
**Supervision Of Actual-Teaching Activities And Teacher's Competence In Primary Schools In Rutenga Sub
County In Kanungu District, Uganda**

Tumwebaze Edison

Metropolitan International University

Abstract

This study investigated the influence of supervision of actual teaching activities on teacher's competence in primary schools in Kanungu District, South Western Uganda. To achieve the purpose of the study, three null hypotheses were formulated. Cross – sectional research design was used for the study. Purposive sampling was used to identify head teachers and SMC, while simple random sampling was used to select teachers and student leaders. Content validity of the instruments was established by subjecting the instruments to the scrutiny of research experts and the instruments refined at their recommendations. Questionnaires further subjected to rating and Content Validity Index (CVI) of 0.974 and 0.939 obtained for the teachers' and students' questionnaires respectively. To determine reliability of the instruments, Cronbach's alpha reliability coefficient was computed for each set of questionnaires using SPSS program (Version 20) and Cronbach's alpha value of 0.956 and 0.865 obtained respectively, confirming that the instruments were reliable in achieving the objectives of the study. Data collection was carried out using interviews and questionnaire survey. Descriptive statistical Analysis with frequencies and percentages was used to analyze quantitative data and Pearson Product Moment Correlation co-efficient (r) was used to establish the direction and strength of relationship between supervision and teacher's competence at 0.05 level of significance. Results obtained revealed that supervision of actual teaching activities has a significant positive relationship with teacher's competence; also, supervision of actual teaching activities has a significant positive influence on teacher's competence in schools. The study concluded that supervision of actual teaching activities has a high positive influence on teacher's competence in primary schools. The study recommended that regular class supervision by head teachers and prompt feedback to the teachers and regular workshops and seminars by Ministry of Education and Sports to equip head teachers with skills for effective supervision that will lead to better competence.

Keywords: Supervision, Actual Teaching, Teachers' Competence, Primary Schools.

Introduction

According to (Christopher, Komunda, et al., 2022), supervision and support services have undergone various changes and reforms throughout history. By law, town selectmen were required to appoint teachers of sound faith and morals to work in schools under their jurisdiction, who were required to visit each school to examine the behavior of teachers, observe student behavior, question students closely, and examine their written work (Seth & Ntirandekura, 2022). This practice ensured that teachers paid attention to their prescribed roles in schools, which typically include effective curriculum coverage, task completion, and time management, among others (Paul et al., 2023). Therefore, supervisors are supposed to guide and direct teachers' instructional activities in accordance with professional behavior (Anthony, Kazaara, Kazaara, et al., 2023). As the schools grew and more teachers were employed, one of the teachers was appointed headmaster or principal and began to take over some of the duties formerly performed by the selectmen, while maintaining a full schedule of teaching duties. This helped create a pattern of supervision as an inspection to identify teacher deficiencies. Over time, a number of African countries have emphasized supervision and inspection to improve the quality of education (Racheal et al., 2023). The history of supervision in Kenya dates back to the early 20th century when the colonial government established the Ministry of Education. The management and control of the schools was in the hands of the colonial administration. Supervision was understood as the management and assessment of the activities of teachers and school administration (Turyatamba et

al., 2022). However, this could not motivate teachers to high performance. However, post-independence commissions such as the Aminde Commission later influenced supervision in schools for better performance (Ntirandekura et al., 2022). In his report, he emphasized the importance of school supervision, which ensures students a quality education. Supervisors were to ensure that teachers effectively prepared lessons, delivered and assessed student progress. In Uganda, educational supervision began in 1925 when the government exercised control over education by establishing the Directorate of Educational Standards to ensure quality education in all educational institutions and rapidly expanded the system in the 1950s and 1960s (Brian & Jacob, 2023). Later, efforts were made to decentralize supervision for better performance in schools. At district levels, inspectors of schools have been empowered to carry out school inspection and supervision (Republic of Uganda, Education Act, 2008). This led to improved educational outcomes in terms of syllabus coverage, completion of assigned tasks and time management.

In Kanungu district, school supervision began in 2000 when the district was granted district status (Mali, 2014). Until now, supervision remains a key factor in the struggle for excellence in schools. Increased concern about declining performance in schools in Kanungu District prompted this study.

Instructional supervision provides a means and structure that enables schools, departments, and individuals to effectively respond to curriculum and instruction to achieve stated educational goals (Brighton et al., 2023). Studies by Sule, Arop, and Alade (2022) revealed that principals' classroom visit strategies and lesson note review strategies significantly affect teachers' job performance. This suggests that principals should regularly visit classrooms and monitor lessons to motivate teachers to improve their performance. In the same vein,

(Anthony, Kazaara, & Kazaara, 2023) in a study on the effect of instructional supervision on teacher effectiveness in secondary schools in Nigeria found that both internal and external instructional supervision have a positive effect on teacher effectiveness in secondary schools. However, the study does not deal with aspects of pre-instructional supervision and post-instructional supervision, which are also key to increasing teacher competence in terms of task performance, syllabus coverage and time management, which were the focus of the current study.

Statement Of the problem

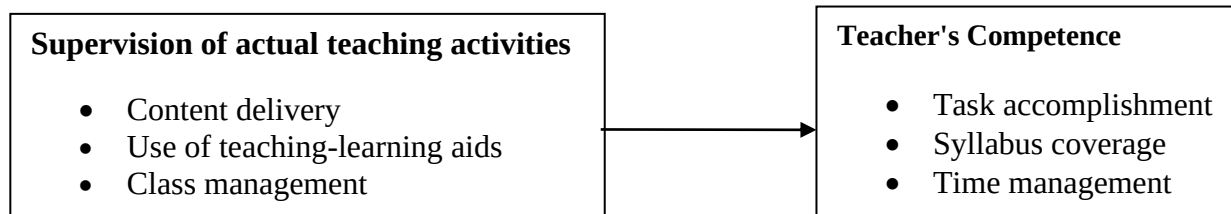
One of the objectives of the Strategic Plan for the Education Sector (Anthony, Kazaara, Kazaara, et al., 2023) in its 2010 version was to improve the efficiency and effectiveness of education service delivery at all levels by increasing management and monitoring capacity. in education (MŠMT, Basic Education Analysis Report, 2012), for which the government is accountable to subsidized educational institutions to ensure effective service delivery (Christopher, Muhindo, et al., 2022). The Directorate of Education Standards was established in the Ministry of Education and Sports to ensure that educational standards are upheld in educational institutions (Gracious, 2023). At the school level, the Service Scheme for Teaching Staff in the Uganda Education Service clearly sets out the responsibility of the Head of School to supervise and evaluate all staff and employees of the institution and to evaluate their performance (The Republic of Uganda, Education Service Commission, 2008). Despite these educational oversight structures in place, teacher competence in schools remains a major public concern, often manifesting in late reporting to schools (Christopher, Komunda, et al., 2022), absenteeism, low curriculum coverage, and low levels of participation in other schools. programs in schools in Kanungu District. For example, teacher attendance rates in some schools were as low as 36% (Kanungu District Inspection Report, 2021/2022) and it remains unclear whether this situation can be explained by insufficient supervision in schools. If this trend continues unchecked, student performance in national examinations will continue to deteriorate and investment in education will not yield the expected returns for the country's development (Christopher, Moses, Muhindo, & Muhammad, 2022). Therefore, the purpose of the study was to examine the supervision and competence of teachers in Kanungu District.

Objective of the Study

The study was guided by the following specific objective:

To establish the influence of supervision of actual-teaching activities on teacher's competence in in Rutenga sub county, Kanungu District, Uganda.

The conceptual frame work



Source: Adopted from Kato (2013), with Researcher's modifications, 2023

Figure 1: Conceptual frame work for the assessment of the influence of supervision on teacher's competence

The conceptual framework in figure 1 above depicts a direct relationship between supervision of actual teaching activities and teacher's competence. supervision of actual teaching activities is perceived as the independent variable (IV). The dependent variable (DV) is teacher's competence which the study analyzes in terms of task accomplishment, syllabi coverage and time management. It is assumed that when there is adequate and effective supervision, teachers perform highly implying that teacher performance in teaching depends on supervision (Emmanuel et al., 2023). On the other hand, teachers perform poorly in terms of task accomplishment, syllabi coverage and time management, if supervision lacks or is inadequate.

Methodology

The study used cross-sectional design because the researcher intends to collect data from a cross section of the population once and within a short period of time (Hulley, Cummings, & Newman, n.d) and to ensure that the study was fast and inexpensive (Salkind, 2010). Both qualitative and quantitative approaches were used in order to counteract the limitations associated with either of the approaches and come up with more reliable findings in line with Ivankova, Creswell, and Clark (2014) who hold that when used together, qualitative and quantitative methods complement each other and enable a more complete analysis of the research situation and the understanding of the relationship between the study variables which the researcher was interested in. Population refers to the entire group of individuals, events or objects about which required information is to be ascertained (Puhan, 2013). The study population consisted of six head teachers, 95 teachers, six SMC chair persons and 90 student leaders; all from the six schools in the district. Therefore, the study targeted an overall population of 197 respondents. Head teachers were chosen for the study in order to obtain the views of each of them as they are considered key players in education and supervisors in the schools; and being knowledgeable in the field, can provide the relevant and reliable information required. This reason also guided in the choice of SMC chairpersons. The choice of teachers for the study was based on the fact that they are directly supervised in the schools and therefore their input was considered important for this study. Similarly, student leaders were chosen to represent the views of the students as key participants in the

teaching/learning activities of the schools. A mix of both probability and non-probability sampling techniques were used in the study. Representative sample was obtained from the study population to cut down on the time spent for the study and reduce cost of the study as recommended by (Maree, & Pietersen, 2014). Simple random sampling was used to identify teachers and student leaders so as to reduce the number of participants in the study and to ensure that each individual in the group gets an equal chance of being selected, thus avoiding bias (Nachmias, & Nachmias, 2008; Fox, Hunn, & Mathers, 2009; Hemed, 2015). Purposive sampling was precisely used to select the head teachers and PTA chairpersons for the reasons that they are few in number, are well informed about educational matters and therefore capable of providing the required information. This was in line with the argument of Maree, and Pietersen (2014) that purposive sampling be used with specific purpose in mind. A sample is a portion of the population whose results can be generalized to the entire population (Amin, 2005). Sample size selection for this study ranged between 80% - 100% of the target population for the different categories based on the principle that sample size should be at least 30% of the population for adequate representation of the population as emphasized by Best and Khan (2006). For the head teachers and SMC chair persons, all elements in the group were selected because they are few and because their individual views are considered important for the study; while for categories of student leaders and teachers which have many elements, representative sample of up to 80% were selected in order to obtain information that could be generalized and also save time (Maree, & Peitersen, 2014). This was also in line with Koul (2006) that a good sample should be as representative of the population as possible. Data was analyzed in form of tables, frequencies and percentages using SPSS (Nelson et al., 2022)

Table 1 shows the category of respondents, target population, sample size and sampling techniques that was used:

Table 1: Category, Target population, Sample, Sampling techniques and Research Methods

Category	Target population	Sample size	Sampling technique	Research Methods
Head teachers	06	06	Purposive	Interviews
SMC Chairpersons	06	06	Purposive	Interviews
Teachers	95	76	Simple Random	Questionnaire
Student leaders	90	73	Simple Random	Questionnaire
Total	197	161		

Source: Developed by the Researcher using Krejcie & Morghan, 1970 Guide.

Results

Descriptive presentation of data on supervision of actual teaching activities and teacher's competence in the schools

The study findings revealed that on average, 34.4% of the teachers are not supervised at all by the head teachers in a term, 55.7% of the teachers are supervised at least twice or three times in a term while only 9.8% of the teachers are supervised more than three times in term. In this regard, a total of 65.5% of the teachers are supervised twice or more times by the head teachers in a term while the rest are not. This means that supervision of actual teaching

activities is inadequate in the schools and this affects competence of the teachers in terms of preparedness to teach, syllabi coverage, meeting deadlines and timeliness (Anthony, Kazaara, Kazaara, et al., 2023). Inadequate supervision is as a result of heavy workload on head teachers from various demands of their offices. Table 2 presents statistics on frequency of head teachers' termly lesson supervision in the schools.

Table 2: Descriptive Statistics on frequency of head teachers' termly lesson supervision in the schools

	Frequency	Percentage	Cumulative Percentage
Not at all	21	34.4	34.4
Twice or thrice	34	55.7	90.2
More than thrice	06	9.8	100
Total	61	100	

Source: Field data, 2023

Content delivery

Findings from the teachers reveal that on average, 8% disagreed that content delivery is effective, 89.2% agreed that there is effective content delivery in the schools while 2.8% remained uncertain of the effectiveness of content delivery (Christopher, Moses, Muhindo, & Komunda, 2022). This finding shows that content delivery is largely effective in the schools. This means that most teachers adequately prepare for teaching, have mastery of their subject content and employ the right methods of teaching in class. This is attributed to supervision carried out in the schools and the fact that the teachers are adequately qualified for their work. Effective content delivery means that teachers generally compete well in class. Opinion of the teachers about the effectiveness of content delivery was summarized in Table 2.

Table 3: Opinion of the teachers on effectiveness of content delivery in the schools

Statements	Respondents Percentage					
Content Delivery	1	2	3	4	5	Total
Teachers have mastery of their lesson content in class	6.6	0.0	0.0	45.9	47.5	100
Teachers simplify concepts for easy understanding.	4.9	1.6	0.0	50.8	42.6	100
Teachers use relevant examples in class.	3.3	1.6	1.6	42.6	50.8	100
Teachers use variety of teaching strategies.	3.3	3.3	6.7	56.7	30.0	100
Teachers give assignments and home work for students at the end of every lesson.	3.3	13.3	8.3	40.0	35.0	100
Teachers give notes to the class for each lesson.	3.3	3.3	0.0	34.4	59.0	100
Average response	8.0		2.8	89.2		100

Source: Field data, 2023

Key: 1 = Strongly Disagree 2 = Disagree 3 = Uncertain 4 = Agree 5 = Strongly Agree

Received: 18.01.2024

Accepted: 25.01.2024

Published on: 31.01.2024

Qualitative results on content delivery

Findings from interviews with head teachers indicate that because of time constraint, it is mostly the deputy head teachers and DOSs who enter classes to observe lessons, note areas of strength and weaknesses during lessons and file reports which they then share with the head teachers for follow up and sometimes conference with the teachers to point out areas of improvement. One of the head teachers noted that *conferencing with teachers has helped teachers to gradually improve their content delivery as well as use of teaching/learning aids; teachers are generally challenged to prepare adequately for teaching and this enhances content mastery as well as syllabus coverage*. This supports the fact that there is effective content delivery in the schools.

Another head teacher observed that *class prefects record teacher attendance at every lesson using a specially designed lesson monitoring forms which are then submitted to the administration at the end of every week. This method of supervision makes teachers become keen on lesson attendance and syllabus coverage is improved*.

Use of teaching and learning aids

On research findings regarding use of teaching/learning aids in the schools, 14% of the teachers disagreed that teaching/learning aids is appropriately used in the schools, 76.7% agreed that there is appropriate use of teaching/learning aids in the schools while 9.3% of them were uncertain about use of teaching/learning aids as presented in table 4 below:

Table 4: Opinion of the teachers on use of teaching/learning aids in the schools

Statements	Respondents Percentage					
	1	2	3	4	5	Total
Use of Teaching/Learning Aids						
Teachers always use teaching/learning aids to facilitate lessons.	3.3	3.3	6.6	50.8	36	100
Teachers actively involve students in using teaching/learning aids.	4.9	3.3	8.2	55.7	27.9	100
School administration supervises use of teaching/learning aids in class.	8.2	21.3	26.2	32.8	11.5	100
Text books are provided for students.	6.7	13.3	3.3	50.0	26.7	100
Teachers refer to text books for better understanding of concepts.	6.6	1.6	0.0	47.5	44.3	100
Supervision helps improve use of teaching/learning aids in class.	6.7	5.0	11.7	46.7	30.0	100
Average response	14		9.3	76.7		100

Source: Field data, 2023

Key: 1 = Strongly Disagree 2 = Disagree 3 = Uncertain 4 = Agree 5 = Strongly Agree

In support of the above finding, 77% of student leaders admitted that teachers regularly use teaching learning aids, while 22.9% objected as presented in table 5;

Table 5: Views of student leaders on use of teaching/learning aids in the schools

Teachers regularly use teaching/learning aids	Frequency	Percentage	Cumulative Percentage
Yes	54	77.1	77.1
No	16	22.9	100
Total	70	100	

Source: Field data, 2023

The findings from tables 4 and 5 mean that there is inadequate use of teaching/learning aids in the schools and special attention needs to be paid to teachers who do not comply with the requirement to use teaching/learning aids in the classrooms. This can be explained by the fact that there are teachers who operate in two or more schools and therefore hardly find time to organize teaching/learning aids for their lessons (Christopher, Komunda, et al., 2022).

Qualitative results on use of teaching/learning aids

Results from interviews show that DOSs supervise lessons regularly and gives feedback to teachers which helps them improve their approach in the classroom including use of teaching aids. In one school the head teacher observed that *it is mostly science teachers who regularly use teaching/learning aids during lessons but most teachers of arts subjects are reluctant to use teaching aids during lessons. This compromises the quality of teaching.* This confirms that there is inadequate use of teaching/learning aids in the schools.

Class Management

Findings on class management in the schools reveal that on average, 18% of the teachers disagreed that classes are well managed in the schools, 71.3% agreed that classes are well managed and 10.7% were uncertain about class management in the schools as reflected in the Table 6;

Table 6: Opinion of the teachers on class management in the schools

Statements	Respondents Percentage					
Class Management	1	2	3	4	5	Total
Teachers ensure discipline in class.	4.9	0.0	0.0	41.0	54.1	100
Teachers engage students in various activities during lessons.	8.2	0.0	1.6	57.4	32.8	100
Class is well arranged for different learning situations	4.9	8.2	4.9	63.9	18.0	100
Teachers involve parents, staff and other agents appropriately	16.4	29.5	36.1	11.5	6.6	100
Average response	18		10.7	71.3		100

Source: Field data, 2023

Key: 1 = Strongly Disagree 2 = Disagree 3 = Uncertain 4 = Agree 5 = Strongly Agree

This finding indicates that teachers generally manage their classes well in the schools. Proper class management means that teacher's competence in the classroom is good. This is because teachers are well qualified and are able to handle the classes professionally besides supervision.

Opinion of student leaders on teaching/learning activities in the schools

On teaching/learning activities in the schools, findings from student leaders show that on average 68.7% of them hold that teaching/learning activities in the schools are well managed while 31.3% of them maintain that teaching/learning activities in the schools are not well managed. This means that over all, teaching/learning activities are well managed and therefore confirms teacher's opinion that classes are well managed in the schools. Summary of students' responses is presented in Table 7.

Table 7: Opinion of student leaders on teaching/learning activities in the schools

Statements	Percentage of Respondents		
	1	2	Total
teaching/learning activities			
Is time managed properly during lessons?	57.7	42.3	100
Do learners attend all lessons regularly?	39.4	60.6	100
Are teachers regular for their lessons?	63.8	36.2	100
Do teachers ensure discipline in class?	95.7	4.3	100
Are students actively involved during lessons?	86.6	13.4	100
Do teachers follow time table for lessons?	71.8	28.2	
Do teachers attend to students' learning problems outside classes?	66.2	33.8	100
Average response	68.7	31.3	100

Source: Field data, 2023

Key: 1=Yes, 2= No

Findings from interviews show that sometimes head teachers themselves directly supervise the different aspects of teaching in class. One of the head teachers had this to say: *"Personally I enter class any time even outside lessons. This keeps teachers alert first of all, to adequately organize all materials required for the lesson and secondly to ensure that lessons start on time and end on time"*. This means that supervision helps teachers to observe timeliness in their work.

Relationship between supervision of actual teaching activities and teacher's competence in the schools

Research findings on supervision of actual teaching activities and teacher's competence in schools in Kanungu District were subjected to further analysis using correlation coefficients. At 95% level of confidence, Pearson

Received: 18.01.2024

Accepted: 25.01.2024

Published on: 31.01.2024

correlation coefficient of 0.784 was obtained. This result indicates that there is a significant strong positive relationship between supervision of actual teaching activities and teacher's competence in schools in Kanungu District as reflected in the Table 8. The relationship is statistically significant since the generated p-value (Sign) is less than 0.05 ($=0.002$). Therefore, improvement in supervision of actual teaching activities will lead to improved teacher's competence in the schools. Similarly decline in supervision of actual-teaching activities in these schools will lead to decline in teacher's competence (Christopher, Moses, Muhindo, & Komunda, 2022).

Table 8: Correlation coefficient between supervision of actual-teaching activities and teacher's competence in schools in Kanungu District

		Teacher's competence
Supervision of actual teaching	Pearson correlation	.784*
	Sig.*2 (tailed)	.000
	N	61

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

Research findings from correlation analysis established that Supervision of actual teaching activities has a strong positive statistically significant relationship with Teacher's competence.

Summary of finding

The study established that there is a significant strong positive relationship between supervision of actual teaching activities and teacher's competence in schools in Kanungu District with Pearson correlation coefficient (r) of 0.784 (Nelson et al., 2022). This means that any improvement in supervision of actual teaching activities will lead to a great improvement in teacher's competence in the schools. Qualitative findings revealed that Lessons are mostly observed by DOS and the deputy head teachers. Head teachers do not have the time to regularly supervise teaching due to heavy work load and their tight schedule. Supervision by the SMC is inadequate due to lack of time and transport difficulty. However, supervision fosters teachers' preparedness for teaching, improves syllabus coverage and leads teachers to become more conscious and timelier in responding to their responsibilities.

Discussion

Findings revealed that there is a strong significant relationship between supervision of actual teaching activities and teacher's competence in schools in Kanungu District given by Pearson correlation coefficient of 0.784. The strong positive correlation means that improving supervision of actual teaching activities leads to great improvement in teacher's competence in the schools. This finding is coherent with the study findings by Sule, Arop and Alade (2012) whose study to investigate principals' classroom visitation and inspection and teachers' job competence in Akwa – Ibo State, Nigeria, found that principals' classroom visitation strategy and inspection of lesson notes strategy each

significantly influence teachers' job competence. This means that for teachers to compete well in teaching, school heads must regularly visit the classrooms and observe lessons. This also agrees with findings by (Victoria et al., 2023) who in a study to investigate instructional supervisory practices and teachers' role effectiveness in schools in Calabar South Local Government Area of Cross River State, Nigeria, established that there is a significant positive relationship between instructional supervisory practice of classroom observation and teachers' role effectiveness.

The finding is further supported by (Godfrey et al., 2023) who in a study to examine the impact of instructional supervision on academic competence of secondary school students in Nasarawa State, Nigeria, found that regular instructional supervision by checking students' note books, classroom visitation by school administrators, checking teachers' lesson plans and inspection of teachers' record keeping have significant correlation with teachers' competence and students' academic achievement in secondary schools. This is supported by the views of Peretomode (2021) who argues that for teachers to perform their teaching duties effectively, the principals should always check their lesson notes to ascertain the effectiveness of content coverage and compel teachers to give the best to the learners in the classroom; which is also in agreement with findings by Ekpoh and Eze (2015) whose study to investigate the relationship between principals' supervisory techniques and teachers' job performance in Ikom Education Zone of Cross River State, Nigeria, found that there is a significant relationship between principals' supervisory techniques and teachers' job competence. This means that schools should ensure regular and close supervision of the different aspects of the teachers' roles in order to achieve high teacher's competence.

However, Nzabonimpa (2017) in his study to examine the influence of secondary school head teacher's general and instructional supervisory practices on teachers' work competence in secondary schools in Entebbe Municipality, Wakiso District, Uganda, found that head teachers' supervision by checking teachers' pedagogic documents, teachers' attendance books and students' lesson notes does not have much influence on teachers' work competence. This means that it is not enough for the head teacher to monitor competence from outside through alternative means. Head teachers should spare time to supervise teachers personally during classroom instruction for better competence.

Qualitative findings revealed that Lessons are mostly observed by DOSs and the deputy head teachers. Head teachers do not have the time to regularly supervise teaching due to heavy work load. This finding is related to the findings by M'Mburugu (2014) in a study on institutional factors influencing head teachers' instructional supervision practices in public primary schools in Laikipia East District, Kenya; which ruled head teachers' work load as the most significant factor affecting head teachers' instructional supervision in the schools. This is in agreement with findings by Wawira (2022) who in his study on head teachers' characteristics influencing instructional supervision in public primary schools in Kasarani District, Kenya, established that doubling tasks was a challenge to many head teachers in carrying out instructional supervision as they get overwhelmed. These findings confirm that overwhelming work load affects head teachers' supervision in all school contexts, hence the need to

relax head teachers' workload to allow time for instructional supervision which is crucial in enhancing teacher's competence in schools.

Conclusion

Basing on this objective and in line with the findings that there is a significant strong positive relationship between supervision of actual teaching activities and teacher's competence in schools in Kanungu District; and that 60.8% of the variation in teacher's competence in the schools is as a result of variation in supervision of actual teaching activities in the schools; and taking into account the qualitative findings that lessons are mostly observed by DOSs and the deputy head teachers because head teachers do not have the time to regularly supervise teaching due to heavy work load and their tight schedule; recognizing however that supervision fosters teachers' preparedness for teaching, improves syllabus coverage and leads teachers to become more conscious and timely in responding to their responsibilities; and in light of the discussion that generally agree that supervision of actual teaching leads to better teacher's competence, but that head teachers' supervision by checking teachers' pedagogic documents, teachers' attendance books and students' lesson notes does not have much influence on teachers' work competence and that it is not enough for the head teacher to monitor competence from outside through alternative means but should spare time to supervise teachers personally during classroom instruction for better competence; it is logical to conclude that supervision of actual teaching activities has a great positive influence on teacher's competence in schools (up to 60.8%). Hence teacher's competence in schools will be enhanced if the level of supervision of the various aspects of actual teaching improves. It is therefore important for the school administration and management to intensify supervision of actual teaching so as to improve teacher's competence in the schools which will result in better students' achievements desired by the public.

Recommendation

Basing on this objective and considering the conclusion that supervision of actual teaching activities has a great positive influence on teacher's competence in government aided primary schools (up to 60.8%). Hence teacher's competence in government aided primary schools will be enhanced if the level of supervision of the various aspects of actual teaching improves, and that it is important for the school administration and management to intensify supervision of actual teaching so as to improve teacher's competence in the schools which will result in better students' achievements desired by the public; it is recommended that head teachers in the schools should spare time and in person conduct regular supervision of actual teaching in class and provide feedback to teachers to help them discover their areas of weaknesses and make adjustments for better competence in the schools.

REFERENCES

- Anthony, D., Kazaara, A. G., & Kazaara, A. I. (2023). *PERFORMANCE IN ENGLISH SUBJECT IN SECONDARY*. 2(2), 347–362.
- Anthony, D., Kazaara, A. G., Kazaara, A. I., Ismail, L., & Prudence, K. (2023). *The Impact of Teachers ' Teaching*

-
- Methods on Students ' Performance in English Subject in Secondary Schools In Uganda , A Case Study Of Selected Secondary Schools In Kampala & Wakiso.* 7(3), 290–297.
- Brian, W., & Jacob, K. (2023). *Impact of Tax Education on The Public Sector - A Case Study of Lwakhakha Town Council , Namisindwa District Local Government.* 7(4), 176–184.
- Brighton, B., Deus, T., Kazaara, A. G., Nelson, K., Alex, K., Christopher, F., & Benefansi, I. (2023). *The Effect Of Covid-19 Pandemic On The Education System And Institutions In Wakiso District A Case Study Of Gombe Sub County .* 7(2), 55–61.
- Christopher, F., Komunda, T. R., & Milton, N. (2022). *The Impact of Supervision on the Quality-Of-Service Delivery at Kirima Community Secondary School in Kanungu District , South Western Uganda.* 6(5), 157–162.
- Christopher, F., Moses, N., Muhindo, M. E., & Komunda, T. R. (2022). *Employee Training and Organizational Performance: A Case Study of African College of Commerce and Technology in Kabale District, South Western Uganda.* *International Journal of Academic Pedagogical Research*, 6(5), 1–7.
- Christopher, F., Moses, N., Muhindo, M. E., & Muhammad, M. (2022). *Rewards and Employee Performance in an Organization : A Case Study of African College of Commerce and Technology in South Western Uganda.* 6(4), 414–428.
- Christopher, F., Muhindo, M. E., & Nakalema, F. (2022). *Decentralization and Social Service Delivery in Uganda : Acritical Analysis of the Decentralization and Social Service Delivery in Uganda : Acritical Analysis of the literature review.* November.
- Emmanuel, E., Rebecca, N., Kazaara, A. G., & Nicholas, K. (2023). *The Effects Of Job Training On Performance Of Local Government Employees In ganda : A Case Study Of Molo Sub- County , Tororo District .* 7(2), 65–73.
- Godfrey, W., Silvia, N., Kazaara, A. G., Nelson, K., Christopher, F., Deus, T., Micheal, T., & Catherine, M. (2023). *The Effect Of Teacher ' s Instructional Methods On The Learners Academic Performance In Mathematics Subject In Secondary Schools , A Case Study Of Buwesswa Secondary School In Manafwa District.* 7(2), 100–107.
- Gracious, A. (2023). *The Effects Of Electronic Banking On Customer Service Delivery , A Case Study Of Cairo Bank Uganda , Nakasero.* 7(2), 80–87.
- Nelson, K., Christopher, F., & Milton, N. (2022). *Teach Yourself Spss and Stata.* 6(7), 84–122.
- Ntirandekura, M., Ainebyoona, A., Registrar, D., District, B., & Commission, E. (2022). *HUMAN RESOURCE MANAGEMENT STRATEGIES AND ENHANCEMENT OF STAFF RETENTION IN PUBLIC SECTOR ORGANISATIONS : AN EMPIRICAL INVESTIGATION IN KABALE.* 6(7), 89–103.
- Paul, K., Alex, I., Kazaara, A. G., & Kazaara, A. I. (2023). *Corruption and Public Finance Management A Case Study Of Wakiso District.* 7(3), 298–306.
- Racheal, N., Enock, Z., & Kazaara, A. G. (2023). *Impact of quality financial reporting on an organization resource*

management: a case study of humuza holding limited kampala uganda 1. 2(2), 408–425.

Seth, A., & Ntirandekura, M. (2022). *Delegation of Responsibilities and Teachers ' Performance in Selected Secondary Schools in Kabale Municipality.* 6(6), 31–48.

Turyatamba, C., Nelson, K., Prudence, K., & Ntirandekura, M. (2022). *The Effect of Product Quality on Competitiveness of Small Medium-Sized Enterprises (SMES) In South Western Uganda ; Reflection on Kayonza Growers Tea Factory , In Kanungu District .* 6(12), 152–159.

Victoria, N., Nelson, K., Kazaara, A. G., & Kazaara, A. I. (2023). *The Impact Of Staff Development On The Pupils ' Academic Performance In Primary Schools In Kimaanya Sub-County , Masaka District A Case Study Of Kimaanya Sub-County , Masaka District.* 7(3), 179–186.