

**INSTRUCTIONAL SUPERVISION AND TEACHERS' EFFECTIVENESS  
INSELECTED PRIMARY SCHOOLS IN MUBENDE  
DISTRICT, UGANDA**

**BY:**

**SEKABIRA ABDUL LUKOOYA**

**2017/FEB/MEMP/M222667/DIST/KYE**

**A DISSERTATION REPORT PRESENTED TO THE SCHOOL OF EDUCATION,  
HUMANITIES AND SCIENCES IN PARTIAL FUFILMENT OF THE  
REQUIREMENTS FOR THE  
AWARD OF A MASTER DEGREE IN EDUCATION MANAGEMENT  
AND PLANNING OF NKUMBA  
UNIVERSITY, KAMPAL AUGANDA**

**MAY, 2018**

## **ACKNOWLEDGEMENT**

I wish to acknowledge and thank the following people for the support they have given me to complete this study and write this report.

To my supervisor, Dr.Joyce Bukirwa, for the guidance and encouragement she gave me as well as the constructive criticism through the period of the study.

To my wife for always believing that I have the ability to succeed.

To all my friends, for understanding and encouragement and in particular to Clare and Khamidah for their support.

## **DEDICATION**

This research work is dedicated to all my classmates and workmates for their assistance and standing for me whenever I needed their advice.

## DECLARATION

I, **SEKABIRA ABDULLUKOOYA** declare that this research report is my original work and that it has not been submitted to any institution for any academic award.

Signature: .....

Date: .....

**SEKABIRA ABDUL LUKOOYA**

**APPROVAL**

I certify that this research report entitled ‘Instructional Supervision and Teachers’ Effectiveness in selected Rural and Urban Primary Schools in Mubende district, Uganda, has been supervised, examined and approved by external examiners with my approval as university supervisor.

**Signature:** .....

**Date:** 08/08/2018

**DR. JOYCE BUKIRWA**  
**SUPERVISOR**

## ABSTRACT

The study sought to establish the relationship between instructional supervision, and teachers' effectiveness in selected primary schools in Mubende district, Uganda.

The study was guided by four specific objectives, that included;

- i. Determining the relationship between Classroom observation and teachers' effectiveness in selected primary schools in Mubende district, Uganda;
- ii. Establishing the relationship between demonstration of good teaching and learning and Teacher's effectiveness in selected primary schools in Mubendedistrict, Uganda;
- iii. Establishing the relationship between capacity development through training and Teachers' effectiveness in selected primary schools in Mubende district, Uganda
- iv. Establishing the relationship between action research and teachers' effectiveness in selected primary schools in Mubende district, Uganda.

This research employed descriptive correlation design to describe the association and relationship between variables. In determining this relationship, the researcher had hypothesized that, teacher's effectiveness doesn't depend on instructional supervision. In analyzing this relationship, the researcher employed frequency counts and standard deviation for the demographic characteristics of the respondents and Pearson linear correlation coefficient for the relationship. The study was underpinned by **Douglas McGregor's Theory 'X' and 'Y' (1960), Revisited (2000)**. This theory looks at McGregor's time-tested thinking on human motivation, and shows how this theory applies in today's organizations (schools). Findings revealed the following:

Majority of respondents in this sample ranged between 31-40 years of age (44.4%) and 118 (65.6%) were male, while 62 (34.4%) were female. Those who had attained Diploma as their 'highest academic qualification were (40%) and had an experience of 6-9 years (40%). Instructional supervision was rated higher, indicating overall mean of 2.94. Teachers effectiveness is generally high, and this was indicated by the average mean of 2.87. Based on the findings, the researchers drew conclusions that;

- Instructional supervision is highly carried out in terms of classroom observation, demonstration of good teaching, teachers' capacity development and action research among selected primary schools in Mubende district, Uganda.
- Classroom observations contribute to teachers' effectiveness in selected primary schools in Mubendedistrict, Uganda.
- Demonstration of good teaching improves teacher's effectiveness in selected primary schools in Mubende, district Uganda.
- Teachers' capacity development increases teachers' effectiveness.
- Action research increases teachers' effectiveness in selected primary schools in Mubende district, Uganda.

Generally, instructional supervision affects teachers' effectiveness by contributing 90.6%. The researcher recommended that; there should be continuous instructional support supervision in primary schools, the head teachers should always inform their teachers when they need to observe their lessons in class, and this will help them supervise well. They should always show teachers how to display teaching and learning resources when teaching and they should always organize more skill training workshops for teachers in their schools, this will help them perform their duties effectively.

## ACRONYMS

CVI	Content Validity Index
DEC	District Education Committee
DEO	District Education Office
DES	Directorate of Education Standards
EFA	Education for All
ESA	Education Standard Agency
GES	Ghana Education Services
MOES	Ministry of Education and Sports
PTA	Parents Teachers association
PTCC	Pearson's linear correlation coefficient
SAQ	Self Administered Questionnaires
SMC	School management Committee
SPSS	Statistical Package for Social Science
UPE	Universal Primary Education

## TABLE OF CONTENTS

ACKNOWLEDGEMENT .....	i
DEDICATION .....	ii
DECLARATION.....	iii
APPROVAL.....	iv
ABSTRACT .....	v
ACRONYMS .....	vi
TABLE OF CONTENTS.....	vii
LIST OF FIGURES .....	x
LIST OF TABLES .....	xi
LIST OF APPENDICES.....	xii
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.0 Background of the study .....	1
1.1. Historical perspective.....	1
1.1.2 Theoretical perspective.....	2
1.1.3 Conceptual perspective.....	2
1.1.4 Contextual perspective. ....	4
1.2 Statement of the problem .....	5
1.4 Research objectives.....	6
1.4.1 General objective .....	6
1.4.2. Specific Objective:.....	6
1.5 Research questions:.....	6
1.6 Hypothesis:.....	7
1.7 Scope:.....	7
1.7.2 Content Scope.....	7
1.8 Significance of the study:.....	8
CHAPTER TWO.....	9
2.0 Introduction. ....	9
2.1 Theoretical Review .....	9
2.2 CONCEPTUAL FRAMEWORK.....	12



2.3 Related Literature.....	13
2.3.1. Classroom observation and teachers effectiveness .....	13
2.3.2. Lesson Demonstration and teachers effectiveness .....	16
2.3.3. Teachers capacity development and teachers effectiveness. ....	17
2.3.4. Action Research and Teachers effectiveness. ....	19
CHAPTER THREE .....	22
METHODOLOGY .....	22
3.0 Introduction. ....	22
3.1 Research Design: .....	22
3.2 Research Population:.....	22
3.3 Sample Size .....	23
3.4 Sampling procedure: .....	23
3.5 Sampling Techniques .....	<b>Error! Bookmark not defined.</b>
3.6 Research Instruments. ....	24
3.7. Validity of the Instrument: .....	24
3.8. Data gathering Procedures:.....	25
3.9 Data Analysis;.....	26
3.10 Ethical considerations: .....	26
3.11 Limitations of the study:.....	27
3.12 Delimitations of the study: .....	27
CHAPTER FOUR .....	28
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA .....	28
4.0 Introduction .....	28
4.1. Profile of respondents .....	28
4.2 Extent of instructional supervision .....	30
4.3 Extent of teachers’ effectiveness .....	32
4.4 Relationship between Classroom observations and Teachers’ effectiveness .....	34
4.5. Relationship between demonstration of good teaching and Teachers’ effectiveness .....	35
4.6 Relationship between teachers’ capacity development through training and teachers’ effectiveness .....	36
4.8 Regression analysis.....	40
4.8. Findings from the qualitative data revealed the following: .....	41

CHAPTER FIVE..... 44

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS ..... 44

    5.0 Introduction ..... 44

    5.1 Discussion ..... 44

        5.1.1 The relationship between classroom observation and teachers’ effectiveness. .... 44

        5.1.2 Relationship between demonstration of good teaching and learning and teachers’ effectiveness. .... 45

        5.1.3 Relationship between teachers’ capacity development and teachers’ effectiveness ..... 45

        5.1.4 Relationship between action research and teachers’ effectiveness ..... 45

    5.2 Conclusions ..... 46

        5.2.1 Relationship between classroom observation and teachers’ effectiveness. .... 46

        5.2.2 Relationship between demonstration of good teaching and learning and teacher’s effectiveness ..... 46

        5.2.3 Relationship between teachers’ capacity development and teachers’ effectiveness ..... 46

        5.2.4 Relationship between action research and teachers’ effectiveness ..... 46

    5.3 Recommendations ..... 47

    5.4 Areas for further research..... 47

REFERENCES:..... 48

## LIST OF FIGURES

FIGURE 1	CONCEPTUAL FRAME .....	13
----------	------------------------	----

## LIST OF TABLES

<b>Table 1.</b> Population and sample.....	24
Table 2. Profile of respondents.....	30
Table 3. Instructional supervision.....	33
Table 4. Teachers' effectiveness.....	35
Table 5. Relationship between classroom observation and teachers 'effectiveness....	37
Table 6. Relationship between demonstration of good Teaching and Teachers' effectiveness.....	38
Table 7. Relationship between capacity development through training and teachers' effectiveness'.....	39
Table 8. Relationship between action research and teachers' effectiveness.....	40
Table 9. Regression analysis between the dependant and independent variables .....	41

## **LIST OF APPENDICES**

APPENDIX 1: References.....	48
APPENDIX 2: Questionnaire for the head teachers.....	52
APPENDIX 3: Questionnaire for teachers.....	57
APPENDIX 4: Interview for teachers.....	62
APPENDIX 5: Interview guide for head teachers.....	63

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background to the study

##### 1.1. Historical perspective

Global education policies and programs have continuously brought forth significant challenges to many education systems around the world, though education in the twenty first century is the key to global security and sustainability. Education for all (EFA) and Universal Primary Education (UPE) are some of the notable global education policies implemented by many countries in the world. (World Bank editorial report, 2010). In Australia, a number of studies have sought to establish the effects of teacher's effectiveness on pupil's academic achievements. These studies have shown that variations in teaching behaviors contributes much to teachers effectiveness and teachers effectiveness contributes 70% to students/pupils academic achievements in Australian schools,(**Damme,2006**).

In Ghana, the Ghana education service policy document on instructional supervision emphasizes aspects of instructional support supervision that are related to monitoring teaching activities and ensuring maximum use of instructional time. Developing countries face common problem in providing sufficient education of high quality to their learners. This deficiency in teacher effectiveness is probably dictated by laxity of the head teachers to provide sufficient and thorough instructional supervision. **African Education Trust report (2013)**, claims that, newly qualified teachers may not have developed sufficient skills for effective teaching therefore there is need for Classroom supervision. More so, Recent researchers in education, have confirmed that indeed lack of instructional supervision has been responsible for the decline in teachers' effectiveness in schools, **Nkechi(2009)**, **Tichaona(2012)**, and **Nakpodia(2006)**. However, the causes of teacher's ineffectiveness to other scholars still remain unconfirmed, and the justification to prove such claims is still questionable to most researchers in education due to the fact that teacher's effectiveness appears to have no significant standard measure as far as supervision of instruction is concern.

In Uganda, Teacher effectiveness has posed a great confusion to education practitioners over time. Its fluctuation rate creates a contradiction that leaves so many actors in education(education

managers) flatfooted. Arguably, one can claim that, despite producing so many teachers from colleges and Universities, teacher's effectiveness has instead assumed an arithmetic flow and quite often lies in mystery. Paradoxically, it leaves many wonder, given the fact that, the government has for the last decades invested heavily in education sector.

In Mubendedistrict, the forces that brought about the need for supervision of instructions include; the ineffectiveness of teachers and the need to improve the deteriorating quality of education in the district (**District Education Office quarterly report, 2007**). All this has brought with it instructional problems which provides strong evidences for the need to supervise instructions in schools. The gaps - the primary teachers of today have more difficult instructional problems to deal with in such matters as the methods and materials for instructions, for pupils of different backgrounds.

### **1.1.2 Theoretical perspective**

This study was underpinned by; **McGregor's theory 'X' and theory 'Y', (1960)**, The system theory advocated by Bertalanffy, (1968), The Goal setting theory postulated by **Locke, (1960s)**, and **Path-goal** theory of leadership effectiveness, advocated by **Robert House (1971)**.

### **1.1.3 Conceptual perspective**

**Garston (1994)**, define **instructional supervision** as a collaborative effort involving a set of activities designed to improve the teaching and learning processes. In a similar understanding, **Peretomade (2004)** defined instructional supervision as, a set of activities which are carried out with the purpose of making teaching and learning better for the learners. These activities include classroom observation, lesson demonstration, coaching and mentoring, training teachers, action research, teachers' evaluation and assessment of learners.

Operationally, instructional supervision is that phase of school administration which focuses primarily upon the achievements of the appropriate expectations of educational system. It's those activities which are design to improve instructions at all levels of the school, by directly affecting teacher's behaviors in such a way that facilitates pupils learning and achieving the goals of the school. Therefore, for the case of this study, **instructional supervision will mean:**

Organizing of Classroom observation, Lesson demonstration, teachers' training for capacity development and action Research with the aim of improving classroom instructional practices.

**Charlotte (1996)**, as cited by **Robert (2010)**, defines teacher's effectiveness as a set of behaviors that teachers incorporate into their daily professional practices in the school system. This set of activities include, deeper understanding of subject matter, planning of classroom instructions, knowing individual students, assessing of pupils understanding in class, and use of incentives and rewards to promote pupils learning. In its operational sense, **Teachers' effectiveness** is defined as, the ability of teachers to; plan lessons effectively, manage time, have regular attendance in school, use flexible teaching methods, have appropriate content coverage, assess pupils understanding, have high expectations of learners, and have positive attitude towards school programs.

**Classroom observation;** according to, **(Sullivan & Glanz, 2002)**, classroom observation refers to live observation of teachers presentation of lessons in class, analyzing his or her classroom practices, teaching, learning process, teachers' personality, student teacher interactions, lesson notes and pupils' behavior that these activities are observed in class by a supervisor who is present as a witness during the lesson presentation. **Lesson demonstration; Danielson, (2002 et al)**, lesson demonstration involves the presentation of a pre-arranged series of events to a group of teachers for their view. The head teacher stage the lesson sequentially, showing the necessary stages in lesson development , display of teaching and learning aids, applying particular teaching method ,managing time appropriately and how to control and manage classroom situation.

**Teachers' capacity development; Ndebele, (2006)**, defined teachers' capacity development to involved mentoring, coaching, training in seminars, workshops and engaging in teachers visitations especially with newly recruited teachers or license teachers so that they gain confidence in teaching and develop professional skills , attitude and knowledge in managing school affairs.

**Action Research; Danielson, (2002) and Robert, (2010)**, defined action research as the systematic and objective collection and analysis of data in order to find solution to



identified problem, it involves guided practice where; the supervisor uses documentary approach, he or she observe pupils' work such as class work, test and examination results to compare and contrast with teachers' record of work with the aim of guiding, advising and helping the teacher improve his/her work in class.

**Time management:** the practice of scheduling activities based on time allocation. This can be a measure of teacher's effectiveness in class as seen by; Arrival on official time to school, timely marking of class work and Timely giving of feedback to pupils (**Robert, (2010 et al)**)

**Commitment to teach:** the practice by teachers to complete work on time, Staying overtime to complete task, the ability of a teacher to give his time and have over time to finish a task. Flexible in use of resources in class, and demonstrating professionalism (**Harber& Davies, 1997)**)

**Flexible teaching Methods;** the ability of a teacher to use variety of teaching learning methods, variety of questioning techniques, and Collaborative teaching (**Laughin (2007).**)

**Assessing pupils understanding;** the ability of a teacher to assess learners by giving class work, homework, test and give timely feedback to the learners (**Fullan, 2006)**)

#### **1.1.4 Contextual perspective**

The primary schools are characterized by; poor facilities, structures, Teachers' absenteeism ,high rate of teacher turn over in the school, untrained teachers (licensed teachers), ineffective teachers who lack lesson preparations, schemes , records of work covered, some teachers have unprofessional behaviors such as drunkenness, late coming for duties, irregular class attendance, lack of records of pupils' assessment, limited coverage of syllabus and low pupils' academic achievement (**education office quarterly report, 2007)** & (**Uganda daily monitor, Thursday,19, Jan. 2012, Vol.no. 019 ILE 2011 Results out with decline performance)**)

**Manja,(2006)**, cited that, internal inspection and supervision of children's schooling is not meaningfully conducted in primary schools, quality of teachers is low, curriculum activities not well coordinated, Teachers and head teachers do not spend enough time with pupils in the school, and some Head teachers did not attend any teacher training college, yet they head

schools. This study is therefore intended to establish the relationship between instructional supervision and teacher effectiveness in selected primary schools in Mubendedistrict.

At the national level, Mubende district is rated among the worst districts in 2011 PLE Results released on 19th Jan2012, with Division one a percentage of 4.3%, out of 1,720 candidates. **(Sources Uganda, Daily Monitor, Thursday, 19th, 2012, Vol. No.019, Page 67).**

Yet pupils from Mubende district, whose parents can afford to sponsor them in highly performing schools in Kampala, tend to compete favorably in academics, a sign of academic potentials on the side of the pupils. Schools where the Head teacher and parents were known to be relatively active in follow up and monitoring the teaching and learning in the school seem to perform relatively better than those where parents and school heads are reluctant in follow up of their pupil's academic achievements.

## **1.2 Statement of the problem**

Supervision of classroom instructions is seemingly falling as head teachers take it for granted though ironically emphasized by the ministry of education and sports (MOES) in Uganda, **(Education Service Agency report, 2010)**. Teacher's ineffectiveness has characterized the primary schools in Uganda. In Mubendedistrict, the **District Education quarterly reports (2007)**, reported that, there is; rampant cases of absenteeism in school, high rate of teacher turn over in the schools, number of untrained(licensed) teachers in the primary schools was high, poor time management by teachers and pupils, poor classroom control, unprofessional practices such as lack of preparation of lesson, schemes of work, records of work covered, reported cases of drunkenness' among teachers in school environment, limited coverage of syllabus and the pupil's academic performance of Mubendedistrict is below' the national average.

Some schools in Mubendedistrict had continuously achieved no first grades and less than 15% of second grades although they have qualified teaching staff **(Mania and Gale, 2007)**.

Teachers' ineffectiveness in Mubende district primary schools is assumed to have been caused by Lack of skills on the side of the teachers for those who have not attended any professional training in teacher's education. Lack of support to newly qualified teachers who may have limited experience in classroom activities or management, lack of guidance on action research that could possibly help them solve practical problems affecting their instructional practices **.(Mania 2006)**. This study is set to investigate the relationship between instructional supervision

and teachers' effectiveness, with assumption that, lack of instructional supervision might have contributed to a greater extent to the ineffectiveness of teachers.

#### **1.4 Research objectives**

Study objectives define the specific aims of the study.

##### **1.4.1 Purpose of the study**

To examine the relationship between instructional supervision and teachers' effectiveness in selected primary schools in Mubende district, Uganda.

##### **1.4.2. Specific Objectives**

- I. To determine the relationship between classroom observation and teachers' effectiveness in selected rural primary schools in Mubende district, Uganda.
2. To establish the relationship between demonstration of good teaching and learning and teacher's effectiveness in selected primary schools in Mubende district, Uganda.
3. To establish the relationship between teachers' capacity development and teachers' effectiveness in selected primary schools Mubende district, Uganda.
4. To establish the Relationship between action research and teachers' effectiveness in selected primary schools in Mubende district Uganda.

#### **1.5 Research questions**

1. What is the relationship between classroom observation and teachers' effectiveness in the selected primary schools in Mubende district, Uganda?
2. What is the demonstration of good teaching relate to teachers' effectiveness in the selected primary schools in Mubende district, Uganda?
3. What is the relationship between teachers' capacity development and teachers' effectiveness in the selected primary schools in Mubende district, Uganda?
4. What is the relationship between action research and teachers' effectiveness in the selected primary schools in Mubende district, Uganda?

## 1.6 Hypothesis

**H0:** there is no relationship between instructional supervision and teachers' effectiveness in the selected primary schools in Mubende district, Uganda.

## 1.7 Scope

This clearly defines the extent of the content that was covered in the research.

### 1.7.1 Geographical scope

This research was conducted in Mubende District. It is one of the districts which form the central region in Uganda. It is bordered by Mityana and Kiboga districts to the north and south respectively and Kibaale district to the South East. It is located approximately 36 kilometers west of Kampala, the capital city of Uganda. It covers approximately 3,030.9 square kilometers (1,170.2 miles) with a population of 375,800 people, survey (2002). According to Uganda Rural Development Trust (2006), the district is pre-dominantly rural, has low literacy rate and rampant poverty. However, private or government aided, they all face the same administrative challenges. The primary schools found in the district are both public and private schools which were founded by either church/Muslim or individuals. The research covering only six out of the twenty one sub counties in Mubende District: Kassanda, Bukuya, Kiganda, Myanzi, Kalwana subcounties and Mubende municipal council. The location was chosen because it's the researcher's place of work to reserve ample time to the researcher and more so it could reduce on both transport and accommodation costs. Those selected sub counties were beneficial to the researcher because they possessed both rural and urban schools setting in question.

### 1.7.2 Content Scope

The study employed **Quantitative** and **qualitative** research approaches, (mixed research approach), **descriptive correlation** research design and **sample survey** methods. Data was collected by the researcher using questionnaires, Interview guides, focus group discussion and documentary analysis techniques. This study specifically sought to determine the relationship between instructional supervision constructs (classroom observation, lesson demonstration, training teachers for capacity development and action research), and Teachers' Effectiveness. Teacher effectiveness was evaluated on the basis of the following characteristics: effective lesson plan, regular teaching, time management, regular attendance in school, use of flexible teaching methods, appropriate content coverage, assessing pupil understanding, high

expectation of learners and having positive attitude towards school programs (**Robert & Danielson, 2010**).

### **1.7.3 Time Scope**

This scope relates to a define time span for which data would be collected and considered for analysis. It was conducted from May 2017 to May 2018 to give me ample time to effectively complete my study as compared to my duty schedule.

### **1.8 Significance of the study**

It is hoped that the study would contribute towards a better understanding of the complex process of instructional support supervision and would assist supervisors in making the supervisory process more effective.

It also seeks to help head teachers and other supervisors to identify the best practices that they can apply to promote efficiency and effectiveness in primary schools.

The study is believed to add a leaf to the existing knowledge on Instructional support supervision which Stakeholders such as; Education managers, the Education policy makers and Teachers, Head teachers, parents, community leaders, partners and donors in decision making.

The study is hoped to pave way for other interested researchers to investigate further the relationship between Instructional supervision and teacher's effectiveness, by expanding the scope to the remaining sub counties in Mubende district, regional or country wide study. Since this study was limited to only six sub counties in one district (Mubende) in Uganda.

## CHAPTER TWO

### 2.0 Introduction

This chapter presents theoretical review, Conceptual framework, and Related Literature. The related literature is organized following the chronology of the research objectives under study.

### 2.1 Theoretical Review

The implementation of instructional supervision by education managers in selected primary schools in Mubende district and how it may be related to Teachers' effectiveness in classroom practices was explained by **McGregor's theory 'X' and 'Y' (1960)**. The theory assumes that employees are lazy, and will avoid responsibility if they can; they have to be directed, controlled, forced, supervised at every step and threatened to deliver what is needed. As a result, managers (supervisors) believed that, workers need close supervision and comprehensive system of control developed and if the organizations goals were to be realized, managers should rely heavily on threats and coercion to gain employees compliance.

Theory 'Y', assumes that, average human being does like work inherently, they are happy to work, self-motivated, creative and enjoys working with great responsibility. They consider work as a natural part of life; hence efforts in work need not depend on threats of punishment. If committed to objectives of work, then self-direction and self-control is ideal. (**Robbins and Coulter, 2002**).

This theory was preferred over other theories such as; system theory, path-goal theory and goal setting theory because, in a school setting, theory 'X' tends to explain how the different school actors (managers, administrators, inspectors, and parents) could ensure the achievement of school objectives. While Theory 'Y' explains how head teachers participate towards improvement of teachers effectiveness through classroom observation, Demonstration of good teaching, mentoring of teachers, and engaging teachers in action research, in a way of self-direction, self- control and self- motivated approach that can improve teaching and learning.

It's apparent that, in a school setting, teachers as employees might willingly participate in supervisory practices in the school or regress by declining to participate in supervision practiced in the school, yet it is in the interest of the organization that each employee should

balance between personal interest and the organizational interest for easy coordination (**Armstrong, 2005**).

Since its widely believed that supervision in schools could directly be related to teachers effectiveness and subsequently, academic achievement of the learners, this theoretical propositions suggest that poor academic performance of the schools in district could have be related to the extent to which head teachers get involved in instructional supervision in their schools. This study has been undertaken to verify this possibility and specific attention was placed on the roles of head teachers in supervising teachers in schools with intention of improving teacher's effectiveness that subsequently leads to pupil's academic achievements.

The researcher identified some of the competing theories that can explain the proposition of instructional supervision being a predictor of teachers' effectiveness.

**Bertalaffy's (1968)**, systems theory of organizational development which believes that, a system is a collection of parts unified to accomplish an overall goal. If one part of the system is removed, the nature of the system is challenged as well. The researcher adopts this theory for the study given the fact that, schools are like other open systems which of necessity engages in various modes of exchanges with the environment.

**Benjamin, (2003) and Sullivan (2007)** had a similar study and found that a school being a system, it consists of sub-systems: school management sub-system, administration sub-system, staff and support staff sub-system, and student body sub-system. If a school is to achieve the objective for which it was set, the different sub-systems have to work together and ensure that each sub-system does its work without intervention of others activities.

**Buffour (2011)** differed with the view of the two researchers, (**Benjamin, 2003 and Sullivan,2007**), that in a school system, there is need for one sub-system (school administration) to intervene to monitor (supervise) the performance of the other sub-systems (Teachers). If not, any failure of one sub-system may affect the outcome of the whole school system.

The Goal Setting Theory, **Locke (1969)**, this assumes that goal setting is essentially linked to task performance and working towards a goal was in itself a driving force towards better performance. Goals give directions to employees about what need to be done and how much effort is needed to complete a task. **Christre and Anderson, (2006)**, conducted a similar study and found that, performances improved when individuals set specific goals for themselves such that when the goal is demanding, performance gets better.

Related to instructional supervision and Teachers' effectiveness in school, if the school management (Head teacher) sets clear goals on the achievement of employee (teachers), it is possible for teachers to achieve these goals. Example the goal of improving overall grades of pupils from C to B, it can be achieved so long as teachers are facilitated. **Jessica (2004)** viewed that; goals are a form of motivation that sets the standard for self satisfaction with performance and achieving the goals one set as a measure of success.

Goals should be realistic and challenging in order to give individuals a feeling of pride when he/she attains them. The more challenging the goal is, the greater is the reward and the more is the passion of achieving it.

**Robert (2010)**, cited path-goal theory (**Locke 1969**), saying, "A leaders behaviors is contingent to the satisfaction, motivation and performance of his/her subordinates", that, it is the leaders' (head teachers' ) job to assist followers in attaining goals and to provide direction and support needed to ensure that, their goals are compatible with the organizations ( schools) goals. (**Mark, 2008**), Supervisors need to show behaviors which are achievement oriented, directive, participative and supportive when executing supervisory duties in school.

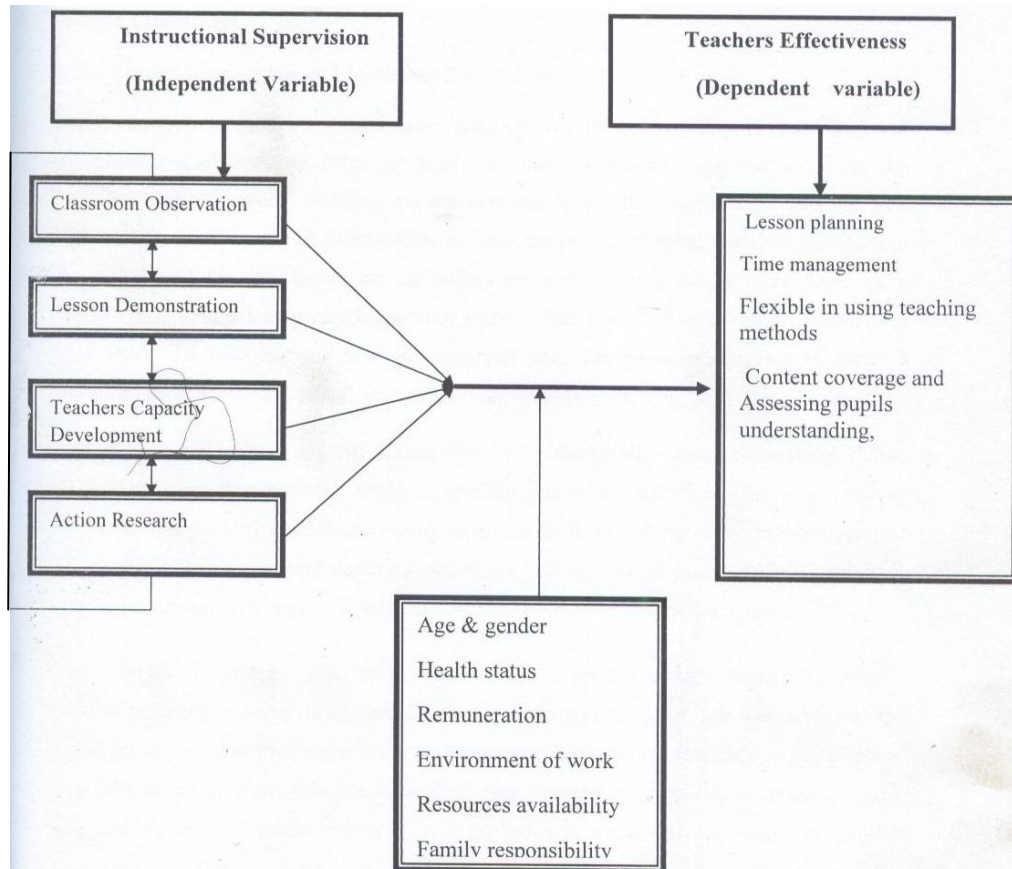
**Mc Gregory's theory 'Y'** is adopted for this study, based on the fact that, it apply a participative approach to management. Theory 'Y' is in line with human relation movement that supports collegial relationship between employers and employees in an organization.

Related to school management, Instructional supervision and teachers effectiveness, a participative approach in school environment that require support and guidance, cooperation,



team work and collaboration by the Head Teachers’ (supervisors) and Teachers’ (employees) is expected if school objectives are to be achieved (**Robert, 2010 et al**).

## 2.2 CONCEPTUAL FRAMEWORK



**Figure 1 CONCEPTUAL FRAMEWORK**

Sources: The conceptual frame work is mapped from the ideas of; **Danielson, (1996) &Marzanos, (2007), (Corwin & Wong, (2009), and (Glatthorn, (1990); Sergiovanni and Starratt, (1993); Sullivan and Glanz, (2000).**

Here we have instructional supervision on one side as the independent variables whereas on the other side we have the there is teacher’s effectiveness as dependant variables. Independent variables comprise such as classroom observation,lesson demonstration,teachers ‘capacity development and action research which also form the research objectives as compared to the dependant variables like lesson planning,time management,flexibility in using teaching methods,and content coverage and assessing pupils’ understanding.

Both are in agreement of the following parameters like; age,gender, health status, remuneration, working environment, resource availability, family responsibility etc

### **2.3 Related Literature.**

Is an evaluation report of information found in the literature related to the study by the previous researchers?

#### **2.3.1. Classroom observation and teachers' effectiveness**

**Acheson and Gall (1997)** argue that, the selection of observation instruments for classroom observation will help sharpen the teachers thinking about instruction. This was in line with **Naiwa, (2006) who cited Gold hammer (1980)** proposal that, 'if supervisors were to spend more energy in classroom observation, followed by helpful conference, we believed that teachers would probably have more friendly attitude towards supervision of instructions'. Classroom observation is a valuable means to obtain firsthand information and experiences of the classroom atmosphere in the school.

**Anyama (2003)** observed that, classroom observation helps teachers in identifying their areas of strength and weakness that will require improvements. **While Jones (1993)** similarly cited that, classroom observation appears to work best if set in a cycle of preparation, observation, and feedback, hence the need for the supervisor and supervisee to work together hand in hand before and after the observation process.

**Donald, (2003)** said, teachers need to analyze and collaboratively review artifacts of teaching with the supervisors, after classroom observation. Teaching artifacts may include instructional units, lesson plans, course outline, teachers' made instructional resources, assessment test, and written feedback to pupils, and written communication to parents and pupil's management plans.

**Duke (1993)** says without growth and learning, there is no benefit to being supervised:

Supervision is seen as a way of gathering information for appraisal purposes. In this way, classroom observation improves the quality of children education by improving teacher's effectiveness. **Laura (2008)**, comment, the effective teacher knows and does a set of behaviors that they incorporate into the daily professional practices such as; understanding learning

theories, planning classroom instructions, knowing individual students, assessing of students understanding and proficiency with learning outcomes.

**Fanselow (1990)** observed that, classroom observation help teachers to explore more methods of teaching that benefits the teachers and the pupil's in class. **Robert and Marzano, (2011)** recommended using instructional rounds', or learning walks, in which, group of teachers observe other teachers classroom teaching. The goal he said is for teachers to compare and contrast what they see to what they do in their classroom with their own pupils.

**Fullan (2006)** underscored the critical importance of classroom observation as head teacher's supervisory roles in ensuring higher quality instructions and its systematic delivery for continuous improvement and ongoing academic success of the learners.

**Laughlin (2007)**, Comments that most teachers place several charges against classroom observation practices by supervisors, they criticize it for being infrequent, and unreliable because heads appear not to plan their class visits and more so, delay giving feedback to the teachers.

**Liana,(2000)** had a similar view that, teachers can observe and discuss good teaching through coaching, watching videos, participating in teachers lead professional development and organized visitations to nearby schools. While **Sergeant,(2004)** wrote that, there are simple modifications in a classroom situation that a teacher can use in his/her teaching style to control poor or disruptive behaviors and bring pupils attention back to the subject at hand. **Sue, (2001)** observed that, classroom management for teachers doesn't have to be drastic, but can instead [present a series of small continual actions that regulate a classroom environment for the better.

**Marks (2008 et al)** confirm that many teachers fear visit by the supervisors often for good reasons, that some head teachers tend to criticize teachers for social —economic or political reasons.

**Monica, (2010)** asserted that, supervisors are encouraged to use multiple observation methods and tools in order to conduct contextually appropriate observation. As appropriate and helpful,

the data collected during class observation should be shared with the teachers, since analysis and reflections by both teachers and supervisors are at the heart of the post conferencing process.

**Nakpodia, (2006)** observed that, supervisors are expected to give priority to collecting and sharing classroom observation data that facilitates learning-focused conversation about the teaching and learning process and teachers are expected to use this feedback to improve their instructional effectiveness. **Nick,(2000)** asserted that, the post conference meeting in classroom observation should be completed by the supervisor and teachers within three days of a classroom observation and preferable within twenty four hours of observation .This is to dialogue about the teaching and learning observed with the intended outcome to enhance performance and instructional effectiveness that improve pupils learning.

**Olembo, (1992)** assessment results such as pupils written class work, home work, lest and examination results can be an effective way of evaluating teacher's effectiveness in teaching and learning processes. **Mugerwa, (1992)** says direct supervision of teaching refers to the process of assessing Lessons in classroom through observation by head teachers or supervisor in the school. A head teacher should always make an effort to observe teachers teaching; concentrate on specific areas of interest while observing the entire lesson. **Danielson (1996)** pointed out that, the process of lesson observation should always involve three stages of; preparatory stage, observation and evaluation stage and post Teaching meetings stage.

**Reman (1998)**, stated in his study that, lesson observation during supervision of teaching, should be followed by a meeting between the head Teacher/ supervisor and the teacher as a follow-up for the lesson observed by head teacher so as to give a feedback of the lesson to the supervisee (Poacher), this is known as post teaching meeting. The success of post teaching meeting in instructional practices will largely depend on how the supervisor handles the meeting.

**Sagor (2000)**, said classroom observation provide the foundation for teacher's growth and development and it's the basis for formative supervision. That, the purpose for classroom observation includes; coaching to refine a specific strategy, or practice; responding to teachers

request for assistant; intervening to rectify a problem when expectations are not meet affirming and reaffirming success, growth or effectiveness in improving a strategy or practice.

**Sullivan and Glanz (2002)** confirm that, teachers are likely to change their instructional behaviors on their own, after their classroom teaching has been described to them by the supervisors in a conference meeting, depending on the outcome of the feedback provided.

**Zepeda (2009)** asserted that, inspectors tend to force teachers to use methods of teaching that encourage rote learning and teachers were viewed as implement or machines that had to work as directed by the supervisors'. **Ranjan (2012)**, comments, many teachers especially students teachers and newly qualified teachers may not have mastered or developed sufficient skills for effective teaching, hence there is need for supervisions in classroom to be conducted so that the teachers gain confidence while teaching in class.

### **2.3.2. Lesson Demonstration and teachers 'effectiveness**

**Danielson, (1996)** comment, there are four distinct, yet overlapping aspects of teaching responsibilities, this include; instructional planning, classroom environment, instructional responsibility. Any effective teaching behaviors can be judge through any one of the teaching responsibilities mention.

**Elye (2004)**, pointed out that, demonstration model in classroom requires the teacher to perform step by step presentation so that, the learners will eventually be able to complete the same task independently. The eventual goal is for the learners to not only duplicate the task but to recognize how to solve a problem when unexpected obstacles or problems arise. While, **Liana(2010)** comments that, during demonstration of good teaching, the observers are looking for a person who is professional, caring, and knowledgeable. Teachers should therefore, plan to teach something new to the children, based on their needs, practices, and record their lesson to evaluate themselves.

**Marimba (1999)**, argues that, with the post independent democratization of education system and the popularization of discovery learning, demonstration of lessons become popular as

supervisors sought to encourage the development of talents of each individual teacher in the school. **Ekatan(1995)** similarly observed that, a head teacher should take a leading role in trying to improve teaching and learning in a school: he/she clarify school mission, monitoring pupils progress, Participate in teaching, demonstrating good teaching methods to teachers, helping teachers insupportive manners and evaluating teachers regularly to promote pupils ‘learning.

**Ponticell (1998)** pointed out that, teachers perceptions of supervision were positive when supervision was viewed as coaching that is, when the supervisor work alongside the teacher providing assistance while the teacher addresses his/her classroom concerns.

**Ranjan (2012) cited Hawes (1985)**, who observed that head teachers are central in matters related to the quality of education in the school. They can greatly affect the method of teaching used byteachers in the school. One way of doing this is to demonstrate to their teacher’s good teaching and learning processes. Teaching is the processes that help learning to take place and good teaching result in good learning.

**Starrat and Sergiovanni (1998)** comments that, ‘since teachers often will not know how to do what needs to be done, it’s important for a supervisor to identify their needs and then demonstrate to them, in the some ways”, this is to realize effective staff professional development. **Danielson and McGreal (2000)** cited limited lesson demonstrative skills and experience among the supervisors, this leads to problem in teacher supervision. Supervisors did not have enough training in providing constructive feedback while maintaining relationships with teachers.

### **2.3.3. Teachers capacity development and teachers effectiveness.**

**Beach (2002)**, the purpose of professional development is to enhance ongoing professional growth to promote learning focused dialogue, feedback and reflection.

**Beach and Reinhortz (2000), Sergiovanni and Starratt, 1998)**, observed that for instructional to be improved, staff development; self-evaluation and fostering curriculum development must

be included in the supervisory processes. There are four key strategies for enhancing the professional growth of teachers, this includes; systematic guidance for an ongoing staff development programs, supported by modeling, coaching and collaborative problem solving.

**Brian (2013:23)**, Teachers matter most to student achievement than any other aspect of schooling. Many factors contribute to students' academic performance, including individual characteristics and family and neighborhood experiences. But research suggests that, among school-related factors, teachers matter most.

**Glickman (1997)** in a similar view, says giving existing knowledge , experience values and time for teachers to undertake professional development as part of their normal teaching responsibilities is one way of developing teachers capacity.

**Jennifer, (2013)** comments effective teachers are best identified by their performance, not by their background or experience. Despite common perceptions, effective teachers cannot reliably be identified based on where they went to school, whether they are licensed, or how long they have taught. The best way to assess teachers' effectiveness is to look at their on-the-job performance, including what they do in the classroom and how much progress their students make on achievement tests.

**Karaga (1992)** observed that a head teacher is responsible in helping teachers to overcome their teaching problems. One way of solving teaching problems is by conducting training sessions for teachers in the field.

**Mark (2008)** lamented that, one way of improving the teachers supervisor's relationship is through training that will improve the competence of the teachers in all aspects of instructional delivery in schools. **Harber& Davies (1997)**, note that, in developing countries, heads of schools emerges from the teaching population and have had little or no training for the job. Therefore because school heads are promoted as teachers straight from the classroom without prior training for taking leadership post, it's ideal to organize refresher courses for teachers.

**Marzano (2011)**, said that, teachers need to create growth and development plans each year, based on the skills they want to work on, and that scoring must be coupled with a system for improvement in the quality of teaching and learning. **Tony and Livingston (2011)**, pointed out that, ‘**effective Teachers are not born**’, and they are developed through coaching, peer observation and mentorship by supervisors. Teachers should be allowed to select specific strategies that they want to improve on through their development process.

**Ndebele (2006)** argues that it is perhaps in this context that, lack of head teachers supervisory skills appear to create dissatisfaction on the side of the teachers during classroom observation hence negative views towards Instructional supervision. In a similar observation, **Muriba (1999ct al)** commented that most inspectors (heads) had inadequate formal training on techniques, concepts, and practices and worst of all; they had no background on educational management and administration.

**Reichardt, (2010)** pointed out that, teachers must as with employees in any other career be given the tools to succeed. High quality teacher’s induction programs are a key component of conveying the tools of success to future teachers. **Monica, (2009)** stated that, the key tools to success of a teacher include; Classroom management, Discipline communication, and mentorship activities in a school. **Simons (2006)**, cautions that, mentorship and collaborative work practice form a key to high quality teachers and increases chances for teachers retention in the school.

**Reman (1998)**, Staff development explains procedures involved for identifying staff training needs designing and implementing training activities to meet those needs and how such training can be evaluated and the results of evaluation be used to improve teachers effectiveness that subsequently leads to pupils academic achievement in primary schools.

#### **2.3.4. Action Research and Teachers’ effectiveness.**

**American Education Research Association (1995)**, a study of fifty effective teachers conducted in New York, and the findings were found to be relevant to describe characteristics of



an effective teacher in schools. The findings were that, effective teachers have; high expectations for pupils learning; they provide clear and focused instructions; they closely monitor pupils learning progress; they re-teach using alternative strategies when children don't learn; they use incentive & rewards to promote learning; they were highly efficient in their classroom routines. They set and enforced high standards for classroom behaviors and the focus of this research was directed to the question of how schools can support effective teaching.

**Danielson (2002)**, noted that, Action research engages teachers in a reflective practices regarding their teaching and help them examine factors that promote students achievement and encourages teachers to examine practices in their classrooms that directly influences students achievements: In his research,**Nkechi,(2009)** found out that ,teacher's effectiveness is observed in timely coverage of the syllabus, regular attendance in teaching, flexibility in the use of variety of methods, timely marking of examinations and class work, staying over time to complete task and ability to work under stress.

**Gebhard (1990), quoting Cogen**, states that teaching is mostly a problem solving process that requires a sharing of ideas between the teachers and the supervisors. The supervisor and the teacher can engage in a short of action research whereby they pose a hypothesis experiment and implement strategies towards reasoned solutions.

**Glanz (2005)** concluded that action research is used by principals and teachers to discover pedagogical processes which are most effective in raising achievement levels for learners in particular classes. **Wong's(2009)**, observed that Teachers are the greatest assets in a school setting; they know the learners, have high expectations for students learning, make clear and focus instructions, monitor closely pupils learning progress, use incentive, and rewards to promote learning effectiveness in class.

**Glatthorn, (1990)** shared a similar idea that, teachers should use their classroom action research findings to make decision about their teaching strategies, sometimes they will find one strategy clearly more effective leading to an obvious choice. In such a situation, a teacher needs to choose the strategy that he/she prefer or that the learners prefer.

**Laura (2008)** cited **Brinker (1977)** who said, supervisors are expected to assess the extent to which educational objectives are actually being realized, through collection of data in terms of previously stated objectives in which some judgment can be assessed. **Tucker and Stronge (2005)** noted from the school models they reviewed that supervisors should consider the context of the following when evaluating teachers in the areas of instruction; Verbal ability, content of knowledge, pedagogical knowledge, meaningful instructions tied to objectives; monitoring student's progress via assessment and using student's achievement measurement via test.

**Mettetal (2000)** supposed, classroom action research findings should be disseminated through brief reports or presentations to local colleagues or administrators. Teachers need to be taught the methods of action research in a simple course or series of workshops or through extensive mentorship process. **Sagor(2000)** pointed out that, comparing the pupils learning outcome of different teaching strategies help a teacher discover teaching techniques that works best in a particular situation. Because a teacher is researching about the impact of his own teaching, he automatically take into account his teaching strengths and weaknesses.

**Power, (1993)** comments that, there is no point in conducting classroom action research project if the teacher has no intention of acting on his/her findings. Since the goal of classroom action research is to inform decision —making, the question or problem should look at something under teacher's control such as teaching strategies, students assessments and classroom activities.

**Weimer,(1996)** observed that classroom action research is a method of finding out what worked best in classroom so that, a teacher can improve pupils learning. Every teaching situation is unique in terms of content, level, student's skills, and learning styles, teacher's skills and many other factors. **Hole, (1999)**, comments with similar view that many teachers practice personal reflection on teaching that is, they look back to what has worked and has not worked in the classroom and think of how they can change their teaching strategies to enhance learning. Example: Does role play help pupils understanding of course concepts more completely than story telling or other methods?

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter presents the methodology that the study followed. It explains the design; study area; population; sample size, Sample techniques and procedure; data collection instruments ; methods of testing the validity and reliability of the instruments; the research procedure that was followed; and the data management and analysis techniques that were used in conducting the study.

#### 3.1 Research Design

These are a set of methods and procedures used in collecting and analyzing measures of the variables specified in the research problem.

The study used both quantitative and qualitative research approaches and a descriptive correlation design. In particular, the descriptive correlation was to examine relationship between Class room observations; demonstration of good teaching; teacher capacity development through training; engaging teachers in action research and teacher effectiveness.

#### 3.2 Research Population

The population included the following categories of respondents:

Category	Population
1. Head teachers	40
2. Deputy Headteachers	40
3. Class masters	55
4. Classroom teachers	240
<b>Total</b>	<b>380</b>

Teachers were preferred because they were believed to be in close contact in the school and they are believed to be well versed with the school environment than any other staff in the schools.

Few head teachers were involved for the fear that, head teachers are the key supervisors in the schools hence there can be a possibility of bias if greater number is involved in this study as respondents.

### 3.3 Sample Size

**Table 1: Population and sample**

Category	Population	Sample
Head Teachers	40	22
Deputy Head teachers	40	22
Class masters	55	40
Classroom teachers	240	106
Total	380	190

*Source: Primary data.*

The sample for the study was selected from the Head teachers, Deputy Teachers, Class masters and academic staff (teachers) of the selected Rural and Urban Primary schools in Mubende District. The sample size was selected using the Slovenes' formula

$$N = \frac{n}{1 + n(0.05)^2}$$

$$N = \frac{380}{1 + 380(0.05)^2}, \frac{380}{1 + 380 \times 0.0025}, \frac{380}{1 + 0.95} \frac{380}{1.95}$$

$N = 194.2$  or 190. Sample size will be 190 respondents.

This sample was selected based on gender and five to six teachers were selected, including the head teachers and the deputy who were purposively selected.

### 3.4 Sampling procedure

The researcher applied a purposive sampling alongside random sampling technique. The purposive sampling was used to select respondents basing on the nature of their position in the education sector. The simple random sampling was applied in schools to select respondents from different schools in the area of study. The researcher had a list of the selected schools and the selection of teachers was done in random by getting the list of teachers in each school and the researcher picked names in random. Head teachers, deputy Head teachers and class masters were automatically selected due to the nature of their position in the school.

Forty (40), primary schools participated in the study. Twenty (20) were selected from rural schools and twenty (20) from Urban primary Schools. They were selected using purposive

sampling in order to ensure equal representation of rural and urban private and public primary schools in the area. All the head teachers, the deputies and the Class masters participated in the study. This was done so because they are the key decision makers and implementers of school programs. A random sample was used to select the teachers because it gives each of the subjects equal chances of being selected, thereby ensuring a high degree of representativeness.

### **3.5 Research Instruments**

The researcher used both questionnaire and Interview guides as relevant research tools to gather expected data. Questionnaires were used for data collection from the head teachers, deputy head teachers, class masters and teaching staff. The questionnaires were all self-constructed and administered to all sample study participants. Regarding self-construction of the questionnaire, items were structured with open —ended questions and based on research objectives. The interviews guide were open ended question to gather qualitative information from Research participants. The questionnaire was selected because of its ability to reach many respondents in widely dispersed areas and preserve anonymity which encourages greater honesty, **Cohen and Manion (1995)**. However, in contrast, the questionnaire as **Anderson (2008)** argues has a low response rate and is inflexible that it doesn't allow ideas or comments to be explored in depth and many questions may remain unanswered.

The researcher used four liker scales, which required an individual participant to respond to a series of statements in questionnaire by indicating whether he/she strongly agree (SA, or Agree (A) or Disagree (D) or strongly Disagree (SD).

The researcher also used existing records and documents that were related to the study. Such documents included reports and communications from the ministry of education and Sports(MOBS), Directorate of Education standards (EDS), Board of governors (BOG) and parent's teachers associations (PTA).

### **3.6. Validity of the Instrument**

As described by **Amin (2005)**, validity is the degree to which a test measures what it is supposed to measure. To ensure validity of research instruments; pilot testing of the copies of questionnaires was carried out in two schools namely Tiger primary school and St.

Joseph Primary school in Mubende district. This helped to assess the language clarity, acceptability in terms of length and ethical consideration for clients. In order to establish content validity, results from the ratings were computed using the following formula.

CVI = Number of items rated as relevant / total number of items in the questionnaire.

CVI =  $33/48 \times 100\%$

CVI = 68.75

This resulted to a content validity index of 63.75%, meaning that the instrument was valid.

Qualitative validity of instruments was ensured by processing data into manageable proportion through editing, coding, and tabulation methods. Data collected was checked while still in the field to ensure that all questions are answered. Tabulation was used to obtain frequencies and percentages of each item.

### **3.7. Data gathering Procedures**

Before the researcher engaged into data collection, an introduction letter from **the school of Education, Humanities and Sciences of Nkumba University** was obtained, introducing the researcher to the authorities in the field. With permission from the District education office, the researcher went to the selected primary schools within the area of study, accessed documentary sources, carried out interviews and availed copies of the questionnaires to respondents. The researcher also used note books to record the information directly observed in the field.

The researchers chose assistants to assist in the data collection and before they went to collect data, the researcher briefed them on how to go about the process of collecting the data. The researcher emphasized the return of the completed questionnaires from the date of distribution. Once the questionnaires were returned, all were checked to see if all are completed. The data gathered was entered into the computer and analysis using statistical package for social science (SPSS).

### **3.8 Data Analysis**

Regarding the analysis of the data, the responses to the close ended items in the data collection instruments were assigned codes and labels. Frequency counts of the responses were then obtained, to generate descriptive information about the respondents that participated in the study and to illustrate the general trend of the findings on the various variables that were under investigation. This involved the use of percentages, tables, and because, according to **Naiwa (2006) and Anyama(2003)**, it helps to summarize large quantities of data whilst making the report reader friendly.

The data from the interviews, on the other hand, was carefully read; the responses were slightly edited for grammatical correctness, chronology and precision and presented as quotations so as to triangulate the data obtained through the administration of the close ended instruments, which was quantitative in nature.

The statistics were computed and inferential implications derived and recorded. The researcher then applied frequency mean and standard deviations to determine the demographic chances of the respondents. The analysis showed the level of strength and weakness of the variables which enabled the researcher to draw his conclusion and recommendations. **Pearson's' linear correlation** was used to determine the relationship between instructional supervision and teachers' Effectiveness at (0.05) level of significance. The whole process of data analysis was done with reference to research objectives and the rationale behind the choice of Pearson correlation to measure the relationship was that the variables in question were only two; the collected data was made in interval and coded for easy entry into **SPSS** analysis tool.

### **3.9 Ethical considerations**

According to **Jewell (1986)**, cited by **mark (2008)** ethical consideration in research involves outlining the content of research and what would be required of participants, how informed consent will be obtained and confidentiality ensured. It concerns protection of respondent's autonomy, minimizing risk to research assistants in conduction the study. Explanations about its aims were made to the respondent, so as to obtain their informed consent. Anonymity of the respondents was also assured and the data that they provided was treated with utmost confidentiality. As such, the respondents participated in the study voluntarily and mentioning and recording of their names was avoided.

### **3.10 Limitations of the study**

The decision about selecting one district, head of schools, deputy head teachers, Teachers and classroom teachers may naturally limit the validity of the study. In view of the size of the sample, sub samples used, the findings of the study may have limited generalization. Extraneous variable beyond the researcher's control such as honesty, personal biases and uncontrolled setting of the study presented some limitations to the research process. The researcher used creative and participative approach to minimize issues of personal biases, and honesty.

### **3.11 Delimitations of the study**

The study was concerned with instructional supervision practices by head teachers **inonly** forty Rural and Urban primary schools and was conducted **inonly** six sub counties of Mubende district;Kassanda sub county, Bukuya sub county, Kiganda sub county, Myanzisubcounty,Kalwana sub county and Mubende Municipal council. The core respondents were head teachers of the schools deputy head teachers, class masters, teachers and parent's representatives.



## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

#### **4.0 Introduction**

This chapter presents the profile of respondents, the extent of instructional supervision, level of teachers' effectiveness, relationship between Classroom observations and teachers' effectiveness, relationship between demonstration of good teaching and Teachers' effectiveness, relationship between teachers' capacity development through training and teachers' effectiveness, and the relationship between action research and teachers' effectiveness in the selected primary schools in Mubende district, Uganda.

#### **4.1. Profile of respondents**

Respondents were asked to provide information regarding their age, gender, education level and number of years spent in teaching, their responses were summarized using frequencies and percentage distributions as indicated in table 2 below;

**Table 2 Profile of Respondents**

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
<b>Age</b>		
Below 19 years	16	8.9
20 -30 years	56	31.1
31-40 years	80	44.4
41-50 years	28	15.6
<b>Total</b>	<b>180</b>	<b>100</b>
<b>Gender</b>		
Male	118	65.6
Female	62	34.4
<b>Total</b>	<b>180</b>	<b>100</b>
<b>Educational qualification</b>		
Certificate	60	33.3
Diploma	81	40
Bachelors degree	30	16.7
Masters' degree	18	10
<b>Total</b>	<b>180</b>	<b>100</b>
<b>Number of years in teaching</b>		
Below 1 year	23	12.8
2-5 years	50	27.8
6.9 years	72	40
10 years	35	19.4
<b>Total</b>	<b>180</b>	<b>100</b>

*Source primary data 201.4*

Results in table 2 indicated that majority of respondents in this sample ranged between 31-40 years of age, this also implied that majority of respondents in this sample were in their middle adulthood and constituted 44.4%, these were followed by those between 20-30 years of age constituting 31.1%, hence indicating that these were in their early adulthood. Table 2 shows that, majority of the respondents in this sample were male, 118 (65.6%) as compared to 62 (34.4%)

who were female, hence observing that majority of teachers in primary schools in Mubende district, Uganda are mainly men. With respect to education qualification; the study further connoted that diploma holders (40%) dominated the study, certificate (33.3%), bachelor's degree (16.7%) and Masters' degree holders (10%), hence observing that majority of teachers in primary schools in Mubende district, Uganda are relatively qualified in academics. Concerning number of years spent in teaching, results in Table 2 indicated that majority of teachers in this sample had an experience of 6-9 years (40%), these were followed by those between 2-5 years (27.8%), hence implying that the teachers in this sample were highly experienced in teaching.

#### **4.2 Extent of instructional supervision**

The independent variable in this study was instructional supervision which was broken into four constructs and these were; classroom observation (measured with five questions), demonstration of good teaching (with five questions), teachers' capacity development through training (with five questions) and action research (with five questions). These questions were based on a four point Likert scale, in which respondents were asked to rate the extent of instructional supervision by indicating the extent to which they agree or disagree with each question in the questionnaire. The SPSS software was used to analyze their responses using means, standard deviations and ranks as indicated in table 3. To interpret the means in table 3, the following mean ranges and their descriptions were used;

#### **Key to interpretation of means**

<b>Mean range</b>	<b>Response range</b>	<b>Interpretation</b>
3.26-4.00	strongly agree	Very High
2.51 -3.25	Agree	High
1.76-2.50	Disagree	Low
1.00- 1.75	strongly disagree	Very low

**Table 3: Instructional supervision**

Items on instructional supervision	Mean	Std	Interpretation	Rank
<b>Classroom observation</b>				
You always give professional support advice to teachers after lesson observation.	2.198	.886	High	1
You always arrange for conference meeting before and after observing lesson in class	2.95	.954	High	2
You don't need to give comment to teachers after observing their lesson	2.94	.805	High	3
You always warn teachers after observing them teaching in class	2.94	.813	High	4
You always inform the teacher when you need to observe him/her lesson in class	2.49	.456	Low	5
<b>Average mean</b>	<b>2.94</b>	<b>.66995</b>	<b>High</b>	
<b>Demonstration of good teaching</b>				
You always show teachers various ways of scheming their lessons	3.26	.923	High	1
You arrange for practical lessons to demonstrate how lessons are presented well in class	3.01	.938	High	2
You always show teachers how to plan their lessons well	2.93	.924	High	3
You always show teachers how to pose question to the learners and how to help individual learners with special learning problem.	2.89	.804	High	4
You always show teachers how to display teaching and learning resources when teaching and manage their class well	2.85	.841	High	5
<b>Average mean</b>	<b>2.95</b>	<b>.71407</b>	<b>high</b>	
<b>Teachers' capacity development thorough training</b>				
You always support teachers who aspire for upgrading in your school	3.29	.909	Very high	1
You always organize mentoring/coaching for newly recruited teachers in your school	2.95	.941	High	2
You always have little time for your teachers because of other administrative work in the office	2.94	.957	High	3
You sometime organize skills training workshop for teachers in the school	2.90	.849	High	4
You always arrange for teacher visitation schedule with nearby schools	2.89	.916	High	5
<b>Average mean</b>	<b>2.94</b>	<b>.75744</b>	<b>High</b>	
<b>Action research</b>				
You always encourage teachers to use child centered methods of teaching	3.03	.814	High	1
You do encourage teachers to use new approaches in teaching	2.97	1.010	High	2
You always engages teachers in join research to solve a particular problem in the school	2.96	.944	High	3
You always encourage teachers to read information in search for new teaching and learning methods	2.95	.920	High	4
You always keep most of the reference materials in the stores	2.88	1.003	High	5
<b>Average mean</b>	<b>2.96</b>	<b>.75902</b>	<b>High</b>	
<b>Overall mean</b>	<b>2.94</b>	<b>.67329</b>	<b>High</b>	

*Source: Primary data, 2014*

Results in Table 3 denoted that the extent of instructional supervision is generally high and this was indicated by the overall mean of 2.94, hence implying that instructional supervision is highly carried out in terms of classroom observation, demonstration of good teaching, teachers' capacity development thorough training and action research among primary schools in Mubende district, Uganda.

With respect to classroom observation as the first construct on the independent variable was measured using five items in the questionnaire and this was rated high on average (mean 2.94), this implies that the head teachers in primary schools in Mubende district, Uganda always give professional support advice to teachers after lesson observation.

Concerning demonstration of good teaching; on average this construct was rated high and this was indicated by the average mean of 2.95, this implies that the teachers in Mubende district, Uganda are always shown various ways of scheming their lessons.

With respect to teachers' capacity development through training; results in table 3 indicated that five items were used to measure this construct and it was also rated satisfactory on average and this was indicated by the average mean of 2.94, implying that the head teachers in Mubende district, Uganda always support teachers who aspire for upgrading in their school.

Action research; results in table 3 connoted that action research as the last construct on instructional supervision was also measured using five items (questions) and it was rated high on average (mean 2.96), implying that teachers in primary schools in Mubende district, Uganda are always encouraged to do action research to improve teaching and learning.

## **Interpretation**

### **4.3 Extent of teachers' effectiveness**

The dependent variable in this study was teachers' effectiveness, this variable was broken into four parts and these are; lesson planning (with five questions), time management (with five questions), flexible teaching methods (with five questions) and content coverage (with five questions). Most of these questions were also based on a four point Likert scale and respondents were asked to rate the extent to which the level of teachers' effectiveness by indicating the extent to which they strongly agree, agree, disagree, and strongly disagree with each question or item. Their responses were analyzed using SPSS and summarized using means, standard deviation and ranks as indicated in table 4 below;

**Table 4: Teachers' effectiveness**

<b>Items on teachers' effectiveness</b>	<b>Mean</b>	<b>Std</b>	<b>Interpretation</b>	<b>Rank</b>
<b>Lesson planning</b>				
Most teachers now find it easy to plan their lessons because head teachers do support them when planning their lessons	2.92	.931	High	1
Teachers can display teaching and learning aids correctly after demonstration lesson	2.89	.994	High	2
Your teachers are able to present, your lessons without difficulties after they have attended demonstration lessons	2.85	.852	High	3
After attending training sessions, your teachers are able to use the syllabuses correctly in planning their lessons	2.78	.881	High	4
Your teachers are able to plan lessons well as a result of classroom observation conducted by supervisors	2.77	.921	High	5
<b>Average mean</b>	<b>2.84</b>	<b>.75426</b>	<b>High</b>	
<b>Time management</b>				
Teachers take time seriously, they concentrate on covering enough content	3.37	.902	Very High	1
Teachers give feedback to the learners on time as a result of guidance by their supervisors	2.93	.928	High	2
Teachers are able to manage time well in the school as a result of demonstration of good teaching by supervisor (Head Teachers).	2.87	.999	High	3
Teachers stick to the school time table what so ever the case may be	2.85	.939	High	4
Teachers start and end their lessons on time as a result of guidance by the supervisor	2.78	.896	High	5
<b>Average mean</b>	<b>2.87</b>	<b>.79437</b>	<b>High</b>	
<b>Flexible teaching methods</b>				
Teachers use traditional teacher centered methods of teaching because of lack of refresher courses for teachers	3.00	.962	High	1
After attending skills training, teachers can improve their performance	2.93	.872	High	2
Teachers are engaged in research to find better approaches in teaching after getting introduced to action research by supervisor.	2.91	1.003	High	3
Newly recruited teachers are able to use child centered methods of teaching after mentoring by the supervisor.	2.81	.878	High	4
Teachers are able to use flexible teaching methods in class as a result demonstration of good teaching by supervisors	2.76	.981	High	5
<b>Average mean</b>	<b>2.88</b>	<b>.80344</b>	<b>High</b>	
<b>Content coverage</b>				
After attending mentoring coaching sessions, your teachers are able to monitor pupils progress in class	3.00	.912	High	1
Your teachers are able to organize and manage their classroom well after engaging in joint search on new class management techniques	2.97	.867	High	2
Your teachers adopt professional behaviors, after attending teachers training workshop organize by supervisor.	2.97	.944	High	3
After attending teachers training seminars, your teachers are able to select appropriate content for their lesson	2.90	.939	High	4
Your teachers are able to select content appropriate to the age of learner	2.87	.825	High	5
<b>Average mean</b>	<b>2.94</b>	<b>.73477</b>	<b>High</b>	
<b>Overall mean</b>	<b>2.87</b>	<b>.73010</b>	<b>High</b>	

**Source: Primary data, 2017**

Results in table 4 indicated that the level of teachers' effectiveness is generally high and this was indicated by the overall mean of 2.87, which implies that the teachers in primary schools in Mubendedistrict, Uganda always perform their work efficiently.

Lesson planning was the first construct on the dependent variable and was measured using five items/questions and it was rated high on average (mean2,84), implying that the majority of teachers in primary schools in Mubende district, Uganda find it easy to plan their lessons because head teachers do support them when planning their lessons.

Concerning time management, results in table 4 indicated that this construct was rated high on average and this was indicated by the average mean of 2.87, implying that teachers in primary schools in Mubende district take time as an important factor which helps them concentrate on covering enough content.

Flexible teaching methods; this variable was also measured using five questions and it was rated high on average (mean2.88), hence implying that teachers always use traditional teacher centered methods of teaching due to lack of refresher courses for teachers.

With respect to Content coverage; results in table 4 connoted that five items were used to measure this construct and it was also rated high on average and this was indicated by the average mean of 2.94, implying that after attending coaching sessions, teachers are able to concentrate to cover the syllabus for the term in class.

#### **4.4 Relationship between Classroom observations and Teachers' effectiveness**

The first objective in this study was to establish the relationship between classroom observation and teachers' effectiveness in selected primary schools in Mubende district, Uganda. To achieve this objective and to test this null hypothesis, the researcher used the Pearson's Linear Correlation Coefficient as indicated in table 5;

**Table 5: Relationship between classroom observations and teachers' effectiveness**

Variables correlated	r-value	Sig.	Interpretation	Decision on Ho
Classroom observations Vs Teachers' effectiveness	.830	.000	Significant correlation	Rejected

*Source: Primary data, 2017*

Results in table 5 indicated a higher relationship between classroom observation and teachers' effectiveness in selected primary schools in Mubende district, Uganda, since the sig. value (0.000) was less than 0.05 and which is the maximum level of significance required to declare a relationship in social sciences. This implies that good classroom observation highly contribute to teachers' effectiveness, and poor classroom observations reduce it; here the stated null hypothesis was rejected basing on these results and hence concluding that high levels of classroom observations contribute to teachers' effectiveness in primary schools in Mubende district, Uganda.

**(Peason's linear correlation formula)**

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where:

- N = number of pairs of scores
- $\sum xy$  = sum of the products of paired scores
- $\sum x$  = sum of x scores
- $\sum y$  = sum of y scores
- $\sum x^2$  = sum of squared x scores
- $\sum y^2$  = sum of squared y scores

**4.5. Relationship between demonstration of good teaching and Teachers' effectiveness**

The second objective in this study was to establish the relationship between demonstration of good teaching and learning on Teacher's effectiveness in primary schools in Mubende district, Uganda, for which it was hypothesized that demonstration of good teaching and Teachers' effectiveness were correlated. To test this null hypothesis, the researcher correlated the mean indices on demonstration of good teaching and those on teachers' effectiveness using the Pearson's Linear correlation Coefficient (PLCC) and results are indicated in the table 5 below;



**Table 6: Relationship between demonstration of good teaching and teachers' effectiveness**

<b>Variables correlated</b>	<b>r-value</b>	<b>Sig.</b>	<b>Interpretation</b>	<b>Decision on Ho</b>
Demonstration of good teaching Vs Teachers' effectiveness	.881	.000	Significant correlation	Rejected

*Source: Primary Data, 2014*

**(Pearson's linear correlation formula)**

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where:

- N = number of pairs of scores
- $\sum xy$  = sum of the products of paired scores
- $\sum x$  = sum of x scores
- $\sum y$  = sum of y scores
- $\sum x^2$  = sum of squared x scores
- $\sum y^2$  = sum of squared y scores

The Pearson's Linear correlation Coefficient (PLCC) results in table 6 indicated a high relationship between demonstration of good teaching and learning on teacher's effectiveness in selected primary schools in Mubende district, Uganda, since the sig. value (0.000) was far less than 0.05, which is the maximum level of significance required to declare a relationship in social sciences, this therefore implies that high demonstration of good teaching improves the Level of teacher's effectiveness and poor demonstration of good teaching reduces it. Basing on these results the stated null hypothesis was rejected and a conclusion made that demonstration of good teaching enhances teacher's effectiveness in the selected primary schools in Mubende district, Uganda.

#### **4.6 Relationship between teachers' capacity development through training and teachers' effectiveness**

The third objective in this study was to determine the relationship between teachers' Capacity development through training and Teachers' effectiveness in the selected primary schools in Mubende district, Uganda. Since the researcher stated a null hypothesis that there is no relationship between teachers' capacity development through training and teachers' effectiveness. To achieve this objective and to test this null hypothesis, the researcher correlated

the average mean on teachers' capacity development through training and found that of teachers' effectiveness using the Pearson's Linear Correlation Coefficient, as indicated in table 7;

**Table 7 Relationship between teachers' capacity development through training and Teachers' effectiveness**

Variables correlated	r-value	Sig.	Interpretation	Decision on Ho
Teachers' capacity development through training Vs Teachers' effectiveness	.921	.000	Significant correlation	Rejected

*Source: Primary data, 2017*

**(Pearson's linear correlation formula)**

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where:

- N = number of pairs of scores
- $\sum xy$  = sum of the products of paired scores
- $\sum x$  = sum of x scores
- $\sum y$  = sum of y scores
- $\sum x^2$  = sum of squared x scores
- $\sum y^2$  = sum of squared y scores

Results in table 7 indicated a higher relationship between teachers' capacity development through training and teachers' effectiveness in the selected primary schools in Mubende district, Uganda, since the sig. value (.000) was far less than 0.05, which is the maximum level of significance required to declare a relationship in social sciences. Therefore, this implies that, teachers' capacity development through training increases the level of teachers' effectiveness in the selected primary schools in Mubende district, Uganda. Basing on these results the stated null hypothesis was rejected and a conclusion made that frequent teachers' capacity development enhances the teachers' effectiveness in the selected primary schools in Mubende district, Uganda. 70% of the teachers and 80% of the head teachers interviewed were in agreement with the above finding that, indeed teachers' capacity development contributes to teachers' effectiveness in classroom.

The fourth objective in this study was to establish the relationship between engaging teachers in action research and teachers' effectiveness in the selected primary schools in Mubende district Uganda. In order to achieve this objective and to test this null hypothesis, the researcher correlated the average mean on action research and that on teachers' effectiveness using the Pearson's Linear Correlation Coefficient as indicated in table 8;

**Table 8 Relationship between action research and teachers’ effectiveness**

Variables correlated	r-value	Sig.	Interpretation	Decision on Ho
Action research Vs Teachers’ effectiveness	.892	.000	Significant correlation	Rejected

*Source: primary data, 2017*

**(Pearson’s linear correlation formula)**

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where:

- N = number of pairs of scores
- $\sum xy$  = sum of the products of paired scores
- $\sum x$  = sum of x scores
- $\sum y$  = sum of y scores
- $\sum x^2$  = sum of squared x scores
- $\sum y^2$  = sum of squared y scores

Results in table 8 indicated a high relationship between action research and teachers’ effectiveness in the selected primary schools in Mubende district, Uganda. Since the sig. value (.000) was far less than 0.05, which is the-maximum level of significance required declaring a relationship in social sciences, this therefore implies that action research increases the level of teachers’ effectiveness in the selected primary schools in Mubende district, Uganda. Basing on these results the stated null hypothesis was rejected and a conclusion made that frequent action research enhances the level of teachers’ effectiveness in the selected primary schools in Mubende district, Uganda. Qualitative data analysis revealed that, action research improves teacher’s effectiveness; this was confirmed by 70% of the teachers who were in agreement that, action research indeed improved their knowledge and skills in classroom management.

## 4.8 Regression analysis

**Table 9: Regression Analysis between the Dependent and Independent Variables**

Variables regressed	Adjusted $r^2$	F- value	Sig.	Interpretation	Decision on Ho
Teachers' effectiveness Vs Instructional supervision	.906	360.335	.000	Significant effect	Rejected
Coefficients	Beta	t-value	Sig.		
(Constant)	-.094	-1.096	.275	Insignificant effect	Accepted
Classroom observations	.170	3.530	.001	Significant effect	Rejected
Demonstration of good teaching	.165	2.838	.005	Significant effect	Rejected
Teachers' capacity development through training	.379	6.307	.000	Significant effect	Rejected
Action research	.297	6.126	.000	Significant effect	Rejected

*Source: Primary data, 2017*

**(Pearson's linear correlation formula)**

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where:

- N = number of pairs of scores
- $\sum xy$  = sum of the products of paired scores
- $\sum x$  = sum of x scores
- $\sum y$  = sum of y scores
- $\sum x^2$  = sum of squared x scores
- $\sum y^2$  = sum of squared y scores

Regression analysis results in table 9 above connoted that instructional supervision accounted for 90.6% on the teachers' effectiveness in the selected primary schools in Mubende district, Uganda and this was indicated by adjusted r squared of 0.906 leading to a conclusion that instructional supervision affect teachers' effectiveness in the selected primary schools in Mubende district, Uganda. The coefficients table denoted that of all the aspects of instructional supervision, teachers' capacity development through training accounted for the biggest influence on teachers' effectiveness in the selected primary schools in Mubende district, Uganda ( $\beta=0.379$ , Sig=0. 000). Qualitative data analysis revealed that, 70% of the teachers confirm that, instructional supervision is highly conducted in schools, and 80% of the head teachers were in agreement that,

they do conduct instructional supervision in their schools; this gives the implication of high supervision of instruction in the selected primary schools in Mubende District, Uganda.

#### **4.8. Findings from the qualitative data revealed the following:**

From the interview held, teachers were asked to comment, on whether head teachers do observe their lesson in class, twenty five percent of the teachers interviewed revealed that, the head teachers concentrate on observing their schemes of work and lesson preparation books, but rarely go to observe them when teaching in classroom. While seventy five percent responded that, head teachers do conduct classroom observation frequently in their schools.

When asked to comment on the supervision of instruction practiced by the head teachers in the school, Seventy percent of those interviewed revealed that, supervision is good because it expose teachers to new knowledge, skills of classroom control, time management and new methods of teaching, only that, some head teachers tend to take it for fault finding and punish the teachers for any error identified in classroom teaching.

In response to the question of challenges facing the supervision of instruction in the school, about forty percent of the teachers interviewed revealed that, there is lack of proper coordination with the head teachers who are to supervise them, cases of limited stationery for preparation were reported and limited time for preparation when it come to classroom practices.

While on the question of whether teachers do benefit on the instructions supervision practiced in the schools by the head teachers, nearly fifty percent of those interviewed responded that, teachers gain new knowledge, classroom management skills, time management skills, and grow professionally. Comparatively, this responses were in line with, **Summon,(2007)** who said, support supervision in classroom help teachers gain skills of classroom management, control of unbecoming behaviors in class, organization of lessons , shared goals , create positive classroom climate , have collaborative learning, and personalized teaching and learning.

On the other hand, from the face to face interviews with the head teachers, when asked on whether they do conduct supervision in their schools, eighty percent of those head teachers interviewed confirmed that they do conduct supervision in their schools, guide teachers in making schemes of work, lesson preparations. However, when asked on the question of whether, they do classroom observation to teachers in class, fifty percent of those interviewed revealed that they occasionally observed teachers in class, but in most cases because of too much office work, they resort to observing their Preparation books, scheme of works, record of coverage of syllabus and pupils assessment books to monitor teachers activities in the class.

On the question of whether the school has any general policy guideline from the ministry of education about how supervision could be conducted, it was found that, most of the schools have legal documents in education, ranging from; teachers service commission regulation, teachers' code of conducts, and Education Act, 2008. This document guides the administration and management of the primary schools in the district.

While on the question of how supervision of instructions can be improved in the selected primary schools in Mubende district, fifty percent of those head teachers interviewed revealed that, motivation of teachers, supply of teaching learning resources to schools and involvement of team of inspectors from the district to reinforce support supervision in the primary schools will boost head teachers efforts to improve teachers effectiveness and subsequently pupils academic achievement. This respond was similar to **(Mania, 2003)**, who commented that, in order for supervision of instruction to take shape in primary schools, there is need for all the stakeholders in education to take team approach to the issue of supervision of instructions in school.

On the question of challenges faced in supervision of instruction in the selected primary schools in Mubende district, it was revealed from the face to face interview that, some teachers take long to change even after they have been counseled several times.

About forty percent of the head teachers interviewed responded that, long serving teachers in the selected school have negative attitude towards supervision of instruction by senior teachers delegated by the head teachers to do the supervision and monitor classroom activities in the

school. This shows that, some teachers may have less experience in class that is why the long serving teachers undermine or doubt their effectiveness in the roles of supervision of teachers.

Similarly, another supervision challenges that was peculiar to head teachers mainly in the selected primary school was 'lack of time,' as perceived by the researcher while interviewing the participants, head teachers reported overload in office work and classroom teaching . **Blatchold, (2005)** study findings indicated that, there are a number of challenges faced by supervisors during theirsupervisory duties, and most of these challenges may hinder the success of supervision as well as affect the entire school and classroom instructional performance.

The study has shown that, teacher's professional needs that are often ignored and institutional needs that are emphasized are always the most probable cause of tension between the teachers and the head teachers when it comes to Supervision of instruction and teachers' effectiveness in the school. Therefore, to address these, collective effort to instruction supervision need to be adopted, (**Mania, 2003**).



## CHAPTER FIVE

### DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter focuses on the discussion of the findings, conclusions; recommendations based on the conclusions of this study and suggested areas that need further research following the study objectives and study hypothesis.

#### 5.1 Discussion

This study was set to find out the relationship between instructional supervision and teachers' effectiveness in the selected primary schools Mubende district, Uganda. Four specific objectives guided this study and these were: **(i)** Determining the relationship between Classroom observation and teachers' effectiveness in the selected primary schools in Mubende district, Uganda; **(ii)** Establishing the relationship between demonstration of good teaching and learning and Teacher's effectiveness in the selected primary schools in Mubende district, Uganda; **iii)** To assess the relationship between teachers capacity development and teachers effectiveness in the selected primary schools in Mubende district, Uganda and **(iv)** To examine the relationship between action research and teacher' effectiveness in theselected primary schools in Mubende district, Uganda. The findings of the study indicated that majority of respondents in this sample ranged between 31-40 years of age (44.4%) of which 118(65.6%) were male and 62 (34.4) were female. Those who had attained diploma as their highest academic qualification were (40%) and those who had an experience of 6-9 years were (40%).

##### 5.1.1 The relationship between classroom observation and teachers' effectiveness.

The first objective in this study was to determine the relationship between classroom observation and teachers' effectiveness in the selected primary schools in Mubende district, Uganda. The findings indicated that there exists a relationship between classroom observation and teachers' effectiveness ( $r=.830$ ; Sig 0.000), this relationship therefore implies that frequent classroom observations highly increases teachers' effectiveness in the selected primary schools in Mubendedistrict, Uganda.

### **5.1.2 Relationship between demonstration of good teaching and learning and teachers' effectiveness.**

The second objective in this study was to establish the relationship between demonstration of good teaching and learning and teacher's effectiveness in the selected primary school Mubende district, Uganda, from which the second hypothesis of the study had been stated that; there is no relationship between demonstration of good teaching and learning and on teachers' effectiveness. However this study revealed that there is a relationship between demonstration of good teaching and learning on teacher's effectiveness (Table 6,  $r = 0.881$ ,  $\text{sig} = 0.000$ ), the null hypothesis was rejected meaning that demonstration of good teaching and teacher's effectiveness are significantly correlated, this also leads to a confirmation that high demonstration of good teaching improves teacher's effectiveness and poor demonstration of good teaching reduces it.

### **5.1.3 Relationship between teachers' capacity development and teachers' effectiveness**

The third objective in this study was to assess the relationship between teachers' capacity development and teachers' effectiveness in the selected primary schools in Mubende district Uganda, from which the third hypothesis of the study had also been stated that; there is r relationship between teachers' capacity development and teachers' effectiveness in the selected primary schools in Mubende district, Uganda. But the findings of this study proved a high relationship between teachers' capacity development and teachers' effectiveness (Table 7.  $R = .921$ .  $\text{sig} = .000$ ), hence leading to an implication that improved teachers' capacity development and increases the level of teachers' effectiveness in the selected primary schools in Mubende district, Uganda and poor teacher capacity development reduces it.

### **5.1.4 Relationship between action research and teachers' effectiveness**

The fourth objective in this study was to examine the relationship between action research and teachers' effectiveness in the selected primary schools in Mubende district Uganda-. the findings of this study proved a high level of relationship between action research and teachers' effectiveness in the selected primary schools in Mubende district, Uganda (Table 8,  $r = 0.892$ ,  $\text{sig} = 0.000$ ), hence implying that increase in action research among teachers, increases teachers' effectiveness in the selected primary schools in Mubende district, Uganda.

The study further revealed that instructional supervision increases teachers' effectiveness in the selected primary schools in Mubende district, Uganda, this was also evidenced by the adjusted r squared (0.906) which denoted that instructional supervision' contributed 90.6% on teachers' effectiveness in the selected primary schools in Mubende district, Uganda, the coefficients section also revealed that of all the aspects on instructional supervision, teachers' capacity development accounted for the biggest influence on teachers' effectiveness in the selected primary schools in Mubende district, Uganda (O.379, SigO. 000).

## **5.2 Conclusions**

### **5.2.1 Relationship between classroom observation and teachers' effectiveness.**

There is a high level of relationship between classroom observation and teachers effectiveness in the selected primary schools in Mubende district, Uganda ( $r=.830$ ; SigO.000), hence concluding that high levels of classroom observations contribute to teachers' effectiveness in the selected primary schools in Mubende district, Uganda.

### **5.2.2 Relationship between demonstration of good teaching and learning and teacher's effectiveness**

There is a high relationship between demonstration of good teaching and learning and teacher's effectiveness in the selected primary schools in Mubende district, Uganda ( $r=0.881$ , sign=.000), hence concluding that high demonstration of good teaching improves the level of teacher's effectiveness in Mubende district, Uganda.

### **5.2.3 Relationship between teachers' capacity development and teachers' effectiveness**

There is a high relationship between teachers' capacity development and teachers' effectiveness in the selected primary schools in Mubende district, Uganda ( $r=.921$ , sig.=000), hence concluding that improved teachers' capacity development increases the teachers' effectiveness in the selected primary schools in Mubende district, Uganda.

### **5.2.4 Relationship between action research and teachers' effectiveness**

There is a relationship between action research and teachers' effectiveness in the selected primary schools in Mubende district, Uganda ( $r=.892$ , sig.= 000), hence leading to a conclusion that increase in action research among teachers increases the teachers' effectiveness in the selected primary schools in Mubende district, Uganda.

Also the researcher concluded that instructional supervision increase teachers' effectiveness in the selected primary schools in Mubende district, Uganda, and the instructional supervision contributed 90.6% on teachers' effectiveness.

### **5.3 Recommendations**

1. The researcher recommends to the government through the ministry of education and sports, DEOs, DISs and other stake holders to encourage the head teachers in the selected primary schools in Mubende district to always inform the teachers in advance when they need to observe their lessons in class, this will help them supervise well.
2. The researcher recommends to the DEOs and DISs to enforce head teachers to always demonstrate to the teachers how teaching and learning resources can be displayed appropriately in class.
3. The Ministry of education and sports through all its implementation arms should implicate head teachers to always organize more skill training workshops for teachers in the school; this will help them perform their duties effectively.
4. The researcher recommended to all policy implementers to help head teachers to always encourage teachers to conduct action research, this will enable them discover new approaches to child centered methods of teaching. This will increase their performance hence increasing effectiveness.

### **5.4 Areas for further research**

Prospective researchers are encouraged to research on the following areas;

- I. Classroom observation and pupils performances in the selected primary schools in Mubende district, Uganda.
2. Instructional supervision and content coverage among teachers in the selected primary schools in Mubende district, Uganda.
3. Teacher capacity development and lesson planning among teachers in the selected primary schools in Mubende district, Uganda.
4. Instructional supervision and teaching methods used by teachers in the selected primary schools in Mubende district, Uganda.

## **REFERENCES:**

Abbott M, Conversations about Teaching. Mary Hurst University 2009

Amin (2005), Social science research, conception, methodology and analysis. Maker e.t.c University Pp. 176-178

Anderson S. (2008), curriculum implementation Toronto: university of Toronto.

Angelo, TA. And Cross, K.P. (1993). Classroom assessment Techniques: A handbook for college Teachers, 2'd edition. San Francisco, CA: Jossey-Bass.

Association for Supervision and Curriculum Development.

Bertalanffy, V, L. (1968). General system theory; Foundations, Development, applications New York: George Braziller, inc. pp. 40-43

Elmore, R. Wong.H, Teachers are the greatest assets", teachers net Gazette. May 2009

Danielson, C. enhancing professional practices, framework for teaching. Alexandria, 1996

Danielson, C, Talk about Teaching Leading professional conversations. Corwin; Thousand Oaks, 2009. P.5.

Danielson, C. enhancing Professional Practice. A framework for Teaching, Alexandria. 1996

Davies, P (1997), the search for instructional leadership routines and subtle ties in the principal's role. Sussex: Falmer Press.

Doll J.I (2008), improving school instructions, New York: WW Norton.

Duke, D.L. (1993). Removing barriers to professional growth. Phi Delta Kappan 74(9) 702

Fanselow, J.F. (1990). let's see: contrasting conversation about teaching, pp.261

Fraser, K. (1980). Supervisory behaviors and Teacher satisfaction, *Journal of Educational Administration* 18(2)224-227

Fullan, M. (2006). *Leadership and sustainability systems thinkers in action*. Sage Publication

Gredler, E. (1999). *Classroom assessment and Learning*. New York. Longman.

Glanz, J. and Behar-Hornstein, L.S. (2000). *Paradigm debates in curriculum and supervision: modern and postmodern Perspectives*, Westport, CT: Bergin and Garvey, Pp.190-211

Glanz, J. (2010). *Paradigm debates in curriculum and supervision modern and post modern perspectives*, Bergin and Garvey.

Glatthorn, A.A. (1990). *Supervisory Leadership: Introduction to instructional supervision*. New York, Pp.177-179

Glesne, C. (1999). *Becoming qualitative researchers: An Introduction*, 2<sup>nd</sup> New York: Longman

Glickman, C.D. (1998). *Supervision of instruction: A development approach* (2<sup>nd</sup> Edn). Toronto, Canada: Allyn and Bacon, Pp. 253-255.

Goldhammer, R. (1969). *Clinical Supervision: Special methods for the supervision of Teachers* New York, NY: Rinehart and Winston, Pp.10-19.

*Handbook of African Educational Theories and Practices, A generative Teacher education Curriculum*. By human development research centre, research service consultancy (1995).

Harrison, B.M. (1968). *Supervision behaviors in Education* (3<sup>rd</sup> edn) New Jersey. pp.1-2

Jones, K. (1993) Educational Management V: Human Resources management, 2004. Journal of educational Administration, Pp.224-227

Kapfunde, CL. (1990). Clinical Supervision in the Zimbabwean context. Harare Zimbabwe Publishing house.

Lovell, J.T and Weils K. (1983). Supervision of Better schools (5th edn.) New Jersey: Prentice Hall, pp. 154-159

Marzano, R.J. (2002). What works in school: association of supervision and curriculum development, Alexandria.

Manzano R. the Art and science of Teaching. A comprehensive framework for effective instructions, 2007

Melissa. J.B. (2012). Defined academic performance in this website.

Marks J.K. (1985), Handbook of educational Supervision (3<sup>rd</sup> edn), New York Boston: Allyn and Bacon Inc. Pp.91-200.

Marzano, R. the art and science of Teaching; A comprehensive framework for Effective teaching .2007

Mills, G.E. (200). Action Research: A guide for the Teacher researcher .Columbus. OH: Merrill.

Ministry of education and sports, 2004, 2005, Ministerial Policy statement, republic of Uganda.

Ministry of education and sports, Uganda report on development of education for the 46<sup>th</sup> session of the 5<sup>th</sup> -7<sup>th</sup> Sept, 2001, Geneva.

Neagley, R.L and Evans, D. (1964) Handbook for effective supervision of instruction New Jersey, Prentice Hall, pp.20

Phillips T. & Pugh C. (2010). Supervision for today's schools New York: Basic books Carey. 2008.

Reinman, A.J. (1998). Mentoring and supervision for teachers Development. New York: Longman.

Republic of Uganda, development framework for peace, recovery and Development plan for northern Uganda(PRDP) 2007-20 10, Report (2007).

Robert.A. Barry. Department of education,Marylhurst University (2010), chalkboard project.

Ross- Gordon,j.m(2007), Supervision of instruction; a developmental approach.Allyn& Bacon.

Sagor,R(2000). Guiding school Improvement with action Research.Alexandria, VA:

Sarason,s.(2004).making sense of the heads work. New jersey; prentice hall.

Sergiovanni,T.J and Starratt,s.(1 1993).educational Governance and administration . New jersey; prentice —hall.

Sergiovanni,TJ and Starratt,R.J (W98).Supervision a redefinition (6th.edn) new York.Pp39

Sullivan,S. and glanz,J (2000).supervision that improves teaching.Corwing press, pp.22

The New school supervision by Tuzla, December 2004, support by Australian Government.Management and Monitoring in Ugandan primary schools; impact evaluation final report byAndrewZeitlin, Centre for study of African economics, University of Oxford (2011) economicpolicy research centre.

Tracking expenditure and utilization of primary education funds in Northern Uganda, Report (2008-2011), by transparency International Uganda.

Tucker,P.D.andStronge,J.N.(2005). Linking Teacher Evaluation and students learning. Alexandria: Association for Supervision and Curriculum Development.

Willes, R.andBondi,V(1999),making the school an effective community lewes. Falmer.zepedea 2010

Wiles, j. and Bondi,J. (2000). Supervision a guide to practicein: Prentichaf1.P.8.

Zepeda, S.(2007).instructional supervision: Applying Tools and concepts (2<sup>nd</sup>edtn)Larchrnont,NY: eye on education.

[www.parliament.org.ug// legal aspects in education inspection/](http://www.parliament.org.ug//legal%20aspects%20in%20education%20inspection/)[www.iiep.unesco.org/suyervision](http://www.iiep.unesco.org/suyervision) of instruction

[www.ehow.co.in-Education](http://www.ehow.co.in-Education)

[www.Vso.org/Uganda/](http://www.Vso.org/Uganda/) education service agency

[www.worldbank.org/educatonnfocus](http://www.worldbank.org/educatonnfocus)



**APPENDIX 2**

**QUESTIONNAIRE FOR THE HEAD TEACHERS**

Dear respondent I am carrying out a survey on instructional supervision support and teacher’s effectiveness in selected primary schools in Mubende in Uganda. Please assist me by answering the questionnaire. Your responses will be kept confidential; In any case the questionnaire is anonymous.

**DEMOGRAPHIC DATA: SECTION ONE**

Please tell us about yourself

1. Your age .....

2. Gender. Male ..... Female: .....

3 Your highest education level attained. (Tick)

Certificate  diploma  Bachelor  master

4. How long have you been teaching? \_\_\_\_\_

**Part I. Instructional supervision (Independent variable).**

Please circle the number that sums up your agreement or disagreement with the statement in the table that follows. 4 = strongly agree (SA), 3 = Agree (A), 2 Disagree (D), and 1 Strongly Disagree (SD).

No	Items	SD	D	A	SA
<b>A</b>	<b>Classroom observation</b>				
1	You always inform the teacher when you need to observe him/her lesson in class	1	2	3	4
2	You don't need to give any comment to teachers after observing their lesson	1	2	3	4
3	You always warn teachers after observing them teaching in class	1	2	3	4
4	You always arrange for conference meeting before and after observing lesson in class	1	2	3	4
<b>B</b>	<b>Demonstration of Good Teaching</b>				
1	You always show teachers how to plan their lessons well	1	2	3	4
2	You always show teachers various ways of scheming their lessons	1	2	3	4
3	You arrange for practical lessons to demonstrate how lessons are presented well in class	1	2	3	4
4	You always show teachers how to display teaching and learning resources when teaching and manage their class well	1	2	3	4
5	You always show teachers how to pose question to the learners and how to help individual learners with special learning problem	1	2	3	4
<b>C</b>	<b>Teachers Capacity development</b>				
1	You sometime organize skills training workshop for teachers in the school	1	2	3	4
2	You always arrange for teacher visitation schedule with nearby schools	1	2	3	4
3	You always organize mentoring/coaching for newly recruited teachers in your school	1	2	3	4
4	You always do not support teachers who aspire for upgrading in your school	1	2	3	4
5	You always have little time for your teachers to because of other administrative work in the office	1	2	3	4
<b>D</b>	<b>Action research</b>				
1	You always encourage teachers to read more information in search for new teaching and learning methods	1	2	3	4
2	You always encourage teachers to use child centered methods of teaching	1	2	3	4
3	You always engage teachers in joint research to solve a particular problem in the school	1	2	3	4
4	You do not encourage teachers to use new approaches in teaching	1	2	3	4
5	You always keep most of the reference materials in the stores				

**Part II. Teacher Effectiveness (Dependent variable).**

Please circle the number that sums up your agreement or disagreement with the statement in the table that follows. 4 strongly agree (SA), 3 Agree (A), 2 =Disagree (D), and 1 Strongly Disagree (SD).

No	Items	SD	D	A	SA
<b>A</b>	<b>Lesson planning</b>				
1	Your teachers are able to plan lessons well as a result of classroom observation conducted by supervisors	1	2	3	4
2	Your teachers are able to present their lessons without difficulties after they have attended demonstration lessons	1	2	3	4
3	After attending training sessions, your teachers are able to use the syllabuses correctly in planning their lessons	1	2	3	4
4	Teachers can display teaching and learning aids correctly after demonstration lesson	1	2	3	4
5	Most teachers still find it difficult to plan after their lessons because head teachers do not support them when planning their lessons	1	2	3	4
<b>B</b>	<b>Time management</b>				
1	Teachers are able to manage time well in the school as a result of demonstration of good teaching by supervisor (Head Teachers)	1	2	3	4
2	Teachers start and end their lessons on time as a result of guidance by the supervisor	1	2	3	4
3	Teachers give feedback to the learners on time as a result of guidance by their supervisors	1	2	3	4
4	Teachers do not take time seriously, they concentrate on covering enough content	1	2	3	4
5	Teachers stick to the school time table what so ever the case may be	1	2	3	4
<b>C</b>	<b>Flexible Teaching methods</b>				
1	Teachers are able to use flexible teaching methods in class as a result of demonstration of good teaching by supervisors	1	2	3	4
2	Teachers are engaged in research to find better approaches in teaching after	1	2	3	4

	getting introduced to action research by supervisor				
3	Teachers use traditional teacher centered methods of teaching because of lack of refresher courses for teachers.	1	2	3	4
4	Newly recruited teachers are able to use child centered methods of teaching after mentoring by the supervisors.	1	2	3	4
5	After attending skills training, teachers can improve their performance	1	2	3	4
<b>D</b>	<b>Content coverage</b>				
1	After attending teachers training seminars, your teachers are able to select appropriate content for their lesson	1	2	3	4
2	After attending mentoring/coaching sessions, your teachers are able to monitor pupils progress in class	1	2	3	4
3	Your teachers are able to organize and manage their class room well after engaging in joint search on new class management techniques	1	2	3	4
4	Your teachers adopt professional behaviors, after attending teachers training workshop organized by supervisor	1	2	3	4
5	Your teachers are able to select content appropriate to the age of learner	1	2	3	4

**SECTION TWO**

1. What is your current opinion to improve instructional supervisory support practice in your school? .....

.....

.....

.....

2. Do you supervisor your teachers?      Yes  No

If yes, what are the current challenges you are facing in trying to supervise your teachers?

.....

.....

.....

3. Do you think instructional supervision support has any benefits to your school?  
Yes       No

If yes list some of the benefits you have achieved

.....

.....

.....

***Thank You So much.***

**APPENDIX 3**

**QUESTIONNAIRE FOR TEACHERS:**

Dear respondent, I am carrying out a survey on instructional supervision and teacher's effectiveness in selected primary schools in Mubende District, Uganda. Please assist me by answering the questionnaire. Your responses will be kept confidential; In any case the questionnaire is anonymous.

**DEMOGRAPHIC DATA:SECTION ONE.**

Please tell us about yourself.

1. Your age: .....
  
2. Gender.            Male     female
  
3. Your highest education level attained. (Tick)  
Certificate             Diploma             Bachelor             Master
  
4. How long have you been teaching? .....

Circle the number that sums up your agreement or disagreement with the statement that follows.

4 Strongly agree (SA), 3 Agree (A), 2 disagree (D), and 1 Strongly Disagree (SD).

**Part I. Instructional supervision (Independent variable).**

No	Items	SD	D	A	SA
<b>A</b>	<b>Classroom observation</b>				
1	Your supervisor always inform you when he needs to observe your lesson in class	1	2	3	4
2	Your supervisor do not give any comment to you after observing your lesson	1	2	3	4
3	Your supervisor always warn you after observing you teaching in class	1	2	3	4
4	Your supervisor always arrange for conference meeting before and after observing your lesson in class	1	2	3	4
5	Your supervisor gives you professional support advise after lesson observation	1	2	3	4
<b>B</b>	<b>Demonstration of Good teaching</b>				
1	Your supervisor always show you how to plan and teach your lesson sequentially	1	2	3	4
2	Your supervisor shows you various ways of presenting your lessons	1	2	3	4
3	Your supervisor arrange for practical lesson to demonstrate how lessons are presented well in class.	1	2	3	4
4	Your supervisor show you how to display teaching and learning resources when teaching	1	2	3	4
5	Your supervisor shows you how to pose question to the learners and how to help individual learners with special leaning problems	1	2	3	4
<b>C</b>	<b>Teachers capacity development</b>				
1	Your supervisor arrange skills training workshop for teachers in the school	1	2	3	4
2	Your supervisor arranges for teacher visitation schedule with nearby schools	1	2	3	4
3	Your supervisor organizes mentoring/coaching for newly recruited teachers in your school	1	2	3	4
4	Your supervisor do not support teachers who aspire for upgrading in your school	1	2	3	4
5	Your supervisor is more engaged in administrative work instead of giving mentoring support to teachers.	1	2	3	4

<b>D</b>	<b>Action research</b>				
1	Your supervisor encourages teachers to read more information in search for new teaching and learning methods	1	2	3	4
2	Your supervisor encourages you to search and use child centered methods of teaching	1	2	3	4
3	Your supervisor engages teachers in joint investigation to solve a particular problem in the school	1	2	3	4
4	Your supervisor doesn't encourage use of new approaches in teaching	1	2	3	4
5	Your supervisor keeps reference materials in the class	1	2	3	4

Part II Teachers Effectiveness (Dependant variable)

Please circle the number that sums up your agreement or disagreement with the statement in the table that follows, 4= stronglyagree (SA), 3 = Agree (A) 2, = Disagree (D), and 1 = Strongly Disagree (SD).

<b>No</b>	<b>Items</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
<b>A</b>	<b>Lesson planning</b>				
1	Your teachers are able to plan lessons well as a result of classroom observation conducted by supervisors	1	2	3	4
2	Your teachers are able to present their lessons without difficulties after they have attended demonstration lessons	1	2	3	4
3	After attending training sessions, your teachers are able to use the syllabuses correctly in planning their lessons	1	2	3	4
4	Teaches can display teaching and learning aids correctly after attending demonstration lesson	1	2	3	4
5	Your supervisor doesn't conduct lesson observation in the school	1	2	3	4
<b>B</b>	<b>Time management</b>				
1	Teachers are able to manage time well in the school as a result of demonstration of good teaching by supervisor	1	2	3	4
2	Teachers start and end their lessons on time as a result of guidance by the supervisor on how to plan and manage time	1	2	3	4
3	Teachers give feedback to the learners on time as a result of guidance by their	1	2	3	4



	supervisors				
4	Teachers do not consider time seriously, they concentrate on covering enough content	1	2	3	4
5	Teachers stick to the school time table what so ever the case may be	1	2	3	4
<b>C</b>	<b>Flexible Teaching methods</b>				
1	Teachers are able to use flexible teaching methods in class as a result of demonstration of good teaching by supervisors	1	2	3	4
2	Teachers are engaged in research to find better approaches in teaching after getting introduced to action research by supervisor	1	2	3	4
3	Teachers use traditional teacher centered method instead	1	2	3	4
4	Newly recruited teachers are able to use child centered methods of teaching after mentoring by the supervisors.	1	2	3	4
5	After attending skills training, teachers can improve their performance	1	2	3	4
<b>D</b>	<b>Content coverage</b>				
1	After attending teachers training seminars, your teachers are able to select appropriate content for their lesson	1	2	3	4
2	After attending mentoring/coaching sessions, teachers are able to monitor pupils progress in class	1	2	3	4
3	Your teachers are able to organize and manage their class room well after engaging in joint search on new class management techniques	1	2	3	4
4	Your teachers adopt professional behaviors, after attending teachers refresher course organized by supervisor	1	2	3	4
5	Teachers are able to select content appropriate to the age of learner	1	2	3	4

**SECTION TWO:**

1. What is your current opinion to improve instructional supervisory practice in your school?

.....  
.....  
.....

2. Do head teachers carry out support supervision in your school? Yes  (Tick)  es,  
what challenges do you face during instructional supervisory support practice in your school?

.....  
.....  
.....

3. Do you think instructional supervision has any benefits to you and your school?

Yes  No

If yes, list some of the benefits.

.....  
.....  
.....  
.....

***Thank You So much For Your Time.***

## **APPENDIX 4.**

### **INTERVIEW GUIDE FOR TEACHERS.**

**Answer all questions.**

1. Who supervise teachers in your school?
2. Does your Head teacher visit your class to observe your lesson?
3. Does your Head teacher help newly recruited teachers in planning their lessons?
4. How does the head teacher help you to develop professionally?
5. How many times have you ever been supervise in class while teaching?
6. What is your opinion about support supervision practiced in your school by supervisors?
7. Do you think it's necessary for the head teachers to supervise teachers in classroom?
8. What are the challenges facing you in supervision process?
9. Is there any general policy guideline on instructional support supervision in your school?
10. What are the possible benefits resulting from support supervision by supervisors?

***Thank You So much For Your Time.***

## APPENDIX 5

### INTERVIEW GUIDE FOR HEAD TEACHERS

#### **Answer all Questions.**

1. Do you conduct support supervision in your school?
2. How do you help your teachers develop professionally?
3. Do you visit teachers formally in classroom while teaching?
4. Do teachers present their schemes of work, lesson plans and records of work timely when asked?
5. How many times do you supervise a teacher in your school in every term?
6. Do you ever see any positive change in teacher's behaviors after they are supervised?
7. What challenges do you ever face when supervising Teachers?
8. Do you have any general policy guideline from ministry of education about how supervision could be conducted in your school?
9. How do you think support supervision can be improved in your school?
10. How do you think support supervision has benefitted the school?

*Thank You So much For Your Time.*