



Teacher's leadership supervisory competencies and students' academic performance in Hoima District Government Aided Secondary Schools, Uganda

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Abstract

The study evaluated the effect of Teacher leadership supervisory competencies on students' academic performance in Hoima District Government-aided secondary schools, Uganda. It envisaged that poor academic performance is a leadership supervisory issue, which can be addressed. Self-efficacy and Self-determination theories premised the study of 149 respondents using a post-positivism paradigm, mixed-methods approach. Findings indicated a correlation coefficient of ($r = 0.518$). The study therefore recommended that: Universities should incorporate the supervisory approaches of: individual, innovative, integrative, creative, collaborative and team supervision in the teacher curriculum for effective supervision especially with the new lower secondary competency-based curriculum. Hoima District Education Department should regularly conduct teacher capacity building workshops to address teacher incompetence's managing the competency-based curriculum but also to enable teachers share best practices of supervision with their colleagues. It should also address teacher welfare as motivation of their self-efficacy and determination towards work. Ministry of Education and Sports should conduct refresher programs through teacher professional development to strengthen the competence of instructional supervisors for effective monitoring and evaluation of teacher performance.

Keywords Supervision, students' academic performance, teacher competence, teacher supervisory competencies & teacher leadership supervisory competencies

Introduction

The relevance of evaluating teacher performance in Uganda's government aided secondary schools is indicated by the continued policy implementation on aspects of financing, instructional supervision and motivational practices. Various studies [32, 23, 24], observed that much as a number of activities are to ensure that teachers and students perform well, there is a gap where contextually a multitude of obstacles geographically, economically or by policy provisions do influence the way teachers and students work together for good academic performance. A case in point is the existence of several legal and policy frameworks in the secondary education sector and various quality initiatives and policy reforms undertaken in recent years. Such include: The Constitution of Uganda, 1995, Government White Paper on Education, 1992; The Education Act enacted in 2008⁽⁴⁴⁾; Teacher Incentive Framework, Uganda, 2017; The revised lower secondary curriculum, 2021; the TISSA Report, 2013, and provision of teaching guides and syllabuses by National Curriculum Development Centre, 2015. All these recognize the importance attached to the quality of teachers, their leadership role and the service they play in implementing education policies and programs [32]. emphasize that teachers are the cornerstone of a vibrant and sound education system and their competencies, work ethic, motivation are key in guaranteeing quality learner outcomes and realization of the national goals of education. Teacher leadership is an important factor in improving student learning outcomes. In order to effectively lead and support student learning progress, teachers as leaders must possess a range of professional and supervisory competencies that

enable them monitor and differentiate instruction based on student needs and abilities⁽⁴⁹⁾. Competence is one of the leadership qualities needed in professional development to produce teachers who are change-agents. Not to be confused with executive leadership of school administration, competence is a leadership quality by which a teacher builds up a collegial culture of professional learning and sharing for better student academic performance,⁽³⁶⁾

Accordingly [30, 37], elucidate that since competencies are observable and demonstrable, and can be measurable, then it can be implied that by considering student outcomes of class attendance, class engagement, participation, scores in continuous class assessments and finally grades in UCE results, the level of teacher application of leadership supervisory competencies as a cause of poor performance could be investigated.

1.1 Problem Statement

All along Ministry of Education and Sports, Uganda has emphasized the historical internal and external instructional supervision of the teacher purposely to improve teacher performance [35]. Unfortunately, this continued focus is criticized for failing to result into better students' academic performance in 'O' Level Government-aided schools, which has persistently been poor [34]. This is amidst the continued increase in student enrolment and government claim on its part to be providing all the basic scholastic materials needed to facilitate learning, including training of teachers, paying their salaries and provision of all teaching and learning materials, [32]. For instance, Hoima District performance at UCE has continued to deteriorate to the extent that over

50% students have continued to score in 4th and 9th division during the period 2015-2017. For example, in 2015, out of 4322 students who sat for UCE, 53.2% passed in Grade 4 and 9; 2016 had 55.8% passing in Grade 4 and 9 out of a total number of 4556 candidates, while in 2017, 55.6% passed in Grade 4 and 9 out of 4521 students who sat for UCE, [15, 48].

These high rates of poor performance indicate that over fifty percent of the young people are ill equipped with knowledge and skills, are unable to express themselves in English, irregular in class attendance and are not fully engaged or active in class as already cited by [34]. The quality of teacher leadership supervisory competencies while monitoring the learning progress of students has been questioned especially as to whether they actually practice these competencies for improvement of students' academic performance. Furthermore, it is contemplated on whether teachers have the capability that could improve the academic performance of students. Consequently, anchored on self-efficacy and self-determination theories, this study examined how teacher leadership supervisory competencies affect students' academic performance in Hoima District Government-aided secondary schools, so as to come up with recommendations to improve the existing situation.

1.2 Study Objective

The objective of the study was to examine the effect of teacher leadership supervisory competencies on students' academic performance in Hoima District Government aided secondary schools.

2. Literature Review

2.1 Theoretical perspective

Theoretically, the study was based on the theories of Self-efficacy [7] and Self-determination [40]. Self-efficacy concerns with the question of how an individual holds belief in his/her ability to execute a course of action, rather than how much a person likes him/her or what skills and abilities a person possesses [18]. argue that acquisition of required skills and abilities is not sufficient for a person to perform a task, but he must have the belief in his/her abilities that he/she can undertake the task before him/her. Therefore, for effective teacher application of the leadership supervisory competencies, skill as well as efficacy belief are required to execute work appropriately. This implies that if a teacher believes that he/she has and can apply the professional leadership supervisory competencies during instruction, then one will be motivated and determined to do so to attain improved students' academic performance, and the reverse is true. Meanwhile, the student too will be motivated to set the necessary goals, determine how much effort to expend, how long to persevere in the face of difficulties and the resilience to failures so as to finally attain improved academic performance.

On the other hand, Self-determination concerns itself with an individual's innate needs for competence, autonomy, and relatedness to others, which motivates one to seek out activities that satisfy these needs, [40]. Competence refers to the experience of mastery and being effective in one's activity, whereby people want to gain mastery and control of their own lives and environment, and this would give them the intrinsic motivation to perform so as to prove that they are competent enough to carry out a given task. While, autonomy refers to feeling that one has freedom of choice

and is willingly endorsing one's behavior. It involves that feeling in an individual that he/she is in control of ones' own life choices, goals and actions, thus being self-directed and autonomous. Relatedness refers to the need to feel connected and a sense of belongingness with others in the social environment which supports a person's basic psychological needs, hence, one is more apt to feel engaged and motivated to carry out a given task, [40]. Accordingly, feeling in control, competent and intrinsically motivated would cause teachers feel more committed, passionate, interested, and satisfied when they practice leadership supervisory competencies which would easily result into better performance. Meanwhile, when students have a tendency toward self-organization, self-regulation and relatedness to teachers, it is assumed to facilitate their autonomous motivation, persistence, and learning.

2.2 Teacher supervisory competencies

Teacher supervisory competencies arise from the works of scholars like: [4] define competence as the ability to perform a specific task, action or function successfully; while [10] emphasize teacher's ability to integrate knowledge, handle complexity, and adapt to the needs of individual learners as well as groups. Teaching competencies are thus a complex combination of knowledge, abilities, understanding, values and beliefs, leading to teacher's effective action in teaching. For [20] teacher's competence is the right way of conveying units of knowledge, application and skills to students. The right way includes knowledge of content, process, methods, and means of conveying content, in addition to ability to help, guide and counsel the student to achieve high grades.

This implies that competence of teachers is more than just possessing the knowledge, skills or beliefs, for it must involve ones' ability to apply them to meet complex demands existing in a particular context. Therefore, competencies are observable and demonstrable, and so can be measurable, implying that evaluation of teacher supervisory competencies could be reflected in the level of students' academic performance. Hence, the argument by [20] that competencies are defined in terms of specific behaviors which are critical to success in the position of supervisor at any work place covering the three domains of leadership skills, managerial and skills interpersonal skills. Consequently, the study adopted the views of [29, 37, 4] conceptualizing teacher supervisory competencies as, leadership, managerial and interpersonal competencies applied in monitoring student learning in a particular classroom context purposed to give proper intervention, guidance, feedback and direction for attainment of set goals and a given grade of performance. It worthy to note that despite the several supervisory competencies, this paper evaluates only the leadership supervisory competence.

[39] argue that supervision is a process of giving guidance, assistance sharing of ideas to all those involved in the process of teaching and learning. The scholar insist that supervision is a feedback system which provides information flows about the teaching and learning function of an institution and is characterized by occurring in a classroom where students and teachers are physically together, implying that its bound to be influenced by contextual factors which calls for the teacher to possess relevant supervisory competencies so as to satisfactorily improve their academic performance. Hence, this involves making several critical decisions daily amidst the influence

of teaching-learning facilities to ensure improved student academic performance. Accordingly ^[49, 17], emphasize that the objective of application of supervisory competencies is to oversee the performance of an individual or a group of students for professional guidance to ensure that work was done well with understanding and according to standard for the accomplishment of the ultimate vision of the education system. Teachers as supervisors therefore require a set of competencies that ^[1, 37, 4] have categorized under: leadership, managerial and interpersonal skills of which the current paper was concerned with leadership supervisory competencies.

2.3 Leadership supervisory competencies

Leadership competencies refer to a specific combination of knowledge, skills and abilities that leaders use to initiate ideas, guide and influence their follower's attitudes and behaviors towards them within an organization ^[16]. ^[25] emphasize that a teacher as a leader initiates ideas, guide and influence students' attitudes and behaviors towards those ideas which play a key role in achievement of school goals. Consequently, the study defined leadership supervisory competencies using the views of ^[43, 4, 6] to be: ones' ability to influence students to make relevant study goals, plans and decisions; their values, attitudes, beliefs and to set guidelines concerning their study conditions, professionally counsel and motivate them by being mentors and behaving ethically towards improvement in academic performance ^[43]. argues that it includes ones' ability to set up a conducive school environment and to influence students to develop their potentials for greatness while overseeing their performance for professional guidance so as to ensure that the ultimate educational goals are accomplished.

Several studies on leadership competencies made a number of contributions, including ^[12, 27]; were concerned with effects of teacher leadership competencies in influencing students' ideas, attitudes and behaviors but also helping and guiding the weak student so as achieve high grades ^[49]. stated some of the roles an efficient teacher supervisor is expected to carry out include: acting decisively, demonstrating flexibility, innovation, encouraging diversity and managing class conflicts so as to improve students' academic performance. However, none of the scholars exhaustively addressed the aspect of leadership supervisory competencies as the current study.

Additionally, ^[39, 37] elucidate that since competencies are observable and demonstrable, and so can be measurable, the above benefits could only be reflected in the level of students' academic performance, and as per the study, it is better class attendance, class engagement and participation, good scores in continuous class assessments and good grades in UCE results. Unfortunately, this seem not to have been the case always in Hoima District. Consequently, since the situation in Hoima schools was contrary, the study evaluated the extent to which teachers in the district were practicing leadership supervisory competencies.

^[12] in his study was concerned with teacher's inability to effectively carry out the leadership role during instruction due to lack of the necessary leadership competencies to handle students with diverse abilities and in classes with varying circumstances as identified by ^[3] to include: students with disabilities, from diverse social-economic backgrounds, refugee students; gifted, non-gifted students,

but also classrooms with inadequate seating, instructional materials and other facilities. However, these scholars did not analyze how such failure could affect students' academic performance as argued by ^[45] in his publication on "Differentiating instruction for academic diversity" ^[1]. insist that teachers require adequate skill and knowledge in supervising the student learner which can only be attained through undergoing a training program and capacity building workshops to professionalize them. However, much as ^[38] affirm that well trained teachers do make a difference in the quality of teaching and student performance, the situation in government-aided secondary schools that are expected to employ professional teachers necessitated scrutiny to establish why students' academic performance has continued to be poor.

2.4 Academic Performance

Good academic performance at secondary school level is of paramount importance in every educational system as it's a measure of educational success ^[46]. conceptualize academic performance as the extent to which a student has learnt or attained the quality and quantity of knowledge, skills, techniques, competencies, positive attitudes, behavior and philosophy over a set period of time in line with the set short-term or long-term educational goals and learning objectives. The scholar focuses on academic performance as a measure of the level of transformation one has undergone such as being creative, innovative, having ability to critically analyze issues and make relevant decisions and exhibit emotional intelligence, which is concerned with the learners' psychomotor, cognitive and affective skills development. However, scholars ^[11] insist that academic performance is not solely measured by grades but should also consider students' engagement in learning, effort exerted, and active participation in the educational process so as to result into transformation of mindset, acquisition of new knowledge and skills and behavioral change which can be appreciated in ones' daily way of life. Accordingly, it is a demonstration of mastery of specific academic standards or learning objectives, such as communication, social relations, behavior, and general approach and handling of issues, ^[22].

In the context of Uganda, academic performance tends to be typically measured by the results obtained in the national examinations of Uganda Certificate of Education (UCE) and Uganda Advanced Certificate of Education (UACE), ^[34]. However, the current study, conceptualized students' academic performance as the outcome of the teaching and learning process in terms of knowledge, skills, attitude and behavior that students acquire or achieve at a certain time and level as assessed by the teacher in terms of class attendance, overall engagement and participation in learning activities, test scores in continuous class assessments, and standardized measures in UCE examinations done at the end of the educational cycle.

3. Methodology

The target population constituted nine government-aided secondary schools in Hoima District that had graduated students since 2015, with a sample of 149 respondents who were either randomly or purposively selected from a study population of 355 persons. the study adopted a descriptive survey research strategy. Based on the post-positivism paradigm, the study adopted a mixed-methods approach where quantitative data was collected from teachers using

Self-administered questionnaires to enable the respondents have adequate time to respond to the same set of questions in a predetermined order. A 5-point Likert scale ranging from 1-5 where 1(Strongly disagree), 2(disagree), 3(Not sure), 4(agree), 5 (strongly agree) was used to gather descriptive data. While qualitative information was collected from head teachers and District education managers using an interview guide. It was upon the post-positivism assumption that the researcher made tentative statements about teacher supervisory competencies and students 'academic performance which were tested and verified using regression tests. This enabled the conceptual and analytical integration of quantitative and qualitative data with a goal of expanding and strengthening the study conclusions to answer the research questions and therefore to contribute to the published literature.

4.1 Results and interpretations

This study analyzed the extent to which teachers responded to the statements that were raised on the effect of teacher leadership supervisory competencies on students' academic performance. Empirical descriptive measures obtained using close ended questions were tested using the Likert Scale where the proportions of respondents of 'strongly disagree' and disagree' were combined since both of them were inclined negatively to the statements presented to them, while the proportion of "agree' were combined with those of 'strongly agree' since both were positive to the statements presented to them. Additionally, qualitative findings obtained from key informants using interview guides were recorded thematically and a triangulation of both findings was done.

Table 1: Significant differences in leadership supervisory competencies in relation to students' academic performance

Leadership supervisory competencies and students' academic performance						
Variable Indicators	D%	N%	A%	Mean	Std.Dev	Interpretation
Setting study goals and objectives	34.2	0.0	65.8	3.55	.885	Exceeds expectation
Setting classroom management rules	7.9	0.0	92.1	3.59	.636	Exceeds expectation
Making relevant decisions	27.7	0.0	72.3	3.78	.903	Exceeds expectation
Influencing students' values, attitudes and beliefs	28.9	0.0	71.1	3.83	.900	Exceeds expectation
Inspiration to work hard through role modeling and ethical behavior.	28.9	25.0	46.1	3.30	1.108	Meets expectation
Availability for effective supervision	27.6	18.4	54.0	3.29	.991	Meets expectation
Instilling self-monitoring and accountability	25.0	39.5	35.5	3.11	.873	Meets expectation
Professional qualification with supervision competencies	25.0	0.0	75.0	3.77	.923	Exceeds expectation
Participation in capacity building workshops	17.1	22.4	60.6	3.54	.986	Exceeds expectation
LSC contribution to class attendance, engagement and participation	13.7	28.1	68.2	3.56	1.190	Exceeds expectation
LSC contribution to continuous class assessment and UCE performance results	26.4	29.4	44.2	3.14	1.28	Meets expectation
Overall Mean				3.5		

Legend for Mean: 4.20-5.00 Very high, 3.40-4.19 High, 2.60-3.39 Average, 1.80-2.59 Low, 1.00-1.79 Very low. Source: Primary data (2020)

To understand teachers' views on the various indicators presented in the study, the percentage rate of practicing various leadership supervisory competencies was considered to establish the significant differences so as to identify what could be the cause of poor students' academic performance. Considering the measurable indicators of teacher leadership supervisory competencies and students' academic performance as shown in Table 4.1 above, majority of teachers indicated that they do work with students to set relevant study goals and objectives for a proper focus in their studies (65.8%), they do involve them in setting classroom management rules for maintenance of proper discipline (92.1%), students are empowered to make relevant decisions for good performance (72.3%) and that they influence students' values, attitudes and beliefs towards studies (71.1%). This was in addition to being professionally qualified with supervision competencies (75%), participating in capacity building workshops (60.6%) and being positive that leadership supervisory competences contribute to students' attendance, engagement and participation in class activities (68.2%). These indicators had high mean ranging between 3.54-3.83 interpreted as exceeding expectation. On the contrary however, there was low indications on teachers' inspiration of students to work hard through role modeling and ethical behavior (46.1%), their availability for effective supervision of students to ensure good performance (54%), instilling in

students a habit of self-monitoring and accountability for individual commitment to studies (35.5%) and a belief that application of leadership supervisory competencies contributes to students' continuous class assessment and UCE results (44.2%). These indicators had low mean ranging between 3.11-3.30 interpreted as meeting expectation. The above statistics imply that majority of teachers had consistent efforts in practicing those classroom leadership competencies which influence students' study behavior, but had inconsistent efforts concerning their individual behavior that promote students' academic performance.

These descriptive findings were supported by qualitative results from key informants, whereby concerning setting classroom management guidelines, Head teacher of school H0/002 stated that:

"Teachers are encouraged to engage students in setting study goals, objectives and setting classroom management guidelines because this makes students become eager to be guided on how to achieve them, are motivated to focus on their studies, but also they are obliged to abide by the set guidelines in implementing them", (Source: Interview No. 1).

Furthermore, a head teacher of the best performing school H0/003 in the district revealed that empowerment of students in decision making:

Such shows the extent to which the teacher as a leader is able to influence, involve and guide students in deciding on what they want concerning their studies and how they can achieve it, hence applying the student-centered approach where the teacher as a supervisor facilitates them on how to come up with relevant decisions for better academic performance but also on life issues in future”, (Source: Interview No. 5)

Furthermore, the District Education Officer emphasized the relevancy of workshops to the teachers by stating that:

“As a district we endeavor to organize capacity building workshops at least at county level though we are limited by funding. This makes such activities quite irregular. We too realize that teachers need refresher programs and we have also continued to encourage them to go for professional development. This enables them to interact with colleagues, identify existing school problems, agree on how to address them but to also share best practices”, (Source: Interview No. 14).

Furthermore, a head teacher of School H0/004 elaborated the contribution of teachers’ leadership supervisory role to the students’ attendance, engagement and participation in class activities by stating:

“It is true that to a good extent students’ class attendance, engagement and participation does reflect how much the teacher as a leader has put in to inspire them to have a bigger vision concerning their studies and to work as a team, involve them in various academic engagements like discussions. All these enable them perform better, considering the fact that students’ academic performance tends to indicate the quality of teaching and learning going on at a particular school. Accordingly, any teacher who practices these leadership competencies will go an extra mile to take interest in the attendance, involvement and participation of individual students during class. (Source: Interview No. 15).

In other words, when teacher leadership takes the direction of supervision of a subordinate, students trust and commitment is higher and would result into improved academic performance. Additionally, when teachers are shown that they are in charge and have the professional competencies to do so, they are challenged to use their self-efficacy to demonstrate to students that they are actually in charge as leaders.

Considering those indicators which scored low percentages, the District School Inspector who stated that:

“As a district, we have a problem of irregular attendance by a number of teachers especially in Government aided schools due to moonlighting in private schools. This limits their time of interacting with and counselling individual students over the challenges they encounter in their studies but also subject content coverage. Subsequently, this results into students’ practicing the same habit all of which negatively affect their academic performance.” (Source: Interview No. 7).

Concerning instilling in students a habit of self-monitoring and accountable for individual commitment to studies, a Head teacher of the school H0/001 stated that:

“In most cases a number of teachers are hardly concerned about talking to or encouraging students to realize that they are working for their own future and so they must learn to be self-accounting. This role is left to the career guidance teacher and yet these students cannot be handled by only one person. Unfortunately, teachers tend to be more respected in class and whatever they tell students is normally taken seriously which underscores the leadership role they play in inculcating a given character in them” (Source: Interview No. 10).

On the issue of the contribution of leadership supervisory competences to students’ class assessments, the District Education Officer who stated that:

“Teachers tend to believe that students’ continuous class assessment and final performance in UCE examinations is determined by a several other factors like parental motivation and participation in the learners’ life, teachers’ welfare, motivation and the general effort put in by the individual school especially in S.4. Unfortunately, performance in the new competence-based lower secondary curriculum depends more on the students’ continued scores from the activity of integration other than the final end of term or UCE scores. This therefore demands that the teacher continuously and effectively exercises the supervisory role over students’ learning progress. (Source: Interview No. 17).

The above qualitative findings confirm that much as some of the teacher leadership supervisory competencies are not effectively practiced by some teachers during supervision of the students’ learning progress, they have a significant association with students’ academic performance in Hoima District Government-aided Secondary Schools. To understand how much students’ academic performance is explained by teacher leadership supervisory competencies, linear regression tests were examined. The results of the tests are presented Tables 4.2 and 4.3

Table 4.2: Model Summary of Teacher Leadership Supervisory competencies and students’ academic performance Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.518 ^a	.268	.253	.916
a. Predictors: (Constant), Teacher leadership supervisory competencies				

Source: SPSS output (2020)

A correlation coefficient of (r = .518^a) indicates a moderate association between teacher leadership supervisory competencies and student academic performance in Hoima District Government-aided secondary schools while the (Adjusted R2 = 0.268), indicate that the effect of teacher leadership supervisory competencies on students’ academic performance is 26.8% in these schools. Furthermore, retrospective of actual influence of teacher leadership supervisory competencies on the dependent variable using a simple linear regression test indicates that it has a significant moderate linear effect (β = .500, p<0.01) and explains 50% of the total variation in students’ academic performance as indicated in table 4.3 below

Table 4.3: Regression results of teacher leadership supervisory competencies Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
1 ((Constant)	1.403	.278		5.043	.000
Teacher leadership supervisory competencies.	.498	.087	.500	5.729	.000

Source: SPSS output (2020)

Dependent Variable: Students’ academic performance

Accordingly, effective application of teacher leadership supervisory competencies would significantly affect students’ class attendance, engagement, and participation and consequently their continuous class assessment scores and UCE grades. The reverse is also true; hence this could partly justify the continued poor academic performance in Hoima District Government-aided Secondary Schools.

5.1 Discussion of findings

The study findings indicated that majority of teachers had consistent efforts in practicing those classroom leadership competencies which influence students’ study behavior, but were inconsistent concerning their individual behavior that promote students’ academic performance. Practicing the classroom leadership competencies is in line with [34] who pointed out that overtime most education systems have emphasized evaluation of teacher performance by considering how they conduct instruction during class which is reckoned as teacher competence which according to [10] tends to focus more on technological, pedagogical and content knowledge. However, this was in disagreement with [6] who insist that teacher’s personal competencies which relate to ones’ personal characteristics, attitudes, behavior and abilities are key in influencing students’ academic life.

The study confirmed that student involvement in goal setting keeps them focused in their studies which was in line with [47] who supports enhanced student engagement practices as a way if improving their concentration. The role of setting classroom management rules and practices in maintaining students’ discipline was also supported by [22] who insisted that such promotes a positive and supportive classroom climate which is conducive for learning. However, this contradicted with [28] who insist that strict classroom management rules can inhibit students’ creativity and expression, which limits their ability to think critically and engage in active learning and their ability to explore and develop their own ideas, and this could affect their entire life style [2]. was in agreement with study findings that students are empower to make informed decisions about their learning, by stating that such enable them become more motivated and engaged, with a positive attitude towards the learning process, and it promotes their critical thinking and problem-solving skills. However, this contradicted with [21] who assert that systemic factors, such as large class sizes, limited resources, and standardized testing pressures, may limit teachers’ leadership ability to fully utilize their leadership skills to promote attendance, engagement, and participation.

The study further confirmed that teachers influence students’ values, attitudes and beliefs towards studies for good performance. This was in line with [25] who asserted that a teacher as a leader initiates ideas, guides and influences students’ attitudes and behaviors towards those ideas which play a key role in achievement of school goals. This can positively impact students’ attitudes towards learning,

develop their critical thinking skills, increase their engagement in the learning process, hence resulting into reduced school dropout rates and improved academic performance. The study also indicated that majority of teachers were professionally qualified and regularly participated in capacity building workshops. This was in line with [38] who affirms that well trained teachers do make a difference in the quality of teaching and student performance and as reported in the Government White Paper GWP (1992), well-trained teachers do not only have a significant role to play in forging effective links between the student and themselves but also between the school and the community by positively influencing national programs and preparing the critical human resource necessary for national development. Furthermore [14], contend that provision of opportunities for teachers to work with and participate in various capacity building activities while at work was more effective in improving their practical skills and addressing specific real-life challenges at individual schools. Unfortunately, this contradicted with [1] who insist that teachers require adequate skill and knowledge in supervising the student learner which can only be attained through undergoing a specific training program to professionalize them, in lieu of the fact that many training institutions have not emphasized the supervisory aspect in monitoring the students’ learning progress in their curriculum.

Conversely, the study indicated divergent stand view points on teacher practices of the following constructs of their leadership supervisory competencies. Failure to inspire students to work hard by behaving ethically as role models and mentors was justified by [26] who argue that it may be difficult for teachers to balance their role as ethical role models and their instructional duties. However, this contradicted with [39] who maintain that ethical teachers were perceived as fair, impartial and with positive attitudes towards diversity, thus they had a positive impact on students’ attitudes towards school, their sense of belonging, engagement and hence their academic performance. So poor performance is blamed on inadequate ethical inspiration of students towards hard work.

Study findings further confirmed that teachers were not availing enough time to students for effective supervision which was in line with what [31] established that this was due to heavy workloads and competing demands on their time which tends to result into being stressed and overwhelmed, inability to engage in professional learning and improve their teaching practices. This was contradicted by [42] who justified the need to having adequate time for student consultations, by pointing out that such promotes student engagement, enable identifying of areas where students need additional support and guidance, develops targeted interventions which would result in improved student achievement in these schools. Furthermore, findings of inadequate instilling of self-monitoring and accountability

among students agree with ^[21] who argue that such may not work for all students, particularly those with learning disabilities or other challenges like not addressing the root causes of student under achievement, such as poverty, inadequate educational resources, or lack of support from family members; cultural or societal barriers. The scholar further argues that students may become too focused on grades and performance, which can lead to anxiety and stress; or feel overwhelmed or unsupported if they are expected to take too much responsibility for their own learning. Other study findings indicated low teacher awareness of the contribution of leadership competencies to students' continuous class assessment and UCE results were in agreement with those of ^[5] who established that while teacher leadership supervisory competencies are important, there is insufficient evidence to demonstrate a direct causal link between these competencies and students' performance in continuous assessment and final national examination results. This was also supported by the ^[9] which noted that while teacher leadership supervisory competencies can have a positive impact on students' performance, the impact may be limited if these competencies are not accompanied by other important factors, such as teacher motivation, school infrastructure, and community engagement. This implies that the impact of teacher leadership supervisory competencies on students' performance is not a stand-alone issue but it's controlled by other factors which must also be addressed.

The study revealed a moderate association between teacher leadership supervisory competencies and students' academic performance. This was in line with ^[8] who observed that supervisory competencies had a positive association with students' academic performance, whereby, teachers who used these competencies were better able to identify and address students' weaknesses and tailor their instruction to meet students' individual needs for better performance. In a similar view ^[9], established that teachers' use of supervisory competencies was positively correlated with students' academic achievement in national examinations. The results support ^[41] who stated that teachers are the single most important school-related factor affecting student learning outcomes and that "the quality of an education system cannot exceed the quality of its teachers", implying that students' academic performance it is to a large extent correlated and dependent on the quality of teachers.

The self-determination theory (1985), is in line with this study because it is built on the core assumption that humans have innate needs for autonomy, competence and relatedness to others, and seek out activities that satisfy these needs. Specifically, the study relates to the aspect of autonomy whereby when teachers enable students to set their study goals, objectives, classroom regulations, make decisions and influence student values and beliefs, then this feeling in control and intrinsically motivated helps teachers and students feel more committed, passionate, interested, and satisfied with the things that they do which could easily result into better performance. The study findings were also in line with the self-efficacy theory (1976) in reference to an individual's belief in the ability to perform a particular task or to deal effectively with a specific situation, acts as a motivator in performing given activities. So according to the current study findings, a number of leadership supervisory competencies that were inadequately practiced was explained by the theory as depending on the individual

teacher beliefs or judgement who thought they lack the ability to perform those tasks or deal effectively with a specific situation, and so negatively influenced students' academic performance in Hoima District Government-aided secondary schools.

6. Conclusion

The results on evaluation of the effect of teacher leadership supervisory competencies on students' academic performance have generated two main findings: The first finding was that even though a number of teacher leadership supervisory competencies are moderately practiced in Hoima District Government-aided secondary schools, some of them were still inadequately practiced. These include: poor teachers' ethical behavior as a role models and mentors, inadequate availability for effective supervision of students to ensure good performance, poor instilling in students a habit of self-monitoring and accountability for individual commitment to studies, and teacher's low belief that application of leadership supervisory competencies contribute to students' continuous class assessment and UCE results. The study therefore, established that these inadequate performances are the reason for students' poor performance in Hoima District secondary schools. The second finding was that teacher leadership supervisory competences have a significant positive effect on students' academic performance in these schools in Uganda. The study unveils the fact that students' poor academic performance in government-aided secondary schools is a supervisory issue, which requires better supervisory approaches to improve students' academic performance in Hoima district.

Recommendations

The study recommended that Universities should incorporate the supervisory approaches of: individual, innovative, integrative, creative, collaborative and team supervision in the teacher curriculum for effective supervision especially with the new lower secondary competency-based curriculum. Additionally, Hoima District Education Department should regularly conduct teacher capacity building workshops to address teacher incompetence's managing the competency-based curriculum but also to enable teachers share best practices of supervision with their colleagues. This should be coupled with considering teacher welfare so as to motivate their self-efficacy and determination towards work. Ministry of Education and Sports should conduct refresher programs through teacher professional development to strengthen the competence of instructional supervisors for effective monitoring and evaluation of teacher performance in supervising student learning progress.

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