

**SUPERVISION AND TEACHERS' PERFORMANCE IN SELECTED SECONDARY
SCHOOLS IN MUKONO DISTRICT, UGANDA.**

BY

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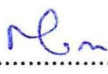
**A RESEARCH DISSERTATION SUBMITTED TO KYAMBOGO UNIVERSITY
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DECLARATION

I Nabwire Mangeni declare that the research dissertation entitled, "Supervision and teachers' performance in selected secondary schools in Mukono District." is mine and has never been presented to any institution for the award of a certificate, Diploma or Degree.

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APPROVAL

The research dissertation entitled “Supervision and teachers’ performance in selected secondary schools in Mukono District” by Nabwire Mangeni is hereby presented to Kyambogo University Graduate school with the approval of ;

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DEDICATION

This research dissertation is dedicated to my dear husband Tengi Jacob, my children Tengi Innocent, Tengi Wycliffe, Tengi Leah and Tengi Gift, my sisters, brothers and parents who have enabled me to reach this level. May the almighty God bless them abundantly.

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ACRONYMS

CVI – Content Validity Index

NAPE – National Assessment of Progress in Education.

QE – Quality Education

SPSS – Statistical Package for Social Scientists

UNATU – Uganda National Teachers Union.

USE – Universal Secondary Schools.

OPERATIONAL DEFINITIONS

Teacher – Individual who imparts knowledge to a learner.

School-Institution where knowledge is imparted to learners.

Supervision –Over seeing performance.

Performance- way how something is done.

Teacher performance- consists of planning, instruction and students assessment.

ABSTRACT

The purpose of the study was to investigate supervision and teachers' performance in selected secondary schools in Mukono District.

A cross sectional survey design was adopted for this study and both qualitative and quantitative methods were used to analyse the data using tables and figures.

The objectives of the study were to examine the types of supervision used; examine the objectives of supervision; determine teachers' performance and establish the relationship between supervision and teachers' performance in selected secondary schools in Mukono district.

A sample of 14 secondary schools with Universal Secondary Education was used for the study. 201 respondents including Head Teachers, Deputy Head Teachers, and Directors of studies, Heads of Departments, Class teachers and subject teachers were selected to answer the Questionnaires. One District Inspector of schools was also included in the study. For the District Inspector of schools an interview guide was used to get the necessary information. Frequencies and descriptive statistics were used to show the distribution of the responses from the different respondents.

The major findings of the study were as follows;

A number of supervisions are used, different types of objectives are fronted, teacher performance was good and the relationship between supervision and teacher performance was significant as far as planning and instruction are concerned, while insignificant as far as students' assessment was concerned.

The most commonly used type of supervision in selected secondary schools in Mukono District was clinical. The majority of the objectives pointed towards teacher performance. Teacher performance as far as planning; instruction and student assessment are concerned was good, the relationship between supervision and teachers' performance was found to be positive as far as planning and instruction are concerned, while negative as far as students' assessment was concerned.

The recommendations were as follows;

- 1) The school administrators should intensify supervision in their respective schools in order to improve on planning, instruction and students assessment in order to improve teachers' performance.
- 2) Supervisors should encourage collegial supervision in schools to enhance teacher performance.
- 3) School administrators should enhance a positive relationship between supervision and teacher performance to have maximum performance.
- 4) The Ministry of Education and Sports should increase the officials of the inspectorate section in order to match with the increasing number of schools for effective supervision.

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CHAPTER ONE: INTRODUCTION.

1.0 Background

Supervision began in colonial New England as a process of external inspection. It was executed by educational administrators in formal schools in the late 1830s. It was to check whether teachers were following the prescribed curriculum and whether students were able to recite their lessons.[http://education.stateuniversity.com /pages 2472](http://education.stateuniversity.com/pages/2472).

In Uganda, the Phelps-Stokes Commission Report indicates that the missionary education lacked supervision by the government. Closer inspection and supervision of schools by the colonial government was recommended by the Commission (Ssekamwa, J.C. 1997). Supervision was done by committees of citizens who had the responsibility of visiting the teachers to determine whether they were doing their job in the required way. It was the basis for making decisions about retention and other kinds of rewards. Supervisors and Principals did visit classrooms for the purpose of inspecting, rating, monitoring and making personnel decisions.(Vashist, 1994).

The Uganda Government being committed to Education for All (EFA) Goals as well as the Millennium Development Goals (MDGs) to be achieved not later than 2015, embarked on Universal Primary Education (UPE) in 1997. Ten years later, Universal Secondary Education (USE) was also brought on board to address the issue of access to education. (NAPE Report 2009).

The Uganda Government, in a bid to ensure quality improvement in Education through the Uganda National Examinations Board, embarked on carrying out National Assessment of

progress in Education (NAPE) at the secondary level in 2008 as indicated by the NAPE report of 2010. In the same report, teacher absenteeism was noted as a big problem in secondary schools and supervision was recommended as one of the solutions to the problem. According to <http://www.oecd.org/documents> in education circles the presence/absenteeism of teachers affects the achievement of school goals either positively or negatively. The presence of the teacher in teaching determines the knowledge and skills passed on during teaching/ learning process as the teacher's role is to guide the learners. Before the school goals are affected due to presence/absenteeism of the teacher, it is the teachers goals that will be affected first. It is postulated that if the cause of teacher absenteeism is not addressed then the government may fail in achieving quality improvement in education.

Theoretically, the study is guided by the Bureaucratic theory as noted by (Buchanan & Andredzi, 2007). It notes that organisations have a particular type of organization structure and is concerned with how work is divided, coordinated and controlled. Amongst the rational principles mentioned is monitoring through hierarchical supervision. Supervisors have to oversee the supervisees while at work to check whether they are in line with the expected methodology. It is also in line with the classical management theory as noted by Buchanan & Andredzi, (2007) who postulate that amongst Fayols six managerial activities is controlling. To them controlling is monitoring progress to ensure that plans are carried out properly. Monitoring has to be on going to be able to correct any anomalies in time to avoid wastage.

Conceptually; supervision is the process of making adequate provision for all of the conditions which are essential for effective learning through effective teaching (Miacibi, 2005). Supervision is a process that provides an individual with the opportunity to clarify and resolve issues and dilemmas presented by their clients and workplaces. It ensures that standards are maintained as

pointed out in the website <http://www.rico.au/training/lifeskills/supervision.htm>. According to Jeteraps.scholarlinkresearch.org/articles/The impact of Head Teachers.Pdf. Wehmeier, (2004) is quoted that supervision is the act of being in charge and making sure that everything is done correctly and safely. Supervision therefore provides the opportunity to monitor and evaluate performance in relation to set objectives.

Supervision has two dimensions; General supervision which subsumes supervisory activities that take place outside the classroom and Instructional supervision which is concerned with the student learning in the classroom. (Okumbe,1999). Nambasa, (2003) concurs with Okumbe, that supervision has two dimensions. To her general supervision includes a comprehensive set of activities designed to improve instruction while clinical supervision is the process of conferring and observing a teacher in the classroom in order to provide useful feed back about teaching. Wiles, J. and Bondi, J, (2000), postulate that supervision has three dimensions. These are administrative, curricular and instructional supervision. Administrative supervision-involves planning, organizing and evaluating processes, curricular supervision-on the other hand is concerned with what is to be taught while instructional supervision is concerned with how the curricula is taught.

There are three types of instructional supervision; namely clinical, collegial and the riffle approach. Clinical supervision is a process of seeing a teacher in class. This aims at improving the teachers' effectiveness. (Vashist,1994), (Glatthorn, 1990), (Chris Emerson and Ivor Goddard, 1993), (Ornstein, (1995), (Okumbe, 1999), (Brennen, 2000), (Hopkins, W.S Kenneth D Moore, 1993). It is noted that the only difference that exists is the number of stages involved. Collegial supervision is a process where teachers supervise each other while teaching. It is to improve the teaching practices. (Vashist, 1994), (Kochhar, 1997). The Riffle Approach is cooperative

supervision of teachers of different schools. It improves the teaching process (Vashist,1994), (Kochhar,1997).

Supervision therefore reduces the risk of being over worked, enhances work performance and increases job satisfaction. (<http://www.rico.au/training/life-skills/supervision.htm>).

The researcher believes that through supervision the work load given is evenly distributed amongst supervisees and does not cause fatigue to affect performance.

Good supervision positively affects organizational results and the overall work environment as provided in the website, <http://wwwcouncil.ca/hr.toolkit/keepingpeople.supervision.cf>.

Supervision maintains punctuality and discipline at work as pointed out by (Mbiti, 1999). In situations where instructional supervision is lacking, this will lead to teachers' poor instructional performance in schools as indicated by www.medwelljournals.com/fulltext/?doi=pjssci.2010.437.440.

In supervision, leadership styles are inclusive. These can be authoritarian, consultative/participative, or consensus approach. Under the authoritarian approach, the school leader makes decisions alone. In consultative/participative approach the principal makes decisions after gathering and examining other staff members opinions and ideas. While in the consensus approach-the school climate is one of trust and open communication. (www.questia.com/library/Education/educational=administration/tr-supervision).

Performance is the act of carrying out something, the execution of an action; something accomplished or carried out against agreed expectations. (Barugahare, 2000).

According to Ministry Of Education and Sport (MOES), (2010) teacher performance constitutes making a scheme of work, lesson planning, keeping record of work, record of learners'

attendance, using various methods of teaching and evaluating learners, getting involved under different committees, co-curricular activities, health, sanitation and environment, safety and security. In addition to the above list, Nampa, (2007) has, punctuality, regulation and giving of tests as well as supervision of students preparation.

In all Education systems, the performance of teachers is one of the factors determining school effectiveness and learning outcomes as pointed out by (UNESCO report, 2000). It is noted that if the teachers performance is good, then there will be good learning outcomes and when the performance is bad, poor learning outcomes will result. Kupermintz, (2000) stresses that teacher performance can be either good (effective) or bad (ineffective). Effective performance will lead to student gains. Huczynski, A.A. and Buchanan, D.A., (2007) further postulate that performance can be assessed by use of measures such as quality, quantity and time.

Presently in Mukono District, the performance of USE schools is wanting unlike in non USE schools. Therefore it is against the above background that the researcher carried out a study about supervision and teachers' performance in selected secondary schools in Mukono District.

1.1 Statement of the problem.

Like many organizations, schools are established to achieve particular aims and goals amongst which is success. The success can be achieved with efficient and effective supervision. There has been a public outcry as far as performance in USE Schools is concerned. Referring to the National Assessment Progress in Education (NAPE) report of 2009 and 2010, there is a difference in performance between schools with USE and those with no USE. The schools with USE performed poorer than those with no USE. The report identified teacher absenteeism as one of the causes of poor performance in USE schools. It is noted that teacher absenteeism showed

that teacher performance was lacking. According to Claude .S G. and Kris C. (1992), it is stressed that absenteeism as one of the signs of poor performance. Further more Nampa, (2007), noted punctuality as one of the components of teacher performance. It is clear that one can not be punctual while absent. This implies that once absent all other expectations would not be accomplished thus affecting teacher performance. The NAPE report recommending regular supervision and monitoring as one of the measures to curb absenteeism, implied that there was something wrong with supervision. Lack of supervision and low learning results were confirmed by (Uganda National Teachers Union (UNATU), 2011).

Presently in Mukono district there are both secondary schools with USE and those without USE. Schools with no USE perform better than those with USE in National Examinations. It is due to this that the researcher decided to carry out a study to find out about supervision and teachers' performance in selected secondary schools in Mukono District. The study will therefore fill the knowledge gap to this effect.

1.2 Purpose.

The purpose of the study was to establish whether supervision has any significant effect on teachers' performance in selected secondary schools in Mukono District.

1.3 Objectives.

The objectives of the research study were:

- 1) To identify the types of supervision used in secondary schools in Mukono District.
- 2) To find out the objectives of supervision of teachers in secondary schools in Mukono District.

- 3) To determine teachers' performance in secondary schools in Mukono District.
- 4) To establish the relationship between supervision and teachers' performance in selected secondary schools in Mukono district.

1.4 Research questions.

The following were the research questions for the study:

- 1) What types of supervision are used in secondary schools in Mukono District?
- 2) What are the objectives of supervision among teachers in secondary schools in Mukono District?
- 3) What is teachers' performance in selected secondary schools in Mukono District?
- 4) What is the relationship between supervision and teachers' performance in selected secondary schools in Mukono District?

1.5 Scope.

Contextual Scope.

The study covered a number of aspects which included, types of supervision used in secondary schools, objectives of supervision in secondary schools, determined teachers' performance in selected secondary schools in Mukono District and established the relationship between supervision and teachers' performance in selected secondary schools in Mukono district.

The study was carried out in selected secondary schools in Mukono district.

1.6 Significance.

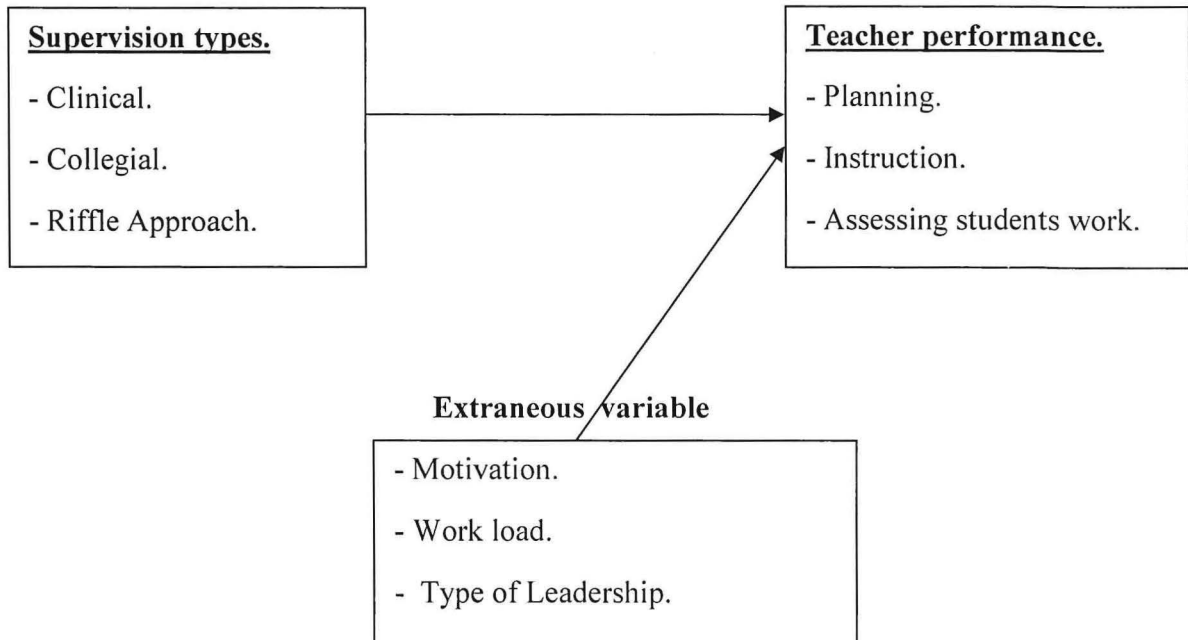
- 1) Its hoped that teachers would use the information obtained from this study to improve on their performance.
- 2) The Head teachers would be encouraged to supervise the teachers in their schools to achieve teaching and learning effectiveness in the schools.
- 3) The research study would help school inspectors to supervise the teachers to enable improvement in the teachers' performance.
- 4) Future researchers could use the information from this research as a basis for their study.

1.7 Conceptual frame work

Figure 1: showing the conceptual frame work

Independentvariable

Dependentvariable



Source: Adopted from the Bureaucratic Theory.

Figure 1 shows the conceptual frame work for the study. According to the researcher, the figure reveals that types of supervision are the ones that lead to better teacher performance. In the figure, the independent variable is supervision. This is subdivided in to clinical, collegial and the riffle approach. It is measured against the dependent variable, teacher performance. Teacher performance is considered to comprise of planning, instruction and assessing students work.

Extraneous variables that could influence the study are motivation, workload and leadership style as pointed out by the (UNESCO report 2000).

It is therefore conceptualised that if supervision is emphasised in schools, it leads to increased teacher performance. At the same time, motivation, workload and type of leadership affect teacher performance.

According to Musaazi, (2006), supervision is the process that makes teachers more effective in their teaching role.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

Literature review is done by considering the types of supervision, objectives of supervision, a review of teacher performance, and to establish the relationship between supervision and teachers' performance in selected secondary schools.

Theoretically, the study is guided by the Bureaucratic theory as noted by (Buchanan & Andredzi, 2007). It notes that organisations have a particular type of organization structure and is concerned with how work is divided, coordinated and controlled. Amongst the rational principles mentioned is monitoring through hierarchical supervision. This shows that in organisations, supervision is done at different levels. Individuals are answer to others (supervisors) about what is expected of them. According to Huczynski, A.A. and Buchanan, D.A., (2007) the chain of command has to be clear and the span of control has to be manageable for supervision to be efficient and effective.

2.1 Types of supervision

There are various types of supervision employed in different organizations and these are of various uses. According to George Kris code (1992) supervision is a process that determines if or how well a job has been done. It establishes areas where monitoring is needed, compare actual performance with desired results and takes action as necessary. Insufficient or inadequate supervision, leads to wasting valuable resources and prevent the organization from achieving its objectives. Supervision should improve performance but not seek to punish performance that is not of an acceptable standard. Kochhar, (1997) stresses the purpose of supervision as bringing

about a continuous improvement in the instruction process. Brennen, (2000) quotes Glickman, et al, (1998) who believes that the success of a school depends on supervision, which draws together the discrete elements of instructional effectiveness into whole school action. While Mosley et al (2008) note that supervision is working with people to inspire, empower and develop them so that they become better and more effective in their working roles. During supervision, performance standards are set and these are used to exercise control by comparing performance to them thus making sure that performance complies with the established standards.

Considering the above, supervision is a tool that enables organizations to achieve their aims and goals. The different scholars define what supervision is and present its relevance but do not specify the type. This research study is to fill the knowledge gap about the types of supervision used in Mukono District.

As far as this research study is concerned, the types of supervision to be considered are collegial, clinical and the riffle approach.

These are as follows;

2.1.1 Collegial supervision

Collegial supervision is a process that involves teachers in the supervision of each other while in class. (Glickman, 1990), (Vashist, 1994), (Kochhar, 1997). The teaching process is described through the use of video tapes, audio tape or interaction analysis. The teachers also work together on the analysis and the process of generalizing the implications for future teaching. This type of supervision needs purpose, training, scheduling and troubleshooting. This type of supervision is expensive in terms of purchasing the tapes that have to be used and time that is

spent. The researcher therefore wonders as to whether the teachers would be able to perform other duties as expected of them.

2.1.2 Clinical supervision

Clinical supervision is a process of seeing a teacher in class. (Ornstein,1995). The difference arises in the process of trying to explain the steps/stages involved.

Some scholars believe that clinical supervision is made up of five stages and these are: the pre observation conference, observation, analysis and strategy, supervision conference, post-conference analysis. (Glickman,1990), (Hopkins and Moore, 1993), (Vashist,1994), (Ornstein, 1995) and (Brennen, 2000). The above is a lengthy process that needs a lot of time if it is to be implimented. However if adopted by the supervisors, all the teachers of a particular school could not be supervised at least 3 times in a term as recommended by the (minimum standards, 2010).

Others believe that it is made of six stages and these are, clarifying the supervisory relationship, planning, observing, analyzing, conferring, and evaluating, (Glatthorn, 1990).

Others scholars believe that clinical supervision is made up of three stages and they are; pre-observation, observation and post observation.(Ornstein, 1995), (Okumbe, 1999), (Lunenburg and Ornstein, 2000). However Ornstein, (1995) quotes Morris Cogan, (1973) who believes that clinical supervision consists of seven stages; establishing the teacher-supervisor relationship, planning the lesson with the teacher, planning the strategy of observation, observing instruction, analyzing the teaching-learning process, planning the strategy of the conference, the conference and renewed planning. All these processes are included to have improvement in the teachers performance though they are time consuming.

Emerson and Goddard, (1993) observe that in clinical supervision, the appraiser and the teacher are clear about the purpose of the classroom observation, the role of the appraiser during the lesson and the criteria that will be used during the observation of the lesson. Appraisal discussion about the lesson has to be held on where to improve and how. Through this, teachers will have ready solutions to their challenges enabling them to improve their performance in future.

Considering all the above versions of clinical supervision, it should be noted that teachers behavior and techniques are observed, analyzed and interpreted, discussions made with intentions of improving the teacher's effectiveness. The teacher and the supervisor have to work in unison for better results.

2.1.3 Riffle approach supervision

According to Vashist, (1994) the riffle approach is one where a school that has an interest and readiness for" direct supervision is identified. The teacher or teachers, who would like to participate in cooperative supervision, are also identified. Then a great effort is expended to provide the necessary support system to develop and maintain the action. It is done on the assumption of a 'spread' or multiplier effect. Whereby if teachers get involved in the project it's hoped that other teachers would become secure and interested enough to try it. Vashist, (1994) and Kochhar, (1997) believe that prior planning with Head teachers and teachers should be done, identification of specific significant things to be observed and holding of conferences about the teaching process. Through this type of supervision, teachers involved gain a lot from a variety of criticisms made as the supervision involves a group of teachers. However the researcher wonders if it will not affect their performance at particular stations since the process equally needs time and it appears to be an extra duty.

As far as this research is concerned, clinical supervision will be considered since it involves a supervisor with a supervisee. In clinical supervision the supervisor could have a number of other aspects to measure other than improvement of instruction that is seen in collegial and the ruffle approach.

2.2 Objectives of supervision:

Evans, D., (1999) notes that objectives are reasons why organisations exist. According to the Oxford Dictionary, (2000) an objective is something that someone wants to achieve. Bulin (2001) considers an objective as a specific statement of what will be done to achieve a goal. Mosley et al (2008) postulate that objectives are goals that provide the desired purposes and results for an organization and its parts. Mosley et al (2008) further have it that the importance of setting objectives is knowing where you are heading and that plans are aimed at achieving objectives. Similarly Betts, (1993) postulates that objectives should be intelligently planned to fit into a time scale within the capabilities of performance. The above scholars have defined objectives and also given their relevance.

Considering the works of some scholars in relation to objectives of supervision, the objectives proposed were in line with the following ;

Improve instruction as observed by (Brennen, 2000), (Zumamuzi, 2004), (Musaazi, 2006). Through this teachers' performance is expected to shift from poor levels to better levels as far as instruction is concerned.

Maintenance and improvement of quality as stressed by Maicibi, (2005). Quality performance is to be enhanced and improvement done in weak areas in order to be considered as better performers.

Efficient and effective teaching as pointed out by (Ornistein, 1995), (Okumbe, 1998), (Mbiti, 1999), (Brennen, 2000), (Zumamuzi, 2004) and (Maicibi, 2005). By being efficient, the teachers will perform at minimal costs without wasting resources and be effective by completing all roles assigned to them on time.

Teacher empowerment through workshops and in service courses as observed by (Singh, 2000) and (Agakhan, 2007). This is away of equipping the teachers to have better performance although it is expensive.

Direct support service as noted by (Ran Dall, 2001). This enables teachers to achieve their goals since the services needed are always provided, which is in agreement with (Odur, P.A. and Kabullar, H., 2000).

According to Maicibi (2007). Discipline of individuals enables organizations to achieve their objectives, since absence of rules and regulations leads to chaos. This implies that for both teachers and schools to achieve their objectives, discipline is a key factor that should not be overlooked. This can be two way, referring to the discipline of teachers as well as that of students.

The objectives of supervision are set in place to enable particular organizations attain success. These objectives can be further used as guidelines to operations in organisations as noted by (Glickman, 1990). Therefore this study is set out to find out the objectives of supervision in Mukono Distict and assess whether they are in line with those put across by other scholars else where.

2.3 Teacher performance:

According to the Oxford English Dictionary (2000), performance refers to how well or badly you do something.

MOES, (2010), a teacher is an individual who imparts knowledge. The researcher therefore defines teacher performance as the quality of a teachers roles or activities.

The performance of a teacher can be assessed by carrying out an evaluation. When evaluation is used to rank the quality of something, it's referred to as summative evaluation and if it's used for the purpose of improving the process it is known as formative evaluation as noted by (Kupermintz, 2000). The researcher believes that one can not carry out an evaluation of a teacher's performance minus a list of the components of teacher performance. This is so because the components of teacher performance will be used as a yard stick.

Generally all scholars believe that instruction is one of the components of teacher performance. (Glickman, 1990), (Nambasa, 2003), (Carl D et al, 2010). The researcher contends with the above scholars as from practice, the major role of the teacher is instruction.

However, on the other hand different scholars tend to differ in a number of other components of teacher performance as seen below;

Ornistein, (1995) notes that teacher performance is made up of planning instruction, assessing students among others. While Mbiti, (1999), Nambasa, (2003), observe that teacher performance also comprises of punctuality and discipline.

According to [jeteraps.scholarlinkresearch.org/articles/The impact of Head Teachers. Pdf](http://jeteraps.scholarlinkresearch.org/articles/The_impact_of_Head_Teachers.Pdf). teaching standards are in line with those postulated by Nampa, (2007), MOES, (2010), but further has making lesson notes and adherence to prescribed lesson time.

Similarly those put across by <http://www.nctq.org/docs/81-07.pdf>. are in line with those of the above and only includes some more which are implements the lesson plan effectively,

communicates effectively with students, provides students with appropriate evaluative feedback, displays a thorough knowledge of curriculum and subject matter, selects learning content congruent with the prescribed curriculum, provides opportunities for individual differences, ensures student time on task, sets high expectations for student achievements, demonstrates evidence of students' academic growth, demonstrates evidence of personal organization, establishes and maintains discipline, organizes students for effective instruction, demonstrates effective inter personal relationships, demonstrates employee responsibilities, supports school regulation program and policies, assumes responsibilities outside the class as they relate to school. It is noted that the standards put across by www.state.gov/documents/organisation/203750.pdf and <http://www.ctc.ca.gov/educator-prep/TPA-files/TPEs-Full-Version.pdf> are subsets of those outlined by <http://www.nctq.org/docs/81-07.pdf>, Nampa, (2007), (MOES, 2010).

Basing on the above, it is seen that different scholars put across different components of teacher performance. The research study is to fill the knowledge gap as far as teacher performance in Mukono District is concerned. As far as this research study is concerned, teacher performance is to be looked at by considering planning, instructional delivery and assessing students work.

2.3.1 Supervision and teacher's planning.

Evans, D., (1999). looks at planning as the process of ascertaining the facts of a situation. This is done by provision of appropriate resources, setting standards and evaluating performance to keep it in line with the original plan. Bulin, (2001) notes that a plan is an action and it allocates resources for achieving an objective. The benefits of planning are to give direction, anticipate problems and how to overcome them, increase productivity by ensuring that people, equipment and other resources will be available when needed. Planning is devising a course of action to

meet that expected demand, (Andrezi and Buchanan, 2007). Mosley et al (2008) stress that planning is deciding what will be done in the future. It is forward looking, involves setting an objective or goal, identifying and assessing present and future conditions affecting the objectives and developing a systematic approach by which to achieve the objective. They further have it that the effectiveness of any thing depends on the quality of planning done. The above scholars define what planning is and also put across the relevance of planning. Mosley et al (2008) concur with Bulin, (2001) that poor planning results in disorganized and uncoordinated activities, thus wasting time, labor and money, proper planning is needed to overcome short-run crises that supervisors meet. It is noted that supervision oversees planning. Betts, (1993) notes that absence of planning lead to chaos, individuals work from crisis to crisis, frustration develops and productivity reduces. The Oxford English Dictionary (2000), defines planning as a process of making detailed arrangements for something you want to do in future. The researcher concurs with the Oxford English Dictionary (2000) definition of planning and believes that as far as teachers' performance is concerned, the planning process includes; making lesson plans, schemes of work, lesson notes amongst others. The researcher also believes that plans act as points of reference for any work that is to be done. Planning enables one to work within the laid down limits and prevents one from diverting from the norm. Supervisors have to check for the teaching standards that include lesson plans, schemes of work amongst others, as postulated by Musaaazi, (1982) and Okumbe, (1999) (MOES, 2010). The researcher believes that through supervision, anomalies of planning are identified and corrected.

According to MOES. (2006). Good planning of a lesson followed by effective implementation, is expected to lead to its efficient delivery that can be ascertained through assessment and

evaluation. From the statement it can be concluded that once a teacher has planned, it is the duty of the supervisors to assess his/ her performance in relation to the plan.

However Maicibi, N., (2007). Planning is the process of working out in broad outline, the things that need to be done and the methods for doing them to accomplish the purpose set for the enterprise. A plan is a guide line for reference as work is in process and base for evaluation.

2.3.2 Supervision and instruction:

The Oxford Dictionary (2000), defines instruction as the act of teaching something to somebody. According to Kaahwa, (2007) instruction is the process of giving knowledge, teaching, guiding and directing. Basing on the above, the researcher looks at instruction as the way knowledge is passed on to learners. Supervision of teachers' instruction determines the components/standards/elements involved. The instruction is measured in line with set standards. In case all the desired elements are found, then it's reinforced but if some are lacking, they are reminded of what could be missing as per the set standards, avoiding omissions therefore sticking to the norm as noted by Ornstein, (1995). Musaaazi, (2006), MOES, (2010). The researcher postulates that this maintains standards of the instruction process.

As a result of supervision of teachers during instruction, for any gaps identified, seminars and workshops or induction courses are recommended by the supervisors to enable professional growth of the teachers. Through the workshops, advice and guidance are provided, knowledge, skills and strategies are acquired. These can be used to improve their performance as far as instruction of future lessons is concerned as stressed by Brennen, (2000), Macnee, (2000), Sidhu, (2000), Macnee, (2003), Marlow Ediger and D. Bhaskara Rao, (2006) Marlow Ediger and Digumarti Bhaskara Rao, (2007) (Aggarwal, 2007). The researcher concurs with the above

scholars but further has it that the demonstrations made during the seminars act as eye openers to teachers in areas that could have proved to be challenging earlier on.

The collaboration between the supervisor and the teacher during supervision of instruction, enables the data analysis process that leads to professional development of the teacher as urged by Vashist, (1994) Ornstein, (1995) and (Glatthorn, 1990). It is believed that through this teachers learn self-analysis that can be used for future lessons thus enabling them to work with minimum supervision.

It is believed that supervision provides a pleasant, stimulating and wholesome environment in which to work as indicated by Musaaazi, (1982) Brennen, (2000), (Maicibi, 2005). The conducive environment provided is as a result of disciplinary procedures with held in the school as well as prior arrangement done by the teacher since he/she also plans for the lesson, enabling instruction to be effective.

Supervision improves instructional effectiveness through delivering instructional resources as noted by Okumbe, (1999) Mohanty, (1998) UNESCO, (2001) and (Musaaazi, 2006). These are used as teaching and learning aids to support the teaching methods enabling teaching/learning to take place. It is believed that the use of teaching/learning aids enables the teacher to deliver with ease without laboring a lot while explaining to enhance learning. This is so because all the senses of the student will be engaged. Abstract concepts will be easily understood due to the presence of the teaching / learning aids that will act as physical reality.

During supervision, supervisors suggest appropriate materials for instruction as noted by (Ornstein,1995). In cases where poor choices have been made, supervision enables the teachers

to come up with appropriate teaching/learning aids for various lessons. This enables effective teaching.

Zakrajsek, (2000), the importance of measuring teacher performance / instruction is for improvement purpose which later contributes to the achievement of the institution.

Zakrajsek, (2000) has it that effective instruction is as a result of the relation between students and teachers, encouraged cooperation between students, encouraged active learning, giving of prompt feedback, emphasizing time on task ,cumulative high explanation, use of various methods to enhance learning, teachers being committed to students, knowing the subject matter and being responsible for managing student learning.

MOES (2006) Basing on the poor performance in science and Mathematics from 2000-2004 as indicated by UNEB, the cause of the poor performance was weakness revealed in content, context, methodology, assessment and teaching. This was as a result of teachers' failure to focus on the learners' needs, preferences, individual differences and experiences. It then suggested methods to be used by teachers to enable effective teaching and learning. The finding showed that the students' poor performance was linked to the inadequate performance of teachers.

2.3.3 Supervision and assessment of students.

Assessment is the process of finding out how much learning has occurred after teaching as noted by (Odongo, 1999). The Oxford Dictionary (2000), defines assessment as an opinion or judgment about somebody or something that has been thought about very carefully. Assessment is the process of collecting and accumulating information about students learning achievement over a period of study time and using it to guide the students learning and determine their level of attainment as stressed by (MOES, 2005). The researcher contends with Odongo, (1999) and

believes that when assessment is done, the results are of great importance to the teacher since they can be used to make a number of decisions like preparing for remedial lessons for under scorers and for general improvement in instructional performance.

The [jeteraps.scholarlinkresearch.org/articles/The impact of Head teachers.pdf](http://jeteraps.scholarlinkresearch.org/articles/The%20impact%20of%20Head%20teachers.pdf). quotes Eshiwani, (1993) who believes that one of the standards of teaching is pupils exercise. Exercises can be used for assessment by the teacher. MOES, (2010) and Ornstein, (1995) also believe that learners should be assessed. The researcher contends with Odongo, (1999) and MOES, (2010), that assessment can be done, through exercises, tests examinations, home work, course work among others. MOES (2006) The results of assessment and evaluation can be used by the teacher to improve the subsequent presentations leading to improved performance in Science and Mathematics./ the respective subject. The researcher believes that assessment has to be done to gauge the teacher's position as well as that of the students.

2.4 Relationship between supervision and teacher performance:

The relationship between supervision and teacher performance can be either positive or negative. Claude .S.G and Code, K (1992) stress that poor relationship with supervisors lowers job efficiency. The researcher postulates that a positive relationship will enable teacher performance.

The Positive relationship shows that;

Through professional readings and arranging of exhibitions made as a result of supervision teachers are guided and enabled to acquire knowledge as noted by (Musaazi, 1982). The researcher stresses that the knowledge acquired can be incorporated in the methods of delivery to facilitate the teaching process.

Clinical supervision enables individuals to acquire knowledge and skills, improve client care, it is a cornerstone of quality improvement and quality assurance as urged by www.ncbi.nlm.nih.gov/books/NBK64848, (Vashist, 1994). The researcher notes that the knowledge and skills acquired can be of use when handling the different students during instruction.

The curriculum and the materials to be used in implementing that curriculum, as well as the techniques employed for transacting the curriculum are improved during supervision as postulated by (Vashist, 1994). The researcher stresses that as a result of any changes that may be identified by the supervisors, the information is passed on to the teachers and they are expected to adjust in the planning, methods of delivery as well as teaching /learning aids to be used in order to have quality work.

Supervision encourages the use of local materials to come up with teaching /learning aids as noted by (Mohanty, 1998). The researcher believes that supervision encourages improvisation which enables the teacher to continue with the lessons, emphasizing the practical skills even in the absence of factory made teaching/learning aids.

It is observed that through supervision, teachers learn new approaches of doing things successfully on their own as noted by (Mohanty, 1998). The researcher believes that this eventually leads to independency of the teachers as far as teaching is concerned, and one is likely to develop professionally to the extent that one can carry out the specified roles with minimal supervision.

When supervision positively takes place, teachers become motivated and eventually seek further professional development as noted by (Brennen, 2000). The researcher believes that with

professional development, more skills and knowledge will be acquired and these will be of use during instruction.

As a result of supervision psychological and technological support is provided to teachers, as pointed out by the (UNESCO, 2001). Through the dialogue, meetings and interactions between the teachers and the supervisors, the teachers request for what is needed, gain confidence as their expertise and creativeness is broadened, the researcher believes that this acts as a good foundation for the instructional program.

Supervision allows maximum use of human and material resources as argued out by (Musaaazi, 2006). The researcher thinks that since supervisors are always monitoring the supervisees, dodging and redundancy are not entertained. Individuals are always at work when expected and use the necessary materials.

The human resources in a school are molded and shaped to fit the interdependent roles required in a conducive and effective teaching and learning environment as stressed by (Musaaazi, 2006). The researcher believes that since the teachers are expected to act and behave in a particular way while carrying out their duties, this eventually becomes part of them.

According to www.studymode.com/essays/compare-And-contrast-the_Relationship-Between-1364164.html. Supervision is an administrative tool and core process in determining standards and maintaining quality in education and it enhances teacher's performance. The researcher concurs with the above since supervision through monitoring checks for deviations from the expected standards and guidance is provided where necessary.

However, on the other hand through the supervision visits made teachers become stressed as mentioned by (VSO UNESCO Report, 2000). The researcher postulates that when stressed it is automatic that the teachers cannot perform as expected.

In reference to the above, it is seen that the positive relationship between supervision and teacher performance, outweighs the negative relationship. Therefore during supervision, the supervisors should look for all ways of eliminating stress to have their supervisees perform as expected or even beyond the expected level. As far as this study is concerned, it is to fill the knowledge gap about the types of supervision used, the objectives of supervision, teacher performance and the relationship between supervision and teacher performance in Mukono District.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This research methodology presents the study design, study population and study area, sample size determination, sample methods, data collection methods and instruments, validity, reliability, data management and analysis, procedure and study limitations.

3.1 Study Design.

The research study used a cross sectional survey design since various categories of individuals were involved. The cross sectional method is suitable at describing the characteristics of an event and providing data about the population. Amin, (2005) postulates that cross sectional survey is used to gather data from a sample of a population at a particular time and later extrapolate it to the entire population.

3.2 Study area and study population.

The study was carried out in Mukono District. Mukono District is located in the central region of Uganda. Mukono district has secondary schools with both Universal Secondary Education (USE) and Non Universal Secondary Education.

The study population consisted of only government secondary schools with USE. The study was carried out in government secondary schools with USE because these had been identified to be performing poorer than those with no USE. (NAPE report, 2010).

It also consisted of secondary school Head teachers, deputy head teachers, directors of studies, heads of departments, class and subject teachers and the District inspector of schools.

3.3 Sample size and sampling technique.

In Mukono District, there are 15 Government Aided secondary schools with Universal Secondary Education and 14 of these schools were used in the study. (Appendix VII).

The 14 schools were arrived at using R.V Krejcie and D.N Morgan, (1970) table as presented by Amin, (2005). Since there were 15 schools in Mukono district basing on Krejcie and Morgan's table 14 schools were to be chosen. The sample size was therefore as follows.

Table 1 How the sample size was got;

| Category of school | Population | Sample | Percentage Sample |
|---|------------|--------|-------------------|
| Government with universal secondary education | 15 | 14 | 93% |
| Total | 15 | 14 | 93% |

Basing on the table amongst the 15 Government secondary schools with universal secondary education, only 14 were chosen. The schools names were written out, coded, placed in a container. The container was shaken to allow mixing and the small papers were picked out one at a time. After every picking, shaking was done. When the 14 small papers were chosen, these represented the schools to be considered in the study.

A purposive selection of the District inspector of schools, Head teachers, deputy head teachers, director of studies, head of Departments and class teachers took place since they supervise the teachers. They were expected to have the knowledge and experience about the problem under study.

A random selection of teachers was done since these are individuals who are supervised. Due to their big numbers not all would participate.

The number of respondents used in the study was as follows;

Table 2 The sample size of respondents.

| Designation | Frequency | Percent |
|---|-----------|---------|
| Class teacher | 40 | 19.9 |
| Deputy Headteacher | 12 | 6.0 |
| Director of studies | 12 | 6.0 |
| Head of Department and class teacher | 4 | 2.0 |
| Head of Department | 31 | 15.4 |
| Headteacher | 7 | 3.5 |
| Teacher | 95 | 47.3 |
| Total | 201 | 100.0 |

Source; Field Data.

The total sample size was 201 respondents as seen in the table above plus one District inspector of schools.

3.4 Data collection methods and instruments:

3.4.1 Sources of data collection method;

Primary data was collected by visiting the respective schools and the office of District Inspector of schools. Questionnaires and an interview guide were used respectively.

The independent, dependent and intervening variables were included in the questionnaire.

3.4.2 Data collection instruments:

The researcher used;

- (a) An Interview guide for the District Inspector of Schools. (Appendix III). This is so because it is instrumental in collecting strategic data from top executives who have no time to fill the questionnaires.
- (b) Questionnaires

Two sets of questionnaires were made, (Appendix I and II). One was for the supervisors and the other for the teachers. The questionnaires were of the 4 likert scale format. The questionnaires had the following sections, types of supervision, objectives of supervision, teacher performance and the relationship between supervision and teacher's performance. Questionnaires are good at collecting a lot of information within a short period of time the reason for which they were chosen by the researcher.

3.5 Validity:

Validity is the ability of an instrument to produce what its supposed to produce and to measure what its supposed to measure (by Amin 2005). The scientific approach of establishing content validity was used. Content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was designed. Judgements of subject matter specialists about content validity index was considered basing on the inter judgement coefficients. This helped the researcher to come up with questions that are not ambiguous and difficult to the respondents. The Content Validity Index (CVI) was 0.85. This was got as follows;

$$\text{CVI} = \frac{\text{Number of valid questions}}{\text{Total number of questions}}$$

$$\text{CVI} = \frac{28}{33} = 0.8484$$

The validity of the instruments was also cross checked and discussed with the supervisors. As far as the interview guide is concerned, face validity was used.

3.6 Reliability:

Reliability is the degree to which an instrument consistently measures whatever it is measuring as noted by Amin, (2005). The reliability of the interview guide was achieved by interobservation of the instrument. Three judges were used to check the worthness of the components of the instrument. They all consented that 7 of the 10 components were worth.

$$\begin{aligned} \text{Reliability Coefficient} &= \frac{\text{Number of reliable questions}}{\text{Total number of questions}} \\ &= \frac{7}{10} \\ &= 0.7 \end{aligned}$$

Calculating the reliability coefficient, it was 0.7, which is an acceptable level. As far as the questionnaire as an instrument is concerned, the reliability was achieved by the analysis that was made using the SPSS version 16.0 soft ware program basing on a number of variables.

Table 3 Items and reliability coefficients;

| Item /Variable | Reliability Coefficient | Comment on reliability |
|--|-------------------------|------------------------|
| Type of supervision and Z score of supervision | 0.9 | Very Good |
| Teacher performance (planning, instruction and assessment of students). | 0.7 | Good |
| Supervision relationship, supervision type and z score of supervision | 0.7 | Good |

Source; Field Data.

Referring to the above table 3 it is seen that all the values are 0.7 and above implying that the instrument was reliable.(Sekaran 2005).

3.7 Data management and analysis.

The Statistical Package for Social Sciences (SPSS) version 16.0 was used to manage the data. As far as quantitative data is concerned, frequency tables and bar charts were used to analyze the data. Narrative and descriptive method were used for qualitative data analysis. The chi square was used to analyse the relationship between supervision and teacher performance since it is instrumental in determining relationships.

3.8 Procedure:

The researcher requested for an introduction letter (Appendix VIII) from the Graduate school. This letter was presented to the Heads of the respective schools where the researcher carried out the study. The presentation of the letter was done to seek access to the different schools. Questionnaires were distributed to the respondents. After the questionnaires had been

filled, they were retrieved from the respondents. Following an appointment with the District Inspector of Schools the researcher got relevant information through the use of an interview.

3.9 Study limitation.

The study was limited by;

- (a) Unwillingness of some respondents to answer the questionnaire.-the researcher explained to them about the relevance of the study that it was purely academic and later they accepted.
- (b) Some respondents failing to return the questionnaires. –this was overcome by increasing the number of respondents most especially the teachers to get the required number of respondents.
- (c) Finance due to the fluctuating cost of living that influence the cost and fares to the different schools.- this was overcome by reducing the number of research assistants to two in order to cut on the cost.
- (d) Absence of some teachers and Headteachers who were meant to be part of the sample under study:- this was overcome by visiting a school at least twice to get individuals who had been absent on the first visit.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION.

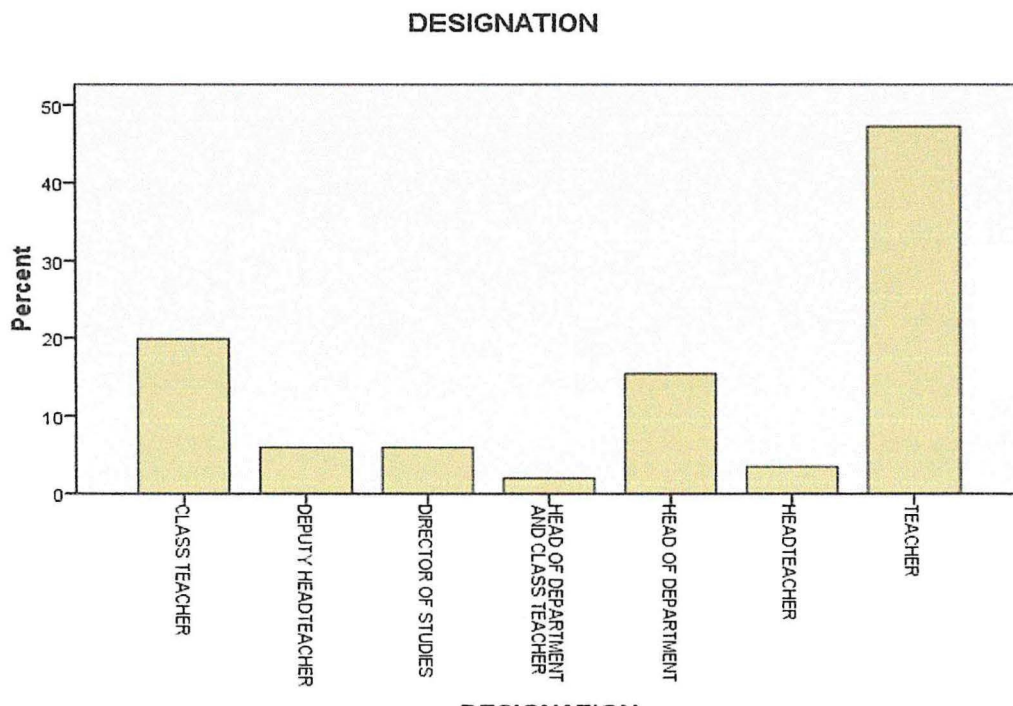
4.0 Introduction

This chapter presents the research findings. The results of the findings are fully analysed to meet the research objectives. Qualitative and quantitative data was presented in frequency tables, barcharts and pie charts. The demograhic characteristics of the respondents are presented first and the other reseach objectives follow.

4.1 The demographic characteristics of the respondents.

4.1.1 Responsibilities of the Respondents.

Figure 2 The designation of the respondents in the respective schools.

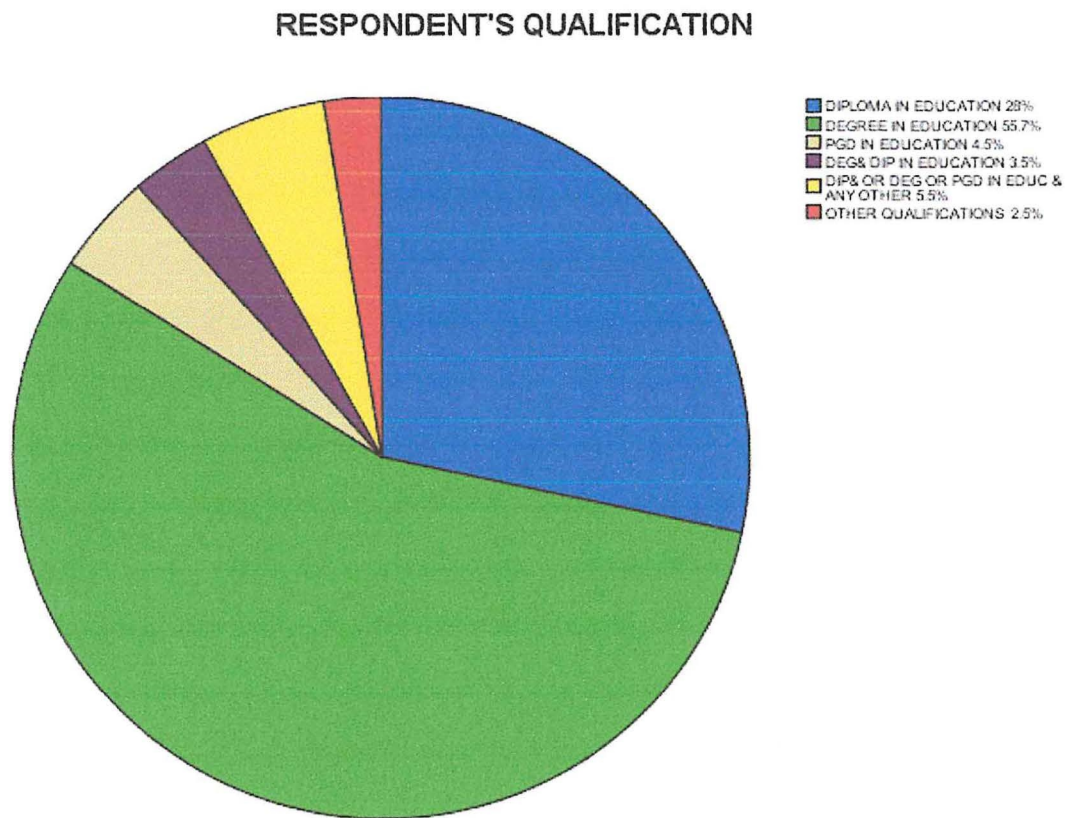


Source: field data.

The majority (47.3%) of the respondents were teachers. While the least (2%) of the respondents doubled as heads of department and class teachers. Details of the frequencies and percentages are in (table 2 chapter 3). This showed the right representation of supervisors to supervisees because normally supervisors are always few in comparison to the individuals that are supervised. In addition to the above individuals, one District Inspector of Schools was included in the study.

4.1.2 When the questionnaire was used to find out the education level, the following information was got;

Figure 3 The education level of the respondents



Source: Field Data.

Referring to Figure 3 that contained information about education level, the majority (55.7%) of the respondents, according to the figure above had a degree in education, and the least (2.5%) had other qualifications. More information about frequencies and percentages is in (appendix V table 13). From the results in figure 3, it is evident that the respondents were knowledgeable individuals and could therefore provide the necessary information needed as far as the research study was concerned.

4.1.3 When the respondents views towards length of time in service was sought through the questionnaire, the following information was got;

Table 4 The respondents length of time in service.

| Length of time in service | Frequency | Percentage |
|---------------------------|-----------|------------|
| (0-5) | 109 | 54.2 |
| (6-10) | 53 | 26.4 |
| (11-15) | 17 | 8.5 |
| (16-20) | 13 | 6.5 |
| (21 and above) | 9 | 4.5 |
| Total | 201 | 100.0 |

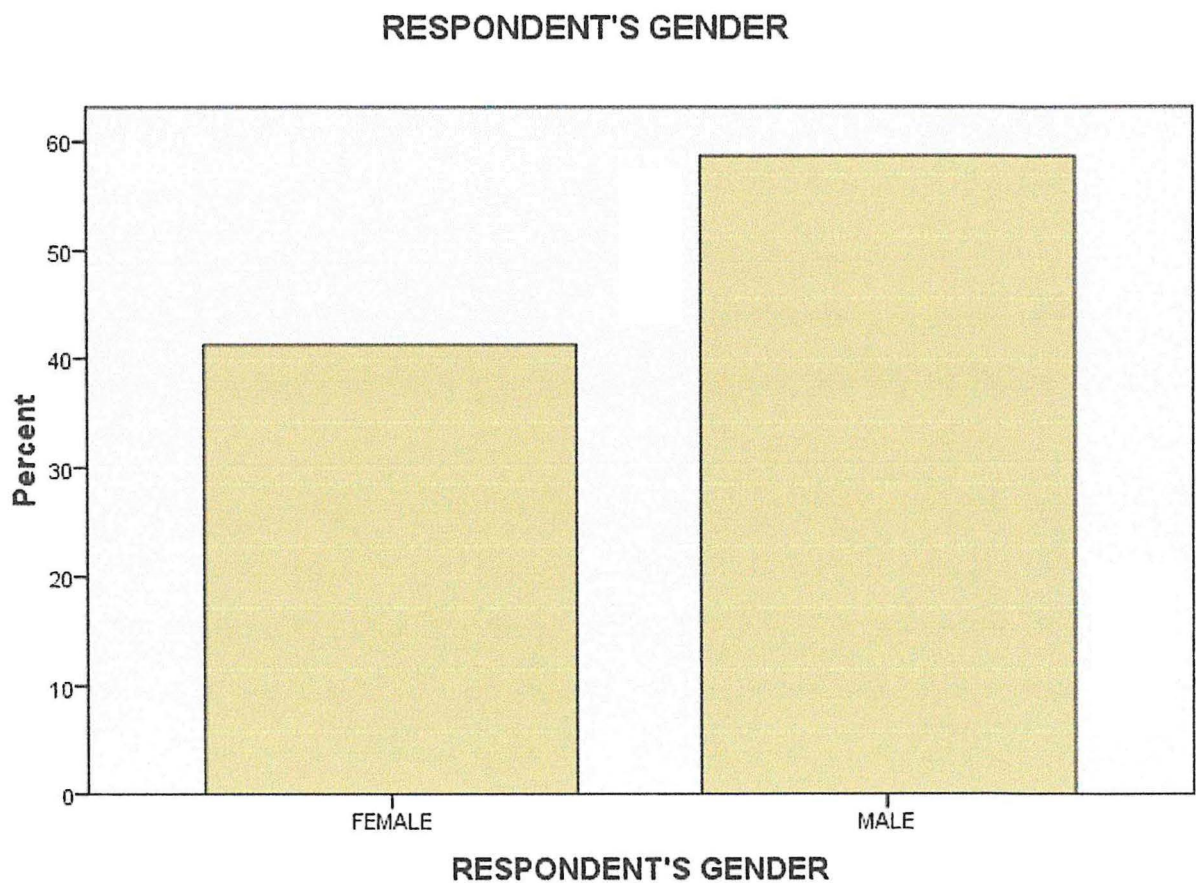
Source: Field Data.

Table 4, shows that the majority (54.2%) of the respondents had stayed for 0-5 years. while the least 4.5% had stayed for 21 and above. Basing on the above information, it is noted that the longer one stays in service the more experienced one is expected to be since he/she is well acquainted with the dos and donts of the proffession. The best performance is expected of an individual who has stayed for long in service. Such an individual needs less supervision.

However the results indicate that the majority had stayed for 0-5 years, this shows that they could be less experienced needing more supervision over their performance.

4.1.4 When the respondents gender was sought using the questionnaire, the following information was got;

Figure 4 Respondents' gender



Source: Field Data.

Figure 4, shows the respondents' gender. 41.3% were female, while 58.7% male. This shows that the male respondents were more than the female respondents. Details of frequencies are in

(appendix V table 14). It is thought that gender has no effect on one's ability to perform but it's rather ones personality provided all the working conditions provided are the same.

4.2 Type of supervision according to the respondents.

The first objective was to examine the types of supervision used in selected secondary schools in Mukono District. When the questionnaires were used to find out about the type of supervision used, the following information was retrieved;

Table 5 The type of supervision experienced by the different individuals in the respective schools.

| Types of supervision | Frequency | Percentage |
|------------------------|-----------|------------|
| Clinical | 96 | 48.2 |
| Collegial | 3 | 1.5 |
| Clinical and Collegial | 83 | 41.7 |
| Clinical and Riffle | 2 | 1.0 |
| All | 13 | 6.5 |
| None | 2 | 1.0 |
| Total | 199 | 100.0 |

Source: Field Data.

According to Table 5, the most common type of supervision was clinical with 48.2% and the least was a mixture of clinical and riffle with a 1%. When coding the types of supervision, 1-clinical 2-collegial 3- Riffle 4- clinical and collegial 5- clinical and riffle 6- collegial and riffle 7-all. The average of these is 7. Considering table (Appendix IV), the mean of supervision is 2.77. This indicates that the mean of supervision (2.77) is below the average 7. This implies that supervision is insufficient. Clinical was the highest since most administrators and teachers are on

ground and can be able to carry out the supervision with ease. The clinical supervision carried out by the District Inspector of Schools was limited due to lack of manpower in the Inspectorate section in relation to the number of schools in the District as confirmed by the District Inspector of schools. Furthermore since the Inspectors are not on base and have to travel, it could have financial implications to meet the transport to the different schools.

4.3 Objectives of supervision according to respondents.

The second objective was to examine the objectives of supervision of teachers in secondary schools in Mukono District. In this context objective means reasons as to why teachers are supervised. When the question what are the objectives of supervision in your school/what are the objectives of supervision in relation to your performance was used in the questionnaire, the following information was got;

Objectives of supervision

Various objectives were put across by the respondents. The objectives pointed to at least one of the following categories.

Table 6 The category of the objectives given by the respondents.

| Category | Frequency | Percent |
|-----------------------|-----------|---------|
| Teachers' performance | 200 | 76.0% |
| Students' performance | 26 | 9.88% |
| Any other | 37 | 14.06% |
| Total | 263 | 99.94% |

Source: Field Data.

In reference to Table 6, the most common category (76.0%) was that of teacher performance and the least (9.88%) was that of students' performance.

When the District Inspector of schools was asked what the major purpose of visiting the schools were, amongst the reasons put across was helping teachers and school managers to improve their schools, finding out what is in place, some visits are follow up visits to check whether what was recommended after the first visit was implemented. The researcher postulates that the major reasons why schools exist is to have success and this can be attained by improving teacher performance in order to have improvement in students' performance. That is why the objectives pointing towards teacher performance happened to be the greatest. However there are other objectives as to why organizations exist. The attainment of objectives of an organization can be achieved through supervision.

4.4 Respondents views towards teacher performance.

The third objective was to determine teachers' performance in selected secondary schools in Mukono District. Teacher performance was looked at considering planning, instruction, and assessing students as follows;

4.4.1 When the views on planning were asked using the questionnaire, the following information was got;

Table 7 The responses to planning.

| Planning | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 85 | 42.3 |
| Agree | 110 | 54.7 |
| Disagree | 3 | 1.5 |
| Strongly Disagree | 3 | 1.5 |
| Total | 201 | 100.0 |

Source: Field Data.

Table 7 shows the level of planning. The majority (54.7%) agreed that they plan for the lessons. The least (1.5%) disagreed and strongly disagreed (1.5%) to planning. Considering the percentages of those who strongly agreed (42.3%) and those who agreed (54.7%) to planning, this indicated the relevance of supervision in enhancing teacher performance. Looking at those who disagreed (1.5%) and strongly disagreed (1.5%) to planning, this represented the few individuals who are able to plan without supervision. These individuals must be committed to their work with the importance of planning always stuck at the back of their heads.

When values were attached, 4- Strongly Agree, 3- Agree, 2 –Disagree, 1- Strongly Disagree in order to calculate the mean of planning, it was found to be 3.38 (Appendix IV) was above the mean 2.5. This showed that the majority of the responses to planning as an indicator of performance was between Agree and Strongly Agree which was good.

The administrators should therefore devise means of enhancing and improving the planning skills of the teachers in order to have improved teacher performance. Since good is not always enough when there is an alternative of best.

4.4.2 When the views on instruction were sought using the questionnaire, the following information was retrieved.

Table 8 The responses to instruction.

| Instruction | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 49 | 24.5 |
| Agree | 145 | 72.5 |
| Disagree | 3 | 1.5 |
| Strongly Disagree | 3 | 1.5 |
| Total | 200 | 100.0 |

Source: Field Data.

Considering table 8, the majority (72.5%) agreed that through supervision they instruct. while the least (1.5%) disagreed and strongly disagreed to instruction through supervision. Looking at the individuals who agreed (72.5%) and those who strongly agreed (24.5%) to instruction through supervision, these percentages showed the relevance of supervision as far as instruction is concerned. The least (1.5%) of those who disagreed and strongly disagreed to instruction was a representation of individuals who can instruct without supervision.

When values were attached, 4- Strongly Agree, 3- Agree, 2 –Disagree, 1- Strongly Disagree in order to calculate the mean of instruction, it was found to be 3.18 (Appendix IV) which was above the mean 2.5. This showed that the mean of instruction as an indicator of performance was between Agree and Strongly Agree which was good.

The school supervisors should intensify supervision during instruction and provide objective feedback where necessary and come up with modalities of addressing any short falls in order to have improvement in instruction in order to have improved teacher performance.

4.4.3 When the views on assessing students were sought using the questionnaires, the following information was got;

Table 9 The responses towards students’ assessment.

| Students assessment | Frequency | Percent |
|---------------------|-----------|---------|
| Strongly Agree | 69 | 34.7 |
| Agree | 123 | 61.8 |
| Disagree | 6 | 3.0 |
| Strongly Disagree | 1 | 0.5 |
| Total | 199 | 100.0 |

Source: Field Data

Table 9 shows the responses towards students' assessment. The majority (61.8%) of the respondents agreed that they assess students. These were followed with those who strongly agreed (34.7%) to students' assessment. The least (0.5%) were those who strongly disagreed to students' assessment. Considering the percentages of those who agreed (61.8%) and those who strongly agreed (34.7%) to assessing students through supervision, this showed the relevance of supervision as far as students assessment is concerned. Looking at the least (0.5%) the representation was so low and one wonders how assessment of students can be done without supervision.

When values were attached, 4- Strongly Agree, 3- Agree, 2 –Disagree, 1- Strongly Disagree in order to calculate the mean of students assessment, it was found to be 3.27 (Appendix IV) which was also above 2.5. This showed that the most performance was between Agree and Strongly Agree which was equally good.

The researcher postulates that the school administrators should always organize workshops to have the skill of assessment passed over to have improvement of teacher performance.

When the District Inspector of Schools was asked whether he makes any arrangements for teachers' improvement in case gaps are noticed, he forwarded arrangements of refresher courses, regular inspections by Centre Coordinating Tutors (CCT) and sensitization about their roles. According to UNATO (2011) the above are some of the components of Quality Educators (QE) project in place to have quality teachers for quality education.

Considering the above mean values of planning, (3.38) instruction (3.18) and students assessment (3.27) as well as the percentages to strongly agree and agree of each of the

components of teacher performance, these reflect a good teacher performance. Therefore one wonders as to what the cause of poor student performance could be.

4.5 The relationship between supervision and teacher performance.

The fourth objective was to establish the relationship between supervision and teachers performance in selected secondary schools in Mukono District.

This was measured using cross tabulations with a chi square test (0.05) level of significance (Appendix VI).

Table 10 Chi square and p values.

| | | Chi square | Degrees of freedom | P value | Conclusion |
|-------------|--------------------|------------|--------------------|---------|---------------|
| Supervision | Planning | 71.457 | 15 | 0.000 | Significant |
| | Instruction | 83.633 | 15 | 0.000 | Significant |
| | Student assessment | 24.242 | 10 | 0.061 | insignificant |

Source: Field Data.

The relationship between supervision and teacher performance was got after carrying out cross tabulations between supervision with planning, instruction and students assessment (Appendix VI). The relationship was found to be significant as far as planning and instruction are concerned with chi square values of 71.457 and 83.633 respectively. The p values were 0.000 for both. As far as students' assessment was concerned, the relationship was insignificant with a chi square value of 24.242 and the p value of 0.061.

The relationship between supervision and teacher performance was further confirmed by the response positive (87.4%) which was got after asking for the comment about the relationship between supervision and teacher performance as indicated in table 11. However the negative

response was (8.9%). A positive relationship enhances performance while a negative relationship deters performance.

Table 11 The relationship between supervision and teacher performance.

| | Frequency | Percent |
|----------|-----------|---------|
| Negative | 17 | 8.9 |
| Neutral | 7 | 3.7 |
| Positive | 166 | 87.4 |
| Total | 190 | 100.0 |

Source: Field Data.

In reference to the data presented above, the following conclusions were drawn;

Conclusions

A number of types of supervision are used and the most common one is clinical.

A number of categories of objectives were fronted although the majority pointed towards pointed teacher performance.

As far as teacher performance was concerned, it was found to be good since the averages of Planning (3.38), instruction (3.18), assessment of students (3.27) were above 2.5.

The relationship between supervision and teacher performance, was found to be significant as far as planning and instruction are concerned, while insignificant for assessment of students.

CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.

5.0 Introduction.

This chapter presents the discussion of the major findings of the study, conclusions and recommendations made in regard to the study.

5.1 Type of supervision that the respondents experienced.

The first objective of the study was to examine the types of supervision used in secondary schools in Mukono District.

Considering Table 4, the most common type of supervision was clinical with 48.2%. Clinical supervision was the highest since most administrators and teachers are on ground and can be able to carry out the supervision with ease. The clinical supervision carried out by the District Inspector of schools was limited due to lack of manpower in the Inspectorate section in relation to the number of schools in the District as confirmed by the District Inspector of schools. A case in point is Mpunge, Kamda and Nakibano that are far located from the District Head quarter necessitating a District vehicle to reach them with ease without using public means to waste time. Bearing the fact that the number of the personnel in the inspectorate section is less in comparison to the number of schools as revealed by the DIS and due to the fact that they have other office duties to fulfill, clinical supervision of teachers could be hard to be implemented however much they would have loved to execute it. The researcher postulates that clinical supervision was more common than any other since administrators are on ground and could have other reasons why they supervise other than teacher performance to enable their organizations prosper. The above finding is in line with Vashist (1994), Ornistien (1995) and Brennen (2000)

who have it that clinical supervision improves teacher effectiveness. In line with the above, Claude .S. G., and Code, K., (1992) note that supervision determines if or how well a job has been done. Insufficient or inadequate supervision leads to wasting valuable resources and prevent the organization from achieving its objectives. Supervision should improve performance but not seek to punish performance that is not of an acceptable standard. Mosley et al (2008) also note that supervisors establish performance standards to exercise control by comparing performance to some standard or goal. Mosley et al (2008) further stress that a supervisor must monitor performance to ensure that it complies with the established standards. Mosley et al (2008) a supervisor should know when often supervision should be done and how to measure performance. Mosley et al (2008) supervision is working with people to inspire, empower and develop them so that they become better and more effective in their working roles.

Claude .S G., and Kris Code. K., (1992) notes that monitoring-determines if or how well a job has been done. Monitoring is a form of supervision. Insufficient or inadequate supervision-leads to wasting valuable resources and prevent the organization from achieving its objectives. Claude S.G and Code, K. (1992) supervision/monitoring should improve performance but not seek to punish performance that is not of an acceptable standard. Claude .S.G Code. K. (1992). The monitoring process establishes areas where monitoring is needed, compare actual performance with desired results and takes action as necessary. The above scholars show the relevance of clinical supervision. The results of the study have revealed that some respondents experience a combination of different types of supervision. A case in point is a combination of clinical and collegial, clinical and Riffle, and all. All these types of supervision are used to improve the teachers performance. Similarly Andrezi and Buchannan (2007) believe that supervisors in highly productive sections amongst other points give general as opposed to close supervision to

their subordinates. The researcher thinks that through this the subordinates will work in a free atmosphere and avoid saying that they are over supervised. Therefore school administrators' should adopt general supervision in order to have high production.

5.2 Objectives of supervision forwarded by the respondents.

The second objective was to examine the objectives of supervision of teachers in secondary schools in Mukono District.

In reference to table 5, in chapter 4, the most common category was that of teacher performance that had 76.0%, and the least was that of students' performance with 9.88%. When the District Inspector of schools was asked what the major purpose of visiting the schools were, amongst the reasons put across was helping teachers and school managers to improve their schools, finding out what is in place, some visits are follow up visits to check whether what was recommended after the first visit was implemented.

It is noted that the objectives pointing towards teacher performance happened to be the greatest. Due to the fact that the major reasons why schools exist is to have success and this can be attained by improving teacher performance in order to have improvement in students' performance. When other objectives happen to be fronted, ignoring teacher performance, such organizations are bound to fail. However there are other objectives as to why organizations exist. The attainment of objectives of an organization can be achieved through supervision.

The results of the study are in line with objectives put across by Brennen (2000), Zumamuzi (2004) and Musaaazi (2006).

According to Mosley et al (2008) objectives are goals that provide the desired purposes and results for an organization and its parts. Objectives are set to know where you are heading. Through plans objectives are achieved. Maicibi (2005) notes that objectives lead to maintenance and improvement of quality. The above scholars were forwarding the importance of objectives. It is noted that the objectives of supervision in Mukono District are in line with those put across by other scholars.

5.3 Responses to teacher performance.

The third objective was to determine teachers' performance in selected secondary schools in Mukono District. Teacher performance was considered basing on planning, instruction and students assessment as follows;

5.3.1 Responses towards planning.

Table 6 in chapter 4 that shows the responses to planning. The majority (54.7%) agreed to plan. The least (1.5%) were those who disagreed and strongly disagreed to planning. Those who strongly agreed and agreed were individuals who were able to plan as a result of supervision. The individuals who disagreed and strongly disagreed both had 1.5% implying that these could be self-motivated individuals who are able to plan without supervision.

The results are in line with Betts (1993) who notes that absence of planning leads to chaos. Individuals work from crisis to crisis, frustration develops and productivity reduces. According to Bulin (2001) planning has a number of benefits which include giving direction, anticipating problems and how to overcome them, increasing productivity by ensuring that people, equipment and other resources are available when needed, yet poor planning leads to crises, time wastage,

wastage of resources and increase frustration. In semlance with the above Mosley et al, (2008) stress that the effectiveness of anything depends on the quality of planning done.They further have it that proper planning is needed to overcome short -run crises that supervisors meet. Lack of planning leads to un foreseen obstacles, crises, crash programmes and deadlines while poor planning results in disorganized and un coordinated activities, thus wasting time, labor and money. Plans enable achievement of goals.The study revealed that planning takes place.

5.3.2 Responses towards instruction.

Considering table 7 in chapter 4 that shows responses towards instruction, the majority (72.5%) agreed to instruction through supervision. while the least (1.5%) disagreed and strongly disagreed to instruction through supervision. The percentages of those who strongly agreed and agreed to instruction was good. The 1.5% representation of disagree and strongly disagree could represent the few individuals who were able to instruct effectively without supervision.

The results are in line with Ornstein (1995), Musaaazi (2006) who believe that supervision of instruction enables measurement of the action (instruction) in relation to set standards. While Brennen (2000) and Macnee (2000) stress that through supervision of instruction, gaps can be identified and that these gaps can be addressed through workshops. On the other hand Okumbe (1999) and Musaaazi (2006) hold that supervision of instruction leads to provision of necessary materials. In reference to the District Inspector of Schools response when asked whether he makes any arrangements for teachers' improvement in case gaps are noticed, he forwarded arrangements of refresher courses, regular inspections by Centre Coordinating Tutors (CCT) and sensitization about their roles. According to UNATO (2011) the above are some of the

components of Quality Educators (QE) project in place to have quality teachers for quality education.

The school supervisors should increase on the intensity of supervision during instruction and provide objective feedback where necessary and come up with modalities of addressing any short falls in order to have improvement in instruction in order to have improved teacher performance.

Generally, basing on the above, it is shown that supervision provides an enabling environment for instruction to take place.

5.3.3 Respondent's responses to students' assessment.

Table 8 shows the level of students' assessment. From it the respondents who agreed to assess students were the majority (61.8 %), this was followed by those who strongly agreed (34.7%) the least (0.5%) strongly disagreed. Referring to those who accepted to assessing students, this was an indicator of good performance. Considering the percentages of those who strongly agreed and those who agreed to assess students, this was a good representation.

The results are in line with Odong (1999) who postulates that assessment is so important for an effective teaching /learning program.

The study revealed that teachers assess students.

The researcher postulates that the school administrators should therefore organize workshops to have the skill of assessment passed over to the teachers in order to have improvement of instruction.

Basing on the above information of teacher performance in relation to planning, instruction and assessment of students, it is shown to be good

The fourth objective was to establish the relationship between supervision and Teachers performance in selected secondary schools in Mukono District.

5.4 Respondents' responses towards the relationship between supervision and teacher performance.

The relationship between supervision and teacher performance was got after carrying out cross tabulations between supervision with planning, instruction and students assessment. (Appendix VI). The relationship was found to be significant as far as planning and instruction are concerned with chi square values of 71.457 and 83.633 respectively. The p values were 0.000 for both. As far as students' assessment was concerned, the relationship was insignificant with a chi square value of 24.242 and the p value of 0.061.

The relationship between supervision and teacher performance was further confirmed by the response positive that had 87.4% as indicated in table 10. However 8.9 % had negative. A positive relationship enhances performance while a negative relationship deters performance.

This is in line with Claude .S .G. and Code, K. (1992) who stress that a poor relationship with supervisors lowers job efficiency.

The researcher therefore notes that school administrators should strive to have a positive relationship in order to have improved performance

5.5 Conclusion

Type of supervision that was commonly used in selected secondary schools in Mukono District was that of clinical although insufficient.

The main objectives of supervision in selected secondary schools in Mukono District were those that pointed towards teacher performance.

Teacher performance in selected secondary schools in Mukono District was good as far as planning, instruction and students assessment were concerned.

The relationship between supervision and teacher performance in selected secondary schools in Mukono District was positive as far as planning and instruction are concerned. As far as students' assessment is concerned, the relationship was negative.

Basing on the above, it can be concluded that teacher performance was good but supervision has to be intensified to have better performance.

5.6 Recommendations

- (i) The school administrators should intensify supervision in their respective schools in order to improve on planning, instruction and students assessment in order to improve teachers' performance.
- (ii) Supervisors should encourage collegial supervision in schools to enhance teacher performance.

- (iii) School administrators should enhance apposite relationship between supervision and teacher performance to have maximum performance.
- (iv) The ministry of education should increase the personnel officials of the inspectorate section in relation to the number of schools for effective supervision.

5.7 Area of further study.

Workload and teachers' performance.

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**APPENDIX
I
SUPERVISORS QUESTIONNAIRE:**

Dear Sir/Madam,

I humbly seek your assistance to answer the questionnaire below. It is for academic purpose and will be treated with utmost confidentiality.

Thank you.

TOPIC: SUPERVISION AND TEACHERS' PERFORMANCE IN SELECTED SECONDARY SCHOOLS IN MUKONO DISTRICT.

(i) GENERAL INFORMATION

1. Name of school.....

2. Tick where appropriate.

| Category of school | Tick |
|--------------------|--------------------------|
| Government USE | <input type="checkbox"/> |

3. Tick where appropriate

| Sex | Tick |
|--------|--------------------------|
| Male | <input type="checkbox"/> |
| Female | <input type="checkbox"/> |

4. Tick where appropriate.

| Designation | Tick |
|---------------------|--------------------------|
| Head Teacher | <input type="checkbox"/> |
| Deputy Head teacher | <input type="checkbox"/> |
| Director of studies | <input type="checkbox"/> |
| Head of department | <input type="checkbox"/> |
| Class teacher | <input type="checkbox"/> |

5. Tick where appropriate.

Length of service in school Tick

| | |
|--------------|--------------------------|
| 0-5 | <input type="checkbox"/> |
| 6-10 | <input type="checkbox"/> |
| 11-15 | <input type="checkbox"/> |
| 16-20 | <input type="checkbox"/> |
| 21 and above | <input type="checkbox"/> |

6(a) Tick where appropriate

| Education Level | Tick |
|------------------------------------|------|
| Diploma in Education | |
| Degree in Education | |
| Post graduate Diploma in Education | |

(b) Any other specify.....

Type of supervision:

For the following section tick where appropriate

Key: SA=Strongly Agree, A=Agree, D=Disagree, SD= Strongly Disagree.

| | | SA | A | D | SD |
|-----|--|----|---|---|----|
| I | Teachers in our school are supervised by members of the administration | | | | |
| II | Teachers in our school supervise each other | | | | |
| III | Teachers in our school are supervised by a team of Teachers from neighboring schools | | | | |
| Iv | The District Inspector of schools supervises our Teachers while they are teaching | | | | |

Objectives of supervision:

-What are the objectives of supervision in your school? (mention at least two).....

.....

.....

.....

.....

.....

TEACHER PERFORMANCE:

For the following section tick where it is appropriate

Key: SA=Strongly Agree, A=Agree, D=Disagree, SD= Strongly Disagree.

Through supervision, Teachers in the school carry out the following

| | | SA | A | D | SD |
|------|--|----|---|---|----|
| | Planning | | | | |
| I | Make scheme of work | | | | |
| II | Lesson preparation | | | | |
| III | Keep record of work | | | | |
| IV | Record students attendance | | | | |
| V | Make Lesson Notes | | | | |
| | Instruction | | | | |
| I | Enhancement of teaching/learning environment | | | | |
| II | Engage and maintain students in active learning | | | | |
| III | Begin Lessons promptly | | | | |
| IV | Select learning content in line with curriculum | | | | |
| V | Organize the class effectively for the distribution of learning materials | | | | |
| VI | Manage discipline problems in class in accordance with administrative regulation | | | | |
| VII | Use a variety of instructional methods | | | | |
| VIII | Communicate clearly to students | | | | |
| IX | Regularly attend to their lessons | | | | |
| X | Compensate missed lessons | | | | |
| | Assessing Students | | | | |
| I | Assess students | | | | |
| II | Provide feedback on students' performance | | | | |
| | Motivation | | | | |
| I | The motivation provided to our Teachers makes them perform as expected | | | | |
| | Workload | | | | |

| | | | | | |
|---|--|--|--|--|--|
| I | Our Teachers have the right load and perform as expected | | | | |
| | Type of leadership | | | | |
| I | The type of leadership in our school enables Teachers to perform as expected | | | | |

In case of any other performance indicator not mentioned, please specify

.....

RELATIONSHIP BETWEEN SUPERVISION AND TEACHER PERFORMANCE:

What is the relationship between supervision and the teachers' performance.....

.....

TEACHERS QUESTIONNAIRE

Dear sir/madam,

I humbly seek your assistance to answer the questionnaire below. It is for academic purpose and will be treated with utmost confidentiality.

Thank you.

TOPIC: SUPERVISION AND TEACHERS' PERFORMANCE IN SELECTED SECONDARY SCHOOLS IN MUKONO DISTRICT.

(I) GENERAL INFORMATION

1 .Name of school.....

2 Tick where appropriate.

| Category of school | Tick |
|--------------------|------|
| Government USE | |

3. Tick where appropriate.

| Designation | Tick |
|-------------|------|
| Teacher | |

4. Tick where appropriate.

| Sex | Tick |
|--------|------|
| Male | |
| Female | |

5. Tick where appropriate.

| Length of service in school | Tick |
|-----------------------------|------|
| 0-5 years. | |
| 6-10 years. | |
| 11-15 years. | |
| 16-20 years. | |
| 21 and above. | |

6. (a) Tick where appropriate.

| Education Level | Tick |
|------------------------------------|------|
| Diploma in Education | |
| Degree in Education | |
| Post graduate Diploma in Education | |

(b) Any other specify.....

Type of supervision:

For the following section tick where appropriate

Key: SA=Strongly Agree, A=Agree, D=Disagree, SD= Strongly Disagree.

| | | SA | A | D | SD |
|-----|---|----|---|---|----|
| I | In this school am supervised by members of the administration. | | | | |
| II | In this school am supervised by my fellow Teachers. | | | | |
| III | In this school am supervised by a team of teachers from neighboring schools. | | | | |
| IV | I have ever been supervised by the District Inspector of schools while teaching | | | | |

OBJECTIVES OF SUPERVISION:

What are the objectives of supervision in relation to your performance? (At least two).....

.....

.....

.....

.....

.....

For the following section tick where it is appropriate

Key: SA=Strongly Agree, A=Agree, D=Disagree, SD= Strongly Disagree.

TEACHER PERFORMANCE:

For the following section tick where it is appropriate

Key: SA=Strongly Agree, A=Agree, D=Disagree, SD= Strongly Disagree.

Through supervision I carry out the following;

| | | SA | A | D | SD |
|---|---------------------|----|---|---|----|
| | Planning | | | | |
| I | Make scheme of work | | | | |

| | | | | | |
|------|--|--|--|--|--|
| II | Lesson preparation | | | | |
| III | Keep record of work | | | | |
| IV | Record students attendance | | | | |
| V | Make Lesson Notes | | | | |
| | Instruction | | | | |
| I | Enhancement of teaching/learning environment | | | | |
| II | Engage and maintain students in active learning | | | | |
| III | Begin Lessons promptly | | | | |
| IV | Select learning content in line with curriculum | | | | |
| V | Organize the class effectively for the distribution of learning materials | | | | |
| VI | Manage discipline problems in class in accordance with administrative regulation | | | | |
| VII | Use a variety of instructional methods | | | | |
| VIII | Communicate clearly to students | | | | |
| IX | Regularly attend to my lessons | | | | |
| X | Compensate missed lessons | | | | |
| | Assessing Students | | | | |
| I | Assess students | | | | |
| II | Provide feedback on students' performance | | | | |
| | Motivation | | | | |
| I | The motivation I receive enables me to perform as expected. | | | | |
| | Work load | | | | |
| I | The work load I have enables me to perform as expected. | | | | |
| | Type of leadership | | | | |
| I | The type of leadership in the school enables me to perform as expected. | | | | |

In case there is any performance indicator that is not mentioned in the table above please specify.....
.....

RELATIONSHIP BETWEEN SUPERVISION AND TEACHER PERFORMANCE:

What is the relationship between supervision and your performance in the school?.....
.....
.....
.....

THANKS FOR YOUR TIME

III

INSPECTOR OF SCHOOLS

INTERVIEW GUIDE:

1. How many schools do you have in the district?
2. How many members make up the inspection team?
3. What is your comment about the inspection team in relation to the number of schools?
4. What categories of schools are in the district?
5. Do you visit all of them?
6. What is the major purpose of visiting these schools?
7. In a term, how many times is a school visited?
8. Do you observe teachers while in class?
9. Do you discuss the results of the lesson with the respective teachers?
10. Do you make any arrangements for teachers' improvement in case gaps are noticed?

THANKS FOR YOUR TIME

VI

Crosstabs

Case Processing Summary

| | Cases | | | | | |
|---|-------|---------|---------|---------|-------|---------|
| | Valid | | Missing | | Total | |
| | N | Percent | N | Percent | N | Percent |
| TYPE OF SUPERVISION * PLANNING | 199 | 99.0% | 2 | 1.0% | 201 | 100.0% |
| TYPE OF SUPERVISION * INSTRUCTION | 198 | 98.5% | 3 | 1.5% | 201 | 100.0% |
| TYPE OF SUPERVISION * STUDENT ASSESSMENT | 197 | 98.0% | 4 | 2.0% | 201 | 100.0% |

TYPE OF SUPERVISION * PLANNING

Crosstab

| Count | | PLANNING | | | | Total |
|---------------------|----------------------|----------|----------|----------------|-------------------|-------|
| | | AGREE | DISAGREE | STRONGLY AGREE | STRONGLY DISAGREE | |
| TYPE OF SUPERVISION | CLINICAL | 57 | 1 | 35 | 3 | 96 |
| | COLLEGIAL | 0 | 1 | 2 | 0 | 3 |
| | CLINICAL & COLLEGIAL | 48 | 0 | 35 | 0 | 83 |
| | CLINICAL & RIFFLE | 0 | 1 | 1 | 0 | 2 |
| | ALL | 2 | 0 | 11 | 0 | 13 |
| | NONE | 2 | 0 | 0 | 0 | 2 |
| Total | | 109 | 3 | 84 | 3 | 199 |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|--------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 71.457 ^a | 15 | .000 |
| Likelihood Ratio | 35.708 | 15 | .002 |
| N of Valid Cases | 199 | | |

a. 18 cells (75.0%) have expected count less than 5. The minimum expected count is .03.

Symmetric Measures^a

| | Value |
|------------------|-------|
| N of Valid Cases | 199 |

a. Correlation statistics are available for numeric data only.

TYPE OF SUPERVISION * INSTRUCTION

| Count | | Crosstab | | | | Total |
|---------------------|----------------------|----------|----------|----------------|-------------------|-------|
| | | AGREE | DISAGREE | STRONGLY AGREE | STRONGLY DISAGREE | |
| TYPE OF SUPERVISION | CLINICAL | 76 | 1 | 16 | 2 | 95 |
| | COLLEGIAL | 1 | 1 | 1 | 0 | 3 |
| | CLINICAL & COLLEGIAL | 62 | 1 | 20 | 0 | 83 |
| | CLINICAL & RIFFLE | 1 | 0 | 0 | 1 | 2 |
| | ALL | 2 | 0 | 11 | 0 | 13 |
| | NONE | 2 | 0 | 0 | 0 | 2 |
| Total | | 144 | 3 | 48 | 3 | 198 |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|--------------------|---------------------|----|--------------------------|
| Pearson Chi-Square | 83.633 ^a | 15 | .000 |
| Likelihood Ratio | 40.099 | 15 | .000 |
| N of Valid Cases | 198 | | |

a. 19 cells (79.2%) have expected count less than 5. The minimum expected count is .03.

Symmetric Measures^a

| | Value |
|------------------|-------|
| N of Valid Cases | 198 |

a. Correlation statistics are available for numeric data only.

TYPE OF SUPERVISION * STUDENT ASSESSMENT

Crosstab

| Count | | STUDENT ASSESSMENT | | | | Total |
|---------------------|----------------------|--------------------|----------|----------------|-------------------|-------|
| | | AGREE | DISAGREE | STRONGLY AGREE | STRONGLY DISAGREE | |
| TYPE OF SUPERVISION | CLINICAL | 62 | 4 | 28 | 1 | 95 |
| | COLLEGIAL | 2 | 0 | 1 | 0 | 3 |
| | CLINICAL & COLLEGIAL | 51 | 1 | 30 | 0 | 82 |
| | CLINICAL & RIFFLE | 1 | 1 | 0 | 0 | 2 |
| | ALL | 5 | 0 | 8 | 0 | 13 |
| | NONE | 2 | 0 | 0 | 0 | 2 |
| Total | | 123 | 6 | 67 | 1 | 197 |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|--------------------|---------------------|----|--------------------------|
| Pearson Chi-Square | 24.242 ^a | 15 | .061 |
| Likelihood Ratio | 15.578 | 15 | .411 |
| N of Valid Cases | 197 | | |

a. 19 cells (79.2%) have expected count less than 5. The minimum expected count is .01.

Symmetric Measures^a

| | Value |
|------------------|-------|
| N of Valid Cases | 197 |

a. Correlation statistics are available for numeric data only.

VII

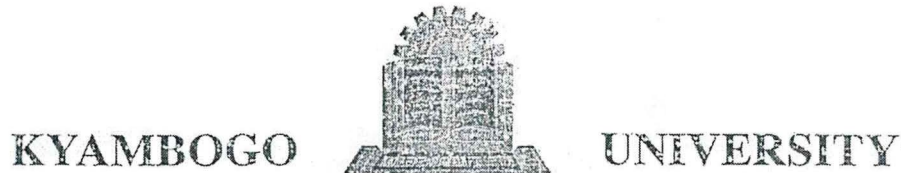
Table 15 List of schools used in the study.

| | Frequency | Percent |
|--------------------------|-----------|---------|
| KOJJA SS | 14 | 7.0 |
| ST.CHARLSE LWANGA SS | 17 | 8.5 |
| ST.KIZITO NAKIBANO | 9 | 4.5 |
| NAKANYONYI SS | 18 | 9.0 |
| SIR.APOLLO KAGWA SS | 15 | 7.5 |
| SEETA COLLEGE | 18 | 9.0 |
| NAMAKWA SS | 12 | 6.0 |
| KISOWERA SS | 14 | 7.0 |
| KASANA VOCATIONAL SS | 18 | 9.0 |
| KASAWO ISLAMIC SCHOOL | 17 | 8.5 |
| NAMATABA SS | 12 | 6.0 |
| NAMUGANGA SSS | 19 | 9.5 |
| MPUNGE SEED SS | 9 | 4.5 |
| KAMDA COMMUNITY | 9 | 4.5 |
| Total | 201 | 100.0 |

Source: Field data

VIII

Introduction letter



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Department of Educational Planning Management

Date: 11 June 2014

TO WHOM IT MAY CONCERN

This is to certify that **NABWIRE Mangeni, Reg. No. 011/U/HD/34/MEPPM**, is a student in our department pursuing a Master's Degree in Education in Policy Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic entitled:

Supervision and Teachers' Performance in Selected Secondary Schools in Mukono District

Any assistance accorded to her is highly welcome. She is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you

Komba

Leticia Komba Rwakijumba (Mrs.)
HEAD OF DEPARTMENT

