district Hall.
- Muhingo, J. C. (2013 March 3). Schools Should Strengthen Continuous Assesement. New Vision, p. 11.
- Muriithi, M.M. (2014). Influence of head teachers' Instructional Supervision Strategies on Curriculum Implementation in Public Primary schools in Imenti South District, Kenya. Compiled and produced by Kenya Information Preservation Society.

- Musaazi, J. C. S. (2006). Educational Planning. Kampala: Makerere University.
- Musiime (2010). Influence of biology lessons and delivery on students' performance in selected secondary schools in Ibanda district. (Unpublished master's Thesis).
- Musungu, F., & Nasongo, D. (2008). The head teachers instructional Role in Academic Achievement in Secondary Schools in Vihinga District. Nairobi: Department of Educational Planning and Management.
- Musungu, L.L. & Nasongo, J.W. (2008). The Head teachers' Instructional role in academic achievement in Secondary Schools in Vihiga District, Kenya. Educational research and Review Vol. 3 (10) pp 3160323 ISSN 19903839.
- Mwesigwa, H. (2010). Head teachers' support supervision on the teachers' performance in the thematic curriculum classes in Namanyonyi and Nakaloke sub-counties, Mbale district, Uganda. (Unpublished Master's dissertation). Islamic University in Uganda. Mbale, Uganda.
- Nambassa, M. K. 2003. The Impact of Classroom Supervision on the Quality of Teaching and Learning in Primary Schools in Wakiso District, Uganda, Unpublished Master's Thesis. Makerere University, Kampala.
- Nampa, C. 2007. Supervision and Teachers' Performance in Catholic Secondary Schools in Luwero District, Uganda. Unpublished Master's thesis. Makerere University.
- Namugwanya, B. (2006). Teachers' Perceptions of School Inspection: A Case of Mubende District, Uganda. Unpublished M.Ed. Thesis. Makerere University, Kampala.
- Nherera, C. M. (2009). Capacity Building in Education Research in Southern Africa. Education for national integration and development, 22, (7), 665-701.
- Nzabonimpa Buregeya, J. (2013). Influence of Head Teachers' General and Instructional Supervisory Practices on Teachers' Work Performance in Secondary Schools in Entebbe Municipality, Wakiso District, Uganda. Makerere University eric.ed.gov/ED527043pdf
- Oguttu, P. (2016). *Universal primary education in Manafwa district, Uganda*. MED Dissertation, Kampala University.
- Okumbe, A. (2007). Educational Management: Theory and Practice. Nairobi: University of Nairobi Press.
- Oluoch, E. (2006). Challenges seen from Different perspectives in an African Country: A case study of Tanzania Mainland Teachers' Union (TTU). (Unpublished). A paper presented at the Volsenasen Cultural organization.

- Orenaiya, S. A. (2014). School Inspection or, and Supervision Effects in Public Secondary Schools in Ogun
- Otto. A.Y (2008). Department of Distance Education School Practice Module, Kampala: Kyambogo University
- Penny, A., Ward, M., Read, T., & Bines, H. (2008). Education sector reform: The Ugandan experience. *International Journal of Educational Development*, 28(3), 268-285.
- Reepen, N., & Barr, S. (2010). The Attitudes of Teachers towards Supervision. *Journal of Experimental education*. 237 – 301.
- Retting, P. A. (2008). Supervision of Instruction. Retrieved from <http://Education.stateuniversity.com/supervision-instruction.html>). (accessed October 20, 2014).
- Robbins, S. D. (2007). *Management Concepts and Practices*. Englewood Cliffs: Prentice Hall.
- Robert, W. (2005). Supervision procedures in the American schools. Retrieved from <http://http.www.supervision.american.school.org .html> (accessed October 4, 2014).
- Science Invention, 3 (6), 74-80 *Teaching and learning Journal*, 7. Retrieved September 20, 2015 from <https://www.kpu.ca/sites/default/files/transformative>. Second edition. New York: Eye on Education.
- Sembirige, P. (2009). The Role of the District Inspectors in the Improvement of Primary School Teaching in Selected Primary Schools in Mukono District . A case of Mukono and Buikwe Counties, Uganda. Unpublished M.Ed. Thesis. Makerere University, Kampala.
- Sergiovanni, Thomas & R. Strarrat (1993). *Supervision: A redefinition* 5th ed. New York: McGraw-Hill.
- Ssekamwa, J.C., & Lugumba S.M.E. (2010). *Development and Administration of Education in Uganda*, (2nd ed.). Kampala: Fountain Publishers. State, Nigeria: Where are we and where do we go? *International Journal of Humanities and Social Sciences*.
- Tesfaw T.A.; Hofman R.H. 2012. *Instructional Supervision and Its Relationship with Professional Development: Perception of private and government secondary school teachers in Addis Ababa*. Addis Ababa: University of Groningen. (Master's thesis 37).
- Tesfaw, T.A & Hofman, R.H (2014). Relationship between instructional supervision and professional development. *The International Education Journal: Comparative Perspectives*, 13 (1), 82-99. Retrieved September 18, 2015 from <http://iejcomparative.org>.

- Walukhu, J. (2002). Use of Instructional Materials in Primary Schools-Mbale district. (Unpublished Masters Dissertation). Islamic University in Uganda, Mbale, Uganda.
- Walumoli, A. (2007). The Influence of Supervision on Teachers' Effectiveness in Primary Schools in Manafwa District. (Unpublished Masters Dissertation). Kampala International University in Uganda, Kampala, Uganda.
- Zepeda, S.J. (2010). Instructional supervision: applying tools and concepts (3rd ed.). New York: Eye on Education
- Zepeda, S.J. 2007. The principal as instructional leader: A handbook for supervision.

APPENDICES

APPENDIX I: QUESTIONNAIRE

Dear Respondent,

WAKUTILE ANTHONY GODWIN

Iam WAKUTILE ANTHONY GODWIN carrying out a research meant to establish the influence of head teachers' supervision on teachers' performance in Universal Primary Education schools in Bubulo Constituency, Manafwa District (Uganda). This research is being undertaken as a partial fulfillment for the requirement of the award of a Master's Degree in Educational Administration and management of Kampala International University. Please feel free to provide the information required as honestly as possible. This information will not be used for any other reason except for this academic purpose. Thank you for your co-operation

Section A: Respondent's Bio data

1. Your gender.....2. Your age.....3. Your working experience as a teacher.....

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

KEY: 4 =strongly agree, 3 =Agree, 2 = Disagree, 1 = strongly disagree

Section 1: Head teachers' supervision:

A	Head teachers supervision on teachers' preparation of pedagogical documents	4	3	2	1
A 1	My head teacher tracks teachers lesson plans on daily basis and gives constructive feedback				
A 2	My head teacher ensures that schemes of work and lesson plans are related to syllabus content.				
A 3	My head teacher ensures that required learning aids are provided				
A 4	My head teacher ensures that all the teachable units for every class and term are schemed as a way of monitoring syllabus coverage.				
A	My head teacher ensures that class tools are available during lesson				

5	preparation.				
B	Head teachers' supervision of teachers' class room instruction and management				
B 1	My head teacher ensures that lesson objectives are SMART specific, measurable, achievable and realistic and time bound				
B 2	My head teacher ensures that lessons contain learner centered activities				
B 3	My head teacher supervises me at least 3 times a week				
B 4	My head teacher ensures that instructional materials are used during every lesson.				
B 5	My head teacher ensures that enough content is taught so as to cover the syllabus in time.				
C	Head teachers' supervision on teachers' assessment and evaluation of learners				
C 1	My head teacher ensures that lesson notes, lesson exercise and home work is given to learners daily.				
C 2	My head teacher ensures that pupils' exercise books are marked daily with constructive feedback.				
C 3	My head teacher ensures that teachers use various methods of learner assessment				
C 4	My head teacher ensures that teachers provide remedial lessons as a follow up of every assessment				
C 5	My head teacher ensures that teachers' section of self-evaluation is reflected to show the strong and weak areas and a way forward				

Section C: Teachers' Performance

The following is a list of statements concerning teachers' performance. Please tick the column which best describes how often teachers carry out the following:

1.	Teachers' performance in preparation of pedagogical documents	4	3	2	1
	I prepare lesson plan daily before teaching				
	My lesson plans and schemes are related to syllabus content				
	I prepare the learning aids before teaching every lesson.				
	my schemes of work covers all the teachable units for each term as reflected on the teaching syllabus				
	I carry all the class tools to class wherever I go to teach				
2.	Teachers' performance in classroom instruction and management				
	The teaching objectives are always SMART .				
	I use learner centred approaches to teach				
	I often invite my head teacher to attend my lessons when I am teaching the learners				
	Teacher always use instructional materials to aid my teaching				
	I always teach enough content and cover the syllabus in time				
3	Teachers' performance in assessment and evaluation of learners.				
	I give lesson notes, exercise and home work after every lesson				
	I mark pupils exercises daily and give constrictive feedback.				
	I always use various methods of learner assessment.				
	I teach remedial lessons as a follow up of learner assessment				
	I evaluate myself and show the strong and weak areas and give a way forward.				

APPENDIX II: INTERVIEW GUIDE FOR HEAD TEACHERS

STUDY TOPIC: Influence of head teachers' supervision on teachers' performance in Universal Primary Education schools in Bubulo Constituency, Manafwa District (Uganda).

Guiding Questions:

1. Do you supervise your teachers on preparing pedagogical documents?

To what extent is it relevant?.....

2. Do you supervise your teachers on classroom teaching and management?

To what extent is it relevant?.....

3. Do you supervise your teachers on assessment and evaluation of learners?

To what extent is it relevant?.....