
Supervision And Performance Of Teachers In Secondary Schools In Ngarama Sub County Isingiro District.

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Abstract

The study was conducted to establish the contribution of supervision on performance of Primary School teachers in Ngarama Sub County. In order to achieve this, the researcher assessed the supervision techniques used in Secondary schools, examined the strategies used for effective supervision of Primary School teachers as well analyzed the influence supervision has had on performance of Primary School teachers. The researcher used a sample size of 120 respondents and these included teachers, head teachers, education officer, inspector of Schools and students. The researcher used both questionnaire and interview guide to collect that required data. Collected data was analyzed, interpreted and presented following the pertinent study objectives. The study therefore found out that; classroom visitation, workshops and counseling approach were major the supervision techniques used to supervise Primary School teachers in Ngarama Sub County. The study found out that in order to make supervision effective, the ministry of education should ensure adequate recruitment of staff to perform supervisory roles in Secondary schools. There should be participatory decision making can help to make teacher supervision, motivation of supervisors and supervisors should be equipped with adequate supervisory skills. The study found out that supervision is a greet tool in improving teachers' performance because it enhances teachers' professional growth. Although, the researcher faced challenges like inadequate finance, the research managed to obtain data for all the three research questions. Basing on the study findings, the researcher recommended that, both teachers and supervisors should try to develop some positive attitudes towards staff supervision, head teachers to always conduct class room visitation because the study found it important in enhancing Primary School teachers' performance and supervising teams should be availed by with adequate skills necessary for supervisory roles.

Keywords: Supervision, Performance, Teachers and Secondary Schools

Background to the Study

In this study, supervision is the independent variable while teacher performance is the dependent variable. Supervision in this study refers to occasional formative practice carried out outside the classroom that leads to the improvement of teaching and learning practices, especially in extracurricular activities such as sports, debating and field trips (Christopher et al., 2022). In this study, instructional supervision is defined as an ongoing, periodic

formative practice conducted exclusively in the classroom with the intent of improving teacher instructional practices and student performance during regular classroom instruction (Anthony, Kazaara, Kazaara, et al., 2023). Success depended on approving schemes of work and lesson plans, monitoring lessons, checking pupils' activities and evaluating teachers' work. This is likely to lead to good preparation of pedagogical documents, effective

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teaching and classroom management, continuous assessment and student evaluation (Wegulo et al., 2023). The need to consider moderating variables was very important if there was better teacher performance, which later translated into better student performance in UCE schools (Victoria et al., 2023).

Teacher performance, which is the dependent variable in this study, refers to the teacher's effective performance of school and classroom duties in order to contribute to the achievement of school goals as well as his personal goals and fulfill his personal needs (Suzan & Gracious Kazaara, 2023). Pedagogical documents in this study refer to the documents that the teacher uses for teaching in and out of the classroom. Examples of such pedagogical documents are the work plan, textbooks, work records, lesson plan, index and examination marking guide. Classroom instruction and management – the process of planning, organizing, implementing

classroom instruction, and controlling the environment and student behavior to maximize student cooperation and minimize disruptive behavior (Micheal et al., 2023). Professionally, teachers should prepare teaching/teaching aids before they go to class, use them in teaching so that students can understand better. Teachers should also assess students and provide them with timely feedback. All this goes with guidance and supervision (Reepen & Barr, 2010). However, reports from Isingiro District Education department (2017) showed that there were increasing complaints about teachers' performance in UCE schools in Ngarama Sub County, Isingiro 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 (Godfrey et al., 2023).

Statement of the Problem

It was upon the background of the study that the researcher was prompted to research on the relationship between supervision and teachers' performance in Primary Education schools in Ngarama sub county, Isingiro District (Uganda) (Anthony, Kazaara, Kazaara, et al., 2023).

Specific Objectives.

1. To establish supervision techniques used in Secondary schools in Ngarama sub county, Isingiro district.
2. To examine the strategies used for effective teacher's performance in Secondary schools in Ngarama sub county, Isingiro district.
3. To determine the relationship between supervision and teachers' assessment and evaluation of learners in Primary Education schools in Ngarama sub county, Isingiro District (Uganda).

Methodology

A cross sectional survey was used because the study selected respondents across different UCE schools in Ngarama Sub county geographical location. The study utilized a mixed method in which both quantitative and qualitative methods of data collection was employed (Nafiu et al., 2013). These methods were used for purposes of drawing

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valid conclusions basing on views got from oral informants as well as the responses from those who filled the questionnaires. The study was conducted in the selected Secondary schools within Ngarama Sub County in Isingiro District like Kagaaga ii primary school, Ngarama and Kyajungu Primary School (Anwar et al., 2022). The study population included all the 10 UCE schools in Ngarama Sub County, Isingiro District (Uganda) comprising of 93 teachers and 10 head teachers (DEOs office Isingiro District 2018). Head teachers was included in the study population because they are responsible for performing the supervisory role as well as teachers was included because they are involved in the teaching activities which are components of teachers' performance (Olanrewaju et al., 2021). In general, this used a study population of 130 respondents. The researcher used purposive sampling and simple random techniques to select schools, teachers and head teachers respectively. A sample comprises the element of the population considered for actual inclusion in the study (Nafiu et al., 2017). As guided by Krejcie & Morgan (1970) in Amin (2005) sample size table, the researcher will take 10 UCE schools, 10 head teachers and 93 teachers within the UCE schools in Ngarama Sub county. Hence, when added together gives a sample size of 103 respondents. The target population, sample size and sampling techniques are shown in Table 3.1 below:

Table 1: Schools, population, sample size and sampling techniques

Schools (Purposive sampling)	Population (teachers by simple random sampling)	Sample
Primary School 1	10	9
Primary School 2	11	10
Primary School 3	12	11
Primary School 4	10	9
Primary School 5	09	8
Primary School 6	11	10
Primary School 7	10	9
Primary School 8	09	8
Primary School 9	10	9
Primary School 10	11	10
Total	103	93
	Head teachers (universal sampling)	10
Grand total		103

Source: Isingiro District (Uganda) Education office, 2023.

The researcher used a lottery method of simple random sampling to select 93 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

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replacement till the required number of teachers were arrived at (Nafiu et al., 2017). Purposive sampling technique is a non-probability sampling method whereby a researcher selects a number of objects that pauses features of interest from a given population to form part of the sample (Haruna, 2010). So using purposive sampling, the researcher used all the 10UCEschools and 30 Head teachers (see Appendix D attached). In this research, 10 head teachers, were selected purposively because they are central to supervisory roles in the school. 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 (Nafiu et al., 2012). 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 was filled anonymously. At the end of data collection, all the completed questionnaires were thoroughly edited, organized, and processed by the researcher (Jallow et al., 2022). The researcher will code the responses especially those on 4 Likert-scale (4 =strongly agree, 3 =Agree, 2 = Disagree, 1 = strongly disagree). The researcher used the simple Package for Social Sciences (SPSS) to help in analyzing the data (Nelson et al., 2022). 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 (Nelson et al., 2023). A positive correlation indicates the extent to which those variables increase or decrease.

RESULTS

Table 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 supervision	teache	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 2 above, the Pearson correlation was applied to establish the relationship between head teachers' supervision and teachers' preparation of pedagogical documents in UCE schools in Bukanga Constituency, Isingiro 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 (Nelson et al., 2023). 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 UCE schools in Bukanga Constituency, Isingiro 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".

Table 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 (2023)

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 (Anthony, Kazaara, Kazaara, et al., 2023).

Table 4: Teachers' schemes of work covers all the teachable units for each term as reflected on the teaching syllabus

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 (2023)

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

Table 5: Teacher carry all the class tools to class wherever he/she goes to teach

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 (2023)

Table 5 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.

Table 6: **Teacher uses learner centered approaches to teach**

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 (2023)

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 UCE 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.

Table 7: **Teacher gives exercise and home work after every lesson**

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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 (2023)

Further still, more than forty-three percent (43%) and (48%) of the teachers rarely gave exercise and home work after every lesson and marked students exercise daily and give constrictive feedback respectively (Victor et al., 2023). Such perception could have resulted from low motivation, large classes and inadequate supervision by the head teachers hence poor teachers' performance.

Table 8: Teacher marks exercise daily and give student's constrictive feedback

Teacher marks students 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 (2023)

Teachers' responses concerning marking students' 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.

Table 9: 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 (2023)

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 secondary Education schools in Bukanga Constituency, Isingiro District (Anthony, Kazaara, & Kazaara, 2023). 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 10: 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 (2023)

Table 10 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 (Edgar & Moses, 2023).

Table 11: 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 (2023)

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 (Christopher et al., 2022). 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.

Table 12: Head teachers ensure all the teachable units for every class and term are schemed as a way of monitoring syllabus coverage

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

Source: Primary Data (2023)

As in Table 12 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.

Table 13: 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 (2023)

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 (Emmanuel et al., 2023). 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

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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 UCE schools in Bukanga Constituency, Isingiro District.

Table 14: 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 13 above, the Pearson correlation was applied to establish the relationship between head teachers' supervision and teachers' classroom instruction and management in UCE schools in Bukanga Constituency, Isingiro 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 (Nelson et al., 2023). 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 UCE schools in Bukanga Constituency, Isingiro District.

Table 15: 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 (2023)

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.

Table 16: 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 (2023)

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

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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 UCE schools in Bukanga Constituency, Isingiro District.

Table 17: 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 (2023)

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.

Table 18: 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

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	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 18 above, the Pearson correlation was applied to establish the relationship between head teachers' supervision and teachers' assessment and evaluation of learners in UCE schools in Bukanga Constituency, Isingiro 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 UCE schools in Bukanga Constituency, Isingiro 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 UCE schools in Bukanga Constituency, Isingiro District.

Conclusions

The purpose of this study was to determine the influence of head teachers' supervision on teachers' performance in Universal secondary education schools of Bukanga Constituency, Isingiro 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.

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 instill commitment and hard work which would in turn lead to improved teachers' performance in UCE 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.

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