

The impact of support supervision to teachers on pupils' academic performance in primary schools of Uganda: a case study of the primary schools in the west division of Mubende Municipality

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Introduction

Effective teaching has been proven to improve the learning of pupils (Malunda, Onen, John & Musaaazi, 2016). However, keeping other factors constant, the kind of pedagogical practices teachers employ determine how successful students can learn. This kind of scenario may not be different from what is happening amongst primary school teachers in Uganda. Yet, effective school supervision could encourage teachers to apply more robust and effective pedagogical practices. In this study, the researcher dredged into the effect of instructional supervision on the pedagogical practices of teachers on the academic performance of pupil's primary schools in Uganda. The study was incentivised by the persistent complaints from different stakeholders about the deteriorating performance of primary schools in the West Division of Mubende Municipality, which they attribute to poor teaching.

Objectives

The study examined the rationale for support supervision to teachers, it sought to find out the role of supervisors concerning 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 the West division of Mubende Municipality.

Methodology

The study used a descriptive and analytical cross-sectional research design. Qualitative and quantitative approaches were used to capture information to form explanations and in-depth justifications statistically. Questionnaires, an interview guide and document analysis were used to collect data from the respondents.

Key findings

1. Support supervision was done by subject heads, headteachers and to a less extent external supervisors.
2. Supervision enabled teachers to improve their pedagogical skills and competencies, however, teachers rarely received feedback upon assessment.
3. Academic performance was determined by the number of pupils who passed PLE.
4. Supervisors consistently supported the teachers during inspections.

Key recommendations

1. The government of Uganda should increase the non-wage budgetary allocations to the education sector to cater for the recruitment of more inspectors and procuring facilities for the mobility of inspectors.
2. The Ministry should provide regular in-service training to headteachers and subject heads on classroom observations and portfolio supervision.
3. Finally, the headteachers through the subject heads should

ensure that teacher preparation is in tandem with NCDC's guidelines and that what is taught corresponds to what is prepared.

Key references

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