
*TEACHER SUPERVISION AND STUDENTS' PERFORMANCE AT PLE IN KISORO DISTRICT: A
CASE STUDY OF REAL QUALITY PRIMARY SCHOOL*

1 Sunday Godfrey, 2 Dr Ssekiswa Peter, 3 Irumba Alex

1, 2, 3 Metropolitan International University

ABSTRACT

The major objective of this study lied in finding out whether there was a relationship between Teacher Supervision and Students' Performance at PLE at Real Quality Primary school, Kisoro District. Other objectives included: To find out the extent of Teacher Supervision at Real Quality Primary school, Kisoro District and to establish the level of students' performance at PLE in Kisoro District. To find out the relationship between Teacher Supervision and Students' Performance at PLE at Real Quality Primary school, Kisoro District. The study used analytic and qualitative research design, and eighty participants from Kisoro Municipality were included in the sample size calculation using Solvin's formula.

The average proportion of teacher supervision at real quality elementary schools, according to the investigator, is 3.566%, which indicates that there is little teacher supervision there. The investigator also discovered that Real Quality Primary School students performed academically similarly to how they did in the first exams of the term, with a mean of 45.75% for the average kid scores across the four disciplines. The survey determined that 18 (41%) of the students received grades among 00 and 40, 10 (23%) received grades among 41 and 60, and only two (5%) received scores among 81 and 100, while nine (20%) had scores among 61 and 70, five (11%) had scores among 71 and 80, and so on. A functioning collaboration among educators and parents is one of the key components of a child's intellectual and social success, according to the investigator, who advises the Ministry of Education and Sports to assure its existence. In order to improve the effectiveness of work in schools, the ministry should also hire fresh, proficient

educators to work in government schools. To encourage teachers, their pay should be raised and paid on time.

Key words: teacher supervision and students' performance

Background of the study

According to Ali (2013), an individual's or a class of students' achievement is a measure of how well they are performing professionally. The performance of students was described by Simpson and Weiner (1991) as accomplishment in any act. According to Hornby (2006), it is the capacity of a person to achieve a specific objective by hard work, talent, or bravery.

Wakutile (2019) found that monitoring of education in England started as a procedure of external examination: one or more local people were recruited to assess both what instructors were imparting to their pupils and what they were understanding.

Lugumba (2010) did another study in Uganda and discovered that the Christian missionaries who arrived in 1877 and 1879 were responsible for introducing formal schooling. Learning was first under the control of evangelists and when schools were established, instructors were rigorously scrutinized or watched by their superiors to make sure they performed as anticipated. When Uganda's administration took over the country's educational system in 1924, the education administration was set up and the responsibilities of teachers and superintendents of schools were spelled out in detail. Teachers had a responsibility to instruct and mentor students, while the head teachers served as their direct superiors. According to Ssekamwa and Lugumba (2010), instructors in charge were required to regularly monitor their staff members to make sure they completed their assigned tasks.

In Uganda, the ministry of education and sports is in charge of overseeing and inspecting

schools as well as all educational initiatives and projects. The Department of Education Standards Agency (ESA) is required under the Elementary and Secondary Education Act of 2008 to conduct school inspections in order to make sure that schools follow the guidelines for education in a way that supports the students' excellent educational experiences.

Statement of the problem

The problem lies in finding out whether there was a relationship between Teacher Supervision and

Students' Performance at PLE at Real Quality Primary school, Kisoro District

Specific objectives of the study

1. To find out the extent of Teacher Supervision at Real Quality Primary school, Kisoro

District.

2. To establish the level of students' performance at PLE in Kisoro District.

3. To find out the relationship between Teacher Supervision and Students' Performance at PLE at Real Quality Primary school, Kisoro District.

Research Questions

1. What is the extent of Teacher Supervision at Real Quality Primary school, Kisoro District?

2. What is the level of level of students' performance at PLE in Kisoro District?

3. What is the relationship between Teacher Supervision and Students' Performance at PLE at Real Quality Primary school, Kisoro District?

Methodology

Research design

The study employed a descriptive research design and was used to obtain information concerning the current status of the phenomena and to describe what exists with respect to variables or conditions in a situation (Anastas & Jeane W, 1999). The researcher used this design to obtain and describe answers to some research questions in order to collect a more in-depth data from the field.

Target population

This grouping of components is where the sample is really drawn from (Babbie, 2004). Twenty parents, 42 pupils, 16 educators, a principal teacher, and a district education officer from the Kisoro district made up the study's participants. These were compared with Slovenes' formula for calculating sample size in order to achieve a representative sample of eighty participants from the desired population of 100 study-relevant elements.

The investigator additionally administered a pre-survey to obtain a pre-survey communicate prior to the actual data collection stage. The pre-survey report allowed the investigator to obtain background knowledge before beginning to collect data from those who were selected, such as the regulations and laws that govern the study, which were obtained under this pre-survey.

Sampling procedures

Sampling procedure refers to choosing part of a population to use to test hypotheses about the entire population (Jowin, 2003). The procedures included simple random sampling and purposive sampling and was used to select respondents in the study.

Sample size

A sample is a small subset of the total population (George & Mallery, 2003). The study sample comprised of 80 respondents out of 100 of the total population where 20 respondents were parents, 42 respondents were students, 16 respondents were teachers, Head teacher and a district Education officer of Kisoro district.

Sampling techniques

According to James M.J. (2008), sampling technique refers to the name or other identification of the specific process by which entities of the sample have been selected.

The researcher employed both probability and non-probability sampling techniques to enable her collect a more reliable data from the field as explained below.

Simple random sampling

Simple random sampling is a technique for selecting samples that ensures that every conceivable permutation has an equal chance of being chosen and that every piece of information from the entire population has an equal chance of being included in the sample (Kothari, 2014).

This method was employed by the investigator, who assigned a number to each member of the target population before selecting which members to include using a table of number generators. The investigator utilized this method to sample grandparents, pupils, and instructors in the study area from an overall population of 100.

Purposive sampling

DEO and a district environment officer were included in the sample after being chosen using a purposeful sampling technique. This method is founded on the study's goal and the features of a population. This method was employed by the investigator because it is extremely helpful in circumstances when you must quickly achieve a specified sample and where sampling for symmetry is not the major issue.

Only those people who are pertinent to the research design are chosen through purposeful sampling, which is less expensive, more easily available, and more comfortable. In addition, there is no way to guarantee that the sample is actually

accurately representing the general public, therefore the investigator's ability to evaluate the population's constituent parts is given additional weight.

Data collection methods and instruments

According to Syed Muhammad Sajjad Kabir (2016), collection of data is the procedure of acquiring data and analyzing data pertaining to relevant variables in a predetermined systematic way that allows one to respond to specified research questions, test hypotheses, and assess results. The investigator employed both secondary and primary data methods to gather both qualitative and quantitative data. In order to gather data, various techniques including questionnaires and interviews were used. All instructors, students, and parents whose children attend outstanding primary schools in Kisoro Municipality and Kisoro District were asked to complete them in order to gather statistics.

Questionnaire

To accompany the key informant's interview and examination of documents, the investigator created a total of twenty surveys for parents, 42 for students, 16 for instructors, and additional questions for the key informants, including the LC1 Chairperson and District Education Officer. Since English is the language of teaching in the majority of structures, all were written in it. There were closed-ended questions and extra area for remarks in this survey. Since the surveys followed the format of established objectives and accompanying research inquiries, they were all educated.

Interview guides

There are many different types of interviews, including one-on-one and group interviews that take place in person. The use of the telephone or other technological devices, such as machines, can mediate queries and answers. Unstructured, semi-structured, and organized interviews are all possible. The investigator used face-to-face interviews in

addition to surveys to gather information on the connection between instructor oversight and the achievement of pupils in Kisoro District, using Real Quality Primary School as the case study.

Data analysis

The statistical package for social science (SPSS) tool was used by the investigator to compute proportions, frequency, and tabulate responses, as well as to employ various qualitative and quantitative types of data. To find and correct mistakes made by participants, data was modified. The answers given to the questions were then coded into several categories. The data were analyzed using descriptive statistics like distributions of frequencies and proportions. The responses were all grouped according to their theme categories and their contents were evaluated for qualitative information using content analysis techniques. Presentation materials included tables, charts, and figures. Software from the Statistical Package for Social Sciences (SPSS) was employed to assist in data analysis.

RESULT

Response rate

Questionnaire return rate

All the 74 questionnaires were given out, 50 were returned, thus representing 68% response. The study was considered good because according to Peil (1995), questionnaire return rate above 50% is considered good for a study.

Personal information of respondents

Information regarding to the personal background of the respondents included their age, gender, marital status, occupation, and education level.

Age of the respondents

Information regarding the age of the respondents was added to questionnaires during the piloting process. The following information regarding the ages of the respondents was analyzed using SPSS Software and presented in form of grouped data as shown in the table 1

Age of the respondents

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		AGE OF RESPONDENTS			
		Frequency	Percent	Valid	Cumulative Percent
Valid	0-10	4	8.0	8.0	8.0
	10-20	4	8.0	8.0	16.0
	20-30	3	6.0	6.0	22.0
	30-40	13	26.0	26.0	48.0
	40-50	16	32.0	32.0	80.0
	50+	10	20.0	20.0	100.0
	Total	50	100.0	100.0	

Therefore, from the mean (4.2600) it was deduced that most of the respondents who participated in the study were from a mature group i.e., were within the age range of 40-50 years with 32.0% and this was because such people within that age group of 40-50 years are still youths and have a lot of energy to do work and supervise students very well in schools. From this, it was then deduced that the validity and reliability of the obtained information were due to the mature minds which were studied. Additionally, the investigator learned from Table 1 that 8.0% of the participants were aged between 0 and 10 years, 8.0% of participants in Kisoro Municipality were between the ages of 10 and 20 years old, 26.0% of participants were among 30 and 40 years old,

6.0% were between the ages of 20 and 30 old, and 20.0% were 50 years and older. The standard deviation was 1.48200, and the range was 5.00.

Gender of Respondents

The study investigated the gender of the respondents and the findings were as shown in the table

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Table 2: Gender of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	24	48.0	48.0	48.0
	Female	26	52.0	52.0	100.0
	Total	50	100.0	100.0	

From table 2, it was found out that, majority of the respondents were females with 52.0%

compared to males with 48.0%.

Occupation of the respondents

Information regarding the occupation of the respondents in Kisoro Municipality was collected and presented in table 3

Table 3: Occupation of respondents

OCCUPATION OF RESPONDENTS				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid FARMER	26	52.0	52.0	52.0
CIVIL SERVANT	11	22.0	22.0	74.0
TEACHER	6	12.0	12.0	86.0
TRADER	7	14.0	14.0	100.0
Total	50	100.0	100.0	

The bigger percentage of the respondents lied in farming (52.0%), 22.0% were Civil Servants,

14.0% were Traders and followed by Teachers (12.0%).

Marital status

Information regarding the marital status of the respondents in Kisoro Municipality was collected and presented in table 4

Table 4: Marital status of respondents

		MARITAL STATUS			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Single	10	20.0	20.0	20.0
	Married	29	58.0	58.0	78.0
	Divorced	11	22.0	22.0	100.0
	Total	50	100.0	100.0	

From table 4, it was found out that, majority of the respondents were married with 58.0%,

20.0% of the respondents were singles and only 22.0% had divorced.

Educational level of the respondents

Information regarding the academic background of respondents in Kisoro Municipality, Kisoro

District was obtained and tabulated as shown in table 5

Table 5: Educational background of the respondents

		EDUCATION LEVEL OF RESPONDENTS			
		Frequency	Percent	Valid	Cumulative
Valid	Primary and below	21	42.0	42.0	42.0
	O level	9	18.0	18.0	60.0
	A level	5	10.0	10.0	70.0
	Certificate	12	24.0	24.0	94.0
	None	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

From table 5, it was found out in an analysis of interviews and questionnaire that majority of the respondents had only completed their primary level of education (42.0%) and never continued with their further studies, 18.0% had completed O level of education, 10.0% had completed their A' Level of education, 24.0% had finished their certificate level of education and 6.0% had not attended any level of education in their lives. From the statistics, it's indicating that the education of Kisoro Municipality, Kisoro District is lacking and needing.

The extent of teacher supervision at Real Quality Primary school, Kisoro District

This Section describes the independent variable (Teacher supervision). The independent variable was addressed in Section B of the questionnaire for respondents. This was analyzed using Mean.

Table 6: The extent of Teacher

supervision
EXTENT OF TEACHER SUPERVISION

Valid 50 N Mean 3.566(3.566%)	
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The average percentage regarding the level of teacher supervision in primary schools of real quality is at 3.566% suggests that there is little teacher monitoring at primary schools of real quality. The relatively small proportion of the mean suggests that teacher supervision is not prioritized by administrators at schools. This is due to the low pay teachers receive, which doesn't even encourage them to supervise scholars during night and early morning preparations or during exams. This has a significant negative impact on pupil achievement because the majority of pupils always pay attention when the teacher is present.

The level of students' performance at PLE in Kisoro District

On the level of students' performance, the review of the beginning of term results by the Primary

Seven candidates revealed a steady performance by the pupils as shown in Table 7.

Table 7: Pupils' academic performance

<i>Marks</i>	<i>Mid-Mark (x)</i>	<i>frequency (n)</i>	<i>n[*]x</i>
<i>00-40</i>	<i>20</i>	<i>18</i>	<i>360</i>
<i>41-60</i>	<i>50.5</i>	<i>10</i>	<i>505</i>
<i>61-70</i>	<i>65.5</i>	<i>9</i>	<i>589.5</i>

71-80	75.5	5	377.5
81-100	90.5	2	181
Total		$\Sigma f = 44$	$\Sigma fx = 2013$

Source: Primary data
(2022)

The average kid performance across the four disciplines is 45.75%, which indicates a problem in the classroom. Performance as measured by term-beginning exams at Real Quality Primary School. The study determined that 18 (41%) of the students received grades among 00 and 40, 10 (23%) among 41 and 60, 09 (20%) among 61 and 70, 5 (11%) between 71 and 80, and only 2 (5%) among 81 and 100. However, teachers claimed that both parental variables, particularly parental attention and assistance to the child at school, which are heavily dependent on the socioeconomic standing of the parents and pupil-based issues like low achievement, were responsible for those who performed poorly in school.

The relationship between teacher supervision and students' performance at PLE in Kisoro district.

		teacher supervision	students' performance
teacher supervision	Pearson Correlation	1	.706**
	Sig. (2-tailed)		.000
	N	43	43
students' performance	Pearson Correlation	.706**	1
	Sig. (2-tailed)	.000	
	N	43	43

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

*The correlation coefficient of 0.706** indicates a strong positive relationship between teacher supervision and students' performance. This means that as teacher supervision increases, students' performance at PLE also tends to improve. The correlation is statistically significant at the 0.01 level since the P-value (0.00) is less than 0.05, indicating that the relationship is unlikely to have occurred by chance.*

Conclusion of the findings

According to the investigator, parent-teacher partnerships are an essential component of a child's academic and social success, and they must be supported by the Ministry of Learning. Teacher monitoring has been shown to have a favorable link with performance among pupils. In order to have the time and skills to invite parental involvement and the knowledge to give parents clear ideas for a rich interaction with their children, instructors should have enough training and compensation. Having loving and affectionate parent-child relationships helps to achieve this.

Recommendations of the study

To the government

Researcher recommends the Ministry of Education and sports to ensure the presence of a functional Partnership between parents and teachers as an important aspect of a child's academic and social achievement. Also, the ministry should recruit new trained teachers in government schools in order to increase on the efficiency of work in schools. The salary of teachers should be increased and paid in time to motivate them

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