

Impact of support supervision in promoting quality education in Primary schools in Kyegegwa District

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Introduction

This study set out to assess the impact of support supervision on the quality of teaching and learning in Kyegegwa District.

Objectives

The study examined the rationale for support supervision to teachers, it sought to find out the role of supervisors in relation to support supervision, it examined the various aspects of support supervision practised in schools and sought to identify the frequency of support supervision in schools of Kyegegwa District.

Methodology

To conduct this study, the researcher employed a mixed survey design method, with both quantitative and qualitative data collection and analyses methods. 40 headteachers as school-based supervisors, 240 teachers and 2 policy officers participated in the study. A questionnaire was used as the main tool of data collection. Interview and document analyses were used to substantiate the data gathered through questionnaires.

Key findings

The overall results of the study indicated that teachers lacked awareness and orientation on the activities and significances of support supervision. There was ineffectiveness in supervisory options. Many supervisors were not able to properly apply the necessary procedures for classroom observation. On the other hand, among the factors affecting support supervision was the lack of relevant training programmes for supervisors, scarcity of experienced supervisors in schools, inadequate supervision activities, and lack of supervision manuals in the schools as well as a small budget for supervisory activities.

Key recommendations

The research recommended that support supervision should be improved in primary schools in Kyegegwa district through (1) providing relevant in-service training for supervisors, (2) supplying manuals to supervisors, and (3) providing for adequate budgets that support the implementation of support supervision in schools.

Key references

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