
Internal Supervision And Academic Performance In Primary Schools; A Case Study Of Selected Primary Schools In Kyarusozi Town Council, Kyenjojo District

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Abstract

The aim of this study was to find out if there was a relationship between internal supervision and academic performance in primary schools in Kyarusozi Town Council. It consisted of two main variables including independent and dependent variables. It was guided by three objectives including; determining the effectiveness internal supervision, finding out how internal supervision affect academic performance and finding out ways of improving students' academic performance in selected primary schools in Kyarusozi Town Council. The research design was a cross sectional in which both qualitative and quantitative methods were used. The researcher used a cross sectional because it allows the researcher to study characteristics of population segments''. The study revealed that 22 respondents (44.0%) reported that learners showed improvement in UACE exams (Uganda Advanced Certificate of Education) and this suggested that the presence of supervision positively influenced students' preparation and performance in high-stakes examinations. The findings of this study highlighted on how heads of schools 'were effective in supervising teaching and learning activities affected schools' performance. Therefore, trainings of teachers on proper utilization of teaching resources should be organized to improve their potential in content delivery.

Keywords: Internal Supervision, Academic, Performance and Primary Schools

Background to the study

Supervision is an interaction between at least two people to improve an activity. According to (Christopher et al., 2022), supervision should assist in the organization and implementation of curricular programs for students. It should help teachers provide the latest educational research findings that are relevant to their teaching. The ultimate goal of supervision is to achieve an improvement in the effectiveness of internal supervision of learning by students (Godfrey et al., 2023).

(Zulaikah & Rebecca, 2023) define supervision as that dimension or phase of educational administration that deals with improving effectiveness. (Anthony, Kazaara, Kazaara, et al., 2023) define internal supervision as a process through which the principal seeks to collaborate with teachers and other staff to improve teaching and learning in the school. In this sense, supervision is proposed as a developmental process through which leaders can reinforce instructional practices that enhance student learning (Richard et al., 2023).

The performance of students in Uganda Certificate of Education (UCE) and Uganda Advanced Certificate of Education (UACE) was generally not satisfactory. An analysis of UCE results showed that more than half of the students who sat for UCE examinations in 2014 achieved an average grade of C6 and below (Anthony, Kazaara, & Kazaara, 2023).

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Several factors have been highlighted to explain the differential outcomes and causes of poor performance between schools and between students (Richard, 2022b). The blame for the mass failure of students in UCE and UACE is always placed on teachers in general and principals in particular. Limitations of effective internal supervision in primary school that prevent better performance need to be mapped. The success of a school, its teachers and its principal is judged by how well it performs in national examinations (Micheal et al., 2023). Principals as immediate supervisors in schools are responsible for maintaining punctuality, discipline and academic standards (Zulaikah & Rebecca, 2023). The Ministry of Education, while emphasizing the importance of the effectiveness of internal supervision and standards in education, warned that with increased demand for education, some institutions might be tempted to compromise on standards, which would affect the effectiveness of internal supervision of education (Margaret & Kazaara, 2024).

The results of the study (Seth & Ntirandekura, 2022) indicate that school principals and their representatives considered supervision practices in elementary schools to be extremely indispensable. In addition, the results showed that the way principals and teachers stimulate students affects students' academic performance. Student responses indicate that the way principals delegate their supervisory responsibilities affects student learning outcomes. The results of the study indicate that supervision practices have a significant effect on the "academic performance of elementary school students" (Ntirandekura, Friday, & Muhammad, 2022).

Effective internal supervision means that teaching is effective because teachers will achieve better results. (Richard et al., 2023) notes that the goal of supervision is to facilitate learning by planning and devising ways to professionally improve teachers and release their creative abilities and talents to willingly improve the learning situation. In the Ugandan context, school principals are trained to ensure effective internal supervision. A teacher attendance sheet is always in place to track teacher attendance (Christopher et al., 2022).

(Christopher et al., 2022) notes that supervision is an examination of practice. Practice here means the act of teaching. (Julius, 2024b) further qualifies that it should be compassionate and appreciative questioning. There is therefore a need to improve the quality of teaching in primary schools through effective internal supervision of teachers. One of the main causes of poor academic performance can be ineffective (internal) pedagogical supervision (Christopher et al., 2022).

The supervision process should be collaborative; the researcher sought to find out to what extent this collaboration is enforced in the internal supervision of English teaching in primary schools in Kakamega District (Anthony, Kazaara, Kazaara et al., 2023). For example, whether principals or not, HODs worked with TOEs to increase the effectiveness of teaching in the subject. After that, we continued to determine the influence of the type of IIS on the effectiveness of teaching.

Statement of the Problem

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Previous studies on factors affecting academic performance have focused primarily on those related to physical and financial resource constraints (Turyatamba & Turyasingura, 2024). Very few studies have examined the influence of school management styles (Frank et al., 2023). For any educational institution to survive, a vital goal should be to ensure the effectiveness of education with internal supervision, which in most cases is reflected in school academic performance in national examinations (Ntirandekura, Friday, & Muhammad, 2022). This objective cannot be achieved unless there is a well-established and efficient management and administrative apparatus. This study will therefore assess the effectiveness of primary school principals in supervising teaching and learning activities in improving school performance in the form of four national examinations through the supervision of teaching and learning (Julius, 2024b).

Uganda's national education goals and primary education level goals reflect the importance of primary education (Nelson, 2024). The objectives of basic education are mainly focused on producing Ugandans who have the knowledge and skills to enable them to fit into society (Republic of Uganda, 2012a). This is reflected in many key government documents. Key among these is the National Development Plan 2002-2008, in which the government identified education as key to achieving the Millennium Development Goals (MDGs) and Education for All (EFA) (Republic of Uganda, 2002b). Other government documents that have comprehensively outlined the importance of basic education are Sessional Paper No. 1 of 2005: Policy Framework for Education, Training and Research Republic of Kenya (2015a), Economic Recovery Strategy Paper Republic of Uganda (2013a), Strategy Paper Poverty Reduction Program (PRSP) 2001-2003 (Republic of Uganda, 2010b).

The Ministry has established supervisory structures and occasionally provides refresher courses and workshops for staff in supervisory positions (including principals) to provide supervisory services in schools (Nancy & Prudence, 2024). (Anthony, Kazaara, Kazaara, et al., 2023) also suggest that the head of the institution and any person entrusted with the responsibility of internal supervision should have certain knowledge and skills to plan, observe, evaluate and evaluate the teaching and learning processes (Richard, 2022a). In addition, many primary schools across the country are high performers in both UCE and UACE, with many students continuing to perform poorly in national examinations. There is constant uproar from all stakeholders in education about this poor performance. Regardless of how well staffed a school is, without the proper application of supervisory procedures, the school's primary goal of teaching and learning to perform well in school is seriously impaired (Richard, 2022c). This leads to a study on internal supervision and academic performance with respect to primary schools in Kyarusozi Town Council.

Specific Objectives

1. To determine the effectiveness of internal supervision in selected primary schools in Kyarusozi Town Council.
2. To find out how internal supervision affect academic performance in elected primary schools of learners in selected primary schools in Kyarusozi Town Council.

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3. To find out ways of improving students' academic performance in selected primary schools in Kyarusenzi Town Council.

Methodology

The study used a cross-sectional research design to explore an in-depth understanding of the impact of CPD on student achievement in primary schools in Kyarusenzi, City Council, Kyenjojo District with reference to traffic (Jallow et al., 2021). Therefore, according to (Olanrewaju & Abiodun, 2021), cross-sectional research involves the use of different groups of people who differ in the variable of interest but share other characteristics such as socioeconomic status, education, and ethnicity. In addition, the cross-sectional study design allowed the researcher to compare many different variables simultaneously (Jallow et al., 2022). The study area for this research was in selected primary schools in Kyarusenzi Town Council, Kyenjojo District. This area was considered because it is in this area that the researcher expects access to directors whose responsibility is to carry out internal supervision (Nafiu, 2012). The target population for this research was students, teachers and principals of selected primary schools in Kyarusenzi Town Council. Kyenjojo District schools that were sampled include Kyarusenzi Primary School, Hsamukuuku Primary School and Kihumuro Primary School (Rasheed et al., 2022). In determining the sample size of respondents for this study, simple random sampling and purposive sampling technique were used to select respondents across the study population. Simple random sampling (Aslam et al., 2022) was used to randomly select teachers and students in selected primary schools in Kyarusenzi Town Council. While purposive sampling technique was used to cover the radio presenters. The selected population is believed to have more knowledge about the study problem. A total of 40 respondents were selected in the study to represent the entire target population, of which 30 were students and 7 were teachers and 3 were principals (Nafiu et al., 2012). A questionnaire is a written list of questions where the respondents write the answers (Nafiu & Ph, 2012). A questionnaire survey was applied to teachers and pupils of selected primary schools in Kyarusenzi City Council. Both qualitative and quantitative data analysis was used. The qualitative data obtained from the interviews were edited and categorized to emerge with key themes according to the stated objectives (Nafiu et al., 2017). This further ensured that the information provided by respondents was accurate, complete and consistent. The content was analyzed, reported and interpreted (Nafiu et al., 2017). Quantitative data obtained from the questionnaires and document review were sorted, coded, categorized, entered into a computer and analyzed using the Statistical Package for Social Scientists (SPSS) Program 16 (Nelson et al., 2022). Data were analyzed using descriptive statistics through frequencies and percentages.

RESULTS

The effectiveness of internal supervision in selected primary schools in Kyarusozi Town Council**Table 1 Forms of supervision utilized in a school**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Supervision of Lesson plans	23	46.0	46.0	46.0
Monitoring the syllabus	20	40.0	40.0	86.0
Supervision of schemes of work	7	14.0	14.0	100.0
Total	50	100.0	100.0	

Source: Field data, 20213.

In response to forms of supervision utilized in a school it is revealed that supervision of Lesson plans is the most form of supervision utilized as represented 23(46%) by the respondents, 20(40%) of them indicated monitoring the syllabus whereas a few 7(14%) of the indicated supervision of schemes of work (Faith et al., 2023).

Table 2: Impact of supervision on performance of students in a school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Increases attendance of students in class	12	24.0	24.0	24.0
Students progress in class exercises	16	32.0	32.0	56.0
Learners show improvement in UACE exams	22	44.0	44.0	100.0
Total	50	100.0	100.0	

Source: Field data, 2023.

According to the table, out of the total 50 respondents, 12 individuals (24.0%) reported an increase in the attendance of students in class as a result of supervision. This suggests that the presence of effective supervision contributed to creating a conducive learning environment, which motivated students to attend classes more regularly. Improved attendance can lead to better engagement and participation in classroom activities, ultimately enhancing students' overall performance (Ntirandekura, Friday, Mbisi, et al., 2022). In response to the impact of supervision on

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performance of students majority 22(44%) of the respondents indicated learners show improvement in UACE exams, followed by 16(32%) of them who indicated students' progress in class exercises followed by a few 12(24%) of them who indicated increases attendance of students in class (Micheal et al., 2023).

Additionally, 16 respondents (32.0%) reported that supervision resulted in students' progress in class exercises. This indicates that the presence of supervision helped students actively participate in class exercises, leading to a better understanding of the subject matter and improved academic performance (Julius, 2024a). The monitoring and guidance provided through supervision likely played a crucial role in identifying individual learning needs and providing targeted support to students.

Furthermore, the data reveals that 22 respondents (44.0%) reported that learners showed improvement in UACE exams (Uganda Advanced Certificate of Education). This suggests that the presence of supervision positively influenced students' preparation and performance in high-stakes examinations. Effective supervision can help students develop effective study habits, receive timely feedback, and access resources necessary for exam success.

Table 3: What form of supervision may lead to better performance of students in your school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Internal supervision	18	36.0	36.0	36.0
External supervision	13	26.0	26.0	62.0
Curriculum supervision	19	38.0	38.0	100.0
Total	50	100.0	100.0	

Source: Field data, 2023.

The table shows the responses from 50 respondents on the form of supervision that may lead to better performance of students in their school. According to the data, 18 respondents constituting 36% of the total feel that internal supervision will lead to better student performance. 13 respondents representing 26% believe external supervision is crucial while 19 respondents forming 38% think curriculum supervision is important for improved student achievement. Overall, internal and curriculum supervisions were the most preferred forms of oversight as they cumulatively accounted for 74% of responses (Ntirandekura, Ainebyoona, Registrar, et al., 2022). While external supervision was deemed essential too according to 26% of participants, most felt supervision conducted from within the school set-up or focused on curriculum implementation would maximize learning outcomes more than outside

monitoring alone. This implies that a good balance of internal, external and curriculum-based supervision strategies may be most effective for elevating students' academic standards.

Table 4: How internal supervision affect students' performance in regular tests in your school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Students get more serious in class	10	20.0	20.0	20.0
Emphasizes students to utilize available recourses	25	50.0	50.0	70.0
Students posses all required notes being given by their teachers	15	30.0	30.0	100.0
Total	50	100.0	100.0	

Source: Field data, 2023.

The table illustrates the ways in which internal supervision impacts students' performance in regular tests in their school according to the responses of 50 participants. 10 respondents accounting for 20% of the total felt that internal supervision makes students more serious during classes. Meanwhile, 25 respondents forming 50% believed it emphasizes students to utilize available resources for their studies (Nelson, 2024). Further, 15 participants constituting 30% opined that internal oversight ensures students possess all necessary notes given by teachers. Collectively, the majority accounting for 70% thought internal supervision through the school enhances students' application of learning materials and preparedness for assessments. Only a minority of 20% considered it solely improves classroom attentiveness.

Table 5: Whether internal supervision has effect on students' performance in internal exams in your school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	28	56.0	56.0	56.0
No	22	44.0	44.0	100.0
Total	50	100.0	100.0	

Source: Field data, 2023.

In response to whether internal supervision has effect on students' performance in internal exams majority 28(56%) of the respondents agreed with the claim compared to 22 (44%) of them who disagreed.

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Internal supervision affect academic performance in elected primary schools of learners in selected primary schools in Kyarusozi Town Council

Table 6: Effects of internal supervision on students' performance in external exams in your school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Learners are able to improve on writing skill	23	46.0	46.0	46.0
Learner are able to improve in reading skills	14	28.0	28.0	74.0
It has increased performance of student in some subjects e.g. English .	10	20.0	20.0	94.0
There is raise marks per subject during exams.	3	6.0	6.0	100.0
Total	50	100.0	100.0	

Source: Field data, 2023.

According to the table, out of the total 50 respondents, 23 individuals (46.0%) reported that learners were able to improve their writing skills as a result of internal supervision. This suggests that the presence of effective internal supervision practices in the schools contributed to enhancing students' writing abilities (Christopher et al., 2022). The supervision likely involved providing guidance, feedback, and targeted support to students, enabling them to develop and refine their writing skills, which positively impacted their overall academic performance.

Additionally, 14 respondents (28.0%) reported that learners were able to improve their reading skills through internal supervision. This indicates that the supervision processes implemented in the schools played a role in fostering a reading culture and supporting students in developing strong reading comprehension and fluency. The supervision likely involved strategies such as providing reading materials, implementing structured reading programs, and offering individualized support to students, leading to improved reading abilities and subsequently enhancing their academic performance (Winny et al., 2023).

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Furthermore, 10 respondents (20.0%) reported that internal supervision increased students' performance in specific subjects, such as English. This suggests that the supervision practices implemented in the schools had a positive impact on students' subject-specific knowledge and skills. The supervision likely involved targeted instruction, assessment, and feedback in the identified subjects, enabling students to improve their understanding and performance in those areas.

Moreover, 3 respondents (6.0%) reported that there was a raise in marks per subject during exams due to internal supervision. This indicates that the supervision processes implemented in the schools positively influenced students' exam performance, resulting in higher scores in various subjects. The supervision likely involved exam preparation strategies, assessment alignment, and individualized support to enhance students' exam-taking skills and knowledge retention.

Table 7: How has been the performance in your school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	V. Good	5	10.0	10.0	10.0
	V. Poor	13	26.0	26.0	36.0
	Poor	25	50.0	50.0	86.0
	Good	7	14.0	14.0	100.0
	Total	50	100.0	100.0	

Source: Field data, 2023.

In response to how the performance has been, it is revealed that majority 25(50%) of the respondents indicated Poor followed by 13(26%) Of them who in indicated very Poor followed by 7(14%) who indicated Good whereas a few 5(10%) of the respondents who indicated very Good. This implies that the performance was not good there should be an improvement.

Ways of improving students' academic performance in selected primary schools in Kyarusenzi Town Council**Table 8: What strategies the school has put in place to improve this performance**

		Frequency	Percent	Valid Percent	Cumulative Percent

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Valid	Through paying teachers in time	24	48.0	48.0	48.0
	Constructing enough classrooms	18	36.0	36.0	84.0
	Preparing seminars for students	5	10.0	10.0	94.0
	Giving students monthly tests	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

Source: Field data, 2023.

In response to strategies the school has put in place to improve the performance, it is revealed that majority 24(48%) of the respondents indicated through payment of teachers in time followed by 18(36%) of them who indicated constructing enough classrooms followed by 5(10%) of them who indicated preparing seminars for students whereas a few 3(6%) of them who indicated giving students monthly exams.

Table 9: How else can performance of students be improved

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Through evaluating student's notes	18	36.0	36.0	36.0
Through assessing teacher's scheme of work.	7	14.0	14.0	50.0
Visiting classes to check whether teachers attend students	19	38.0	38.0	88.0
Role calling registers to control absenteeism of students	6	12.0	12.0	100.0
Total	50	100.0	100.0	

Source: Field data, 2023.

From the study findings in the table above, majority 19(38%) of the respondents indicated that Visiting classes to check whether teachers attend students followed by 18(36%) of the respondents who also indicated that performance of students can be improved through evaluating students notes and they were followed by 7(14%) of them who

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indicated that through assessing teacher's scheme of work and they followed by 6(12%) of them who showed that Role calling registers to control absenteeism of students. Implying, that there were measures being put in place to improve students' performance.

Conclusions

Basing on study finding, it can be concluded that there are various forms of supervision utilized in a school including supervision of lesson plans, monitoring and supervision of schemes of work.

It can also be concluded that indeed internal supervision has had an impact on the performance of students. This impact has been evidenced on results obtained from UACE exams and class exercises.

It can also be concluded that the existing forms of supervision have averagely improved the performance of students in the long run though more efforts are still needed so as to improve the performance.

It is also important to agree that internal supervision has affected students' performance in external exams though students' performance is still debatable. This is due to the fact that supervision has led to improvement on writing skill learners being able to improve in reading skills and increasing performance of students in some subjects e.g. English, History.

Recommendations

Among other things, the research recommends that more forms of supervision like examining teachers' attendance for lessons, assessing teachers while teaching and performance appraisals.

The researcher recommends that supervision should not only concentrate on teachers but also students should be thoroughly supervised both inside and outside school.

The researcher also recommends that other avenues like awarding best performing teachers, salary increments and offering scholarships for best are performing teachers so as to improve their performance in both internal and external exams.

Trainings of teachers on proper utilization of teaching resources should be organized to improve their potential in content delivery.

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