

**INSTRUCTIONAL SUPERVISION AND TEACHER PERFORMANCE
IN SELECTED SECONDARY SCHOOLS IN MUKONO
SOUTH CONSTITUENCY**

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DECLARATION

I, **Maria Nakimuli**, declare that this dissertation titled “**Instructional Supervision and Teacher Performance in Secondary Schools in Mukono South**” is my original work, and that it has never been submitted to any university or institution for any academic award.

Signature.....

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APPROVAL

This research proposal titled “Instructional Supervision and Teacher Performance in Secondary Schools in Mukono South” by Maria Nakimuli has been developed with our guidance and it is ready for examination with our consent as the supervisors.

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Second Supervisor

DEDICATION

I dedicate this dissertation to my son Lubega Raphael Huron and to my family who sacrificed and prayed for me during my studies and constantly encouraged me to carry on. I adore you so much.

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To God the Almighty thank you has become inadequate. I am honoured to acknowledge the people who have assisted me during this journey. I am heartily grateful to my Supervisors Dr. Edith Namutebi and Dr. Olive Lunyolo for their close guidance and availability every time I needed them, for without their effort my research wouldn't carry meaning. I would also like to thank all my other lecturers at Kyambogo University, who equipped me with knowledge and support. I am not sure how I completed this dissertation however I know I finished because the people around me filled me with purpose these being my course mates; Kironde Sam, Businge Harriet, Edson Nuwagaba, Fr. Guma Innocent. Thank you all.

I am even more grateful to the support and encouragement of my family members whose prayers and support pushed me greatly to this level. To my parents thank you for fostering my independence and reinforcing education as a priority in my life.

Do not give up. You can do anything. I am proof.

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ABSTRACT

This study examined the effect of instructional supervision (scientific, artistic and collaborative) on the performance of teachers in secondary schools in Mukono South Constituency. The study was guided by the following objectives; To establish the effect of scientific supervision on the performance of teachers in secondary schools in Mukono South Constituency, to analyse the effect of artistic supervision on the performance of teachers in secondary schools in Mukono South Constituency, to examine the effect of collaborative supervision on the performance of teachers in secondary schools in Mukono South Constituency. Both quantitative and qualitative research approaches were employed. The study employed a cross-sectional, correlational and survey designs in quantitative approach. Quantitative data was analysed at four levels; descriptive analysis, comparative analysis, correlation analysis and regression analysis. Qualitative data was analysed using interview responses, content analysis. The sample size consisted of 129 respondents made up of 6 Head teachers and 123 teachers. The findings revealed there was a significant relationship between scientific supervision and artistic supervision on teacher performance while there was no significant relationship between collaborative supervision on teacher performance. It was advised. Lesson planning and lesson presentation supervision require additional time and money from school administrators because they have been proven to have a greater impact on teachers' performance in Mukono secondary schools. Head teachers of schools must demand that teachers actively involve pupils in their delivery of instruction. Regular in-service training on multiple delivery methods for teachers must be organised by school administrators like lesson plan preparation that can be beneficial to their students.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study set out to investigate the effect of instructional supervision on the performance of teachers in some selected secondary schools in Mukono South Constituency, Mukono district, Uganda. The study is proposed against the backdrop that most of Uganda's secondary schools are struggling with declining teacher performance. This chapter presents the background to the study, the statement of the problem, purpose of the study, objectives of the study, research questions; scope of the study, the significance and the conceptual framework.

1.1 Background to the Study

This section is made up of four perspectives, which include the historical, theoretical, conceptual and the contextual perspective. It provides a brief overview of previous research on instructional supervision and teacher performance, the theory guiding the study, and the main concepts of teacher performance in Mukono South Constituency, Mukono district, Uganda.

1.1.1 Historical Perspective

Since the Eastern Mediterranean region's first formal schools were established in 496 BC to foster good social behaviour, character development, as well as desirable creative and scientific capability, teacher quality has garnered a growing corpus of research (Scanlon, 2020). After teacher performance was identified as the key to student achievement and the survival of any educational system in the 20th century, interest in the subject grew. (Sirait, 2016; Blazar & Kraft, 2017; Özgenel, Ro & Mert, 2019; Ibok, 2020).

The effectiveness of educators is highly dependent on instructional monitoring (UNESCO, 2007). In the United States, a statute of the General Court of Massachusetts permitted the first option for monitoring by respective educational representatives to advance teacher quality in 1654. (McKean & Mills, 2016). According to the law, selectmen of cities were given the responsibility of choosing teachers of good faith and morals to collaborate in the schools under their control. They were also tasked with the duty of going to visit each school to evaluate teachers' achievement and direct educators' effective teaching activities in order to instill proper performance in teachers.

In developing Africa, the improvement in teacher performance was the 1982 Education Act, the very first effort by the imperial government to impose any kind of supervision on the growth and advancement of Nigeria's schools. The decree called for the creation of a national board for education that would select a West African school examiner. With this assignment, need for some kind of oversight function in the education systems was first acknowledged (Nwaogu, 2013). The Nigerian Federal Republic recognised governance of the curriculum and instruction oversight of classroom instruction, tracking and evaluating educators' advancement and accomplishments, promoting and enhancing the teaching atmosphere, establishing and supporting continuous staff development, and purchasing educational content for education and instruction as major supervisory operations (Nwaogu, 2013).

In order to safeguard teacher effectiveness, the Kenyan government instituted educational monitoring, which dates back to 1911 (Ngelu, 2004), when the initial department of education was established. The directorate's responsibilities included organising, organising, and supervising colonial schools. Later, the Education Ordinance of 1924 strengthened oversight by giving the government the authority to oversee and manage education. The monitoring of institutions using commissioners was then instituted in 1911 in order to carry out this new duty (Ngelu, 2004).

In the past, Uganda has a reputation in East Africa for generating high-quality instructors (Ssekamwa & Lugumba, 2010). This was ascribed to the country's robust education system, which was established in 1922 with the creation of Makerere University. The formation of National Teachers Colleges (NTCs) and afterward the founding of additional public and private teacher education helped to substantially increase the number of qualified teachers in the country in the early 1980s, fostering the development of high-quality teacher performance. Nevertheless, there is no proof that the performance of secondary teachers in Uganda complies with the requirements established by the National Curriculum Development Centre (NCDC) and the Directorate of Education Standards (DES); (Uganda National Examination Board (UNEB), 2015). Moreover, few studies have examined instructional supervision and its effect on teacher performance in secondary schools in Uganda (Malunda, et al, 2016). Consequently, how instructional supervision influences teacher performance has not been adequately analysed in the context of Uganda's secondary schools, particularly those in Mukono South Constituency, Mukono district, Uganda. This study is therefore proposed to cover this gap.

1.1.2 Theoretical Perspective

This study was grounded in the Theory of Supervisory Practice put forward by Schwartz (1987). This theory states that supervisory practice has scientific, artistic and Collaborative dimensions each of which is intended to optimize instruction, quality of classroom learning and student achievement. The theory asserts that scientific instructional supervision which is the initiation and setting of standards ensures that observable instructional behaviour expected of teachers in form of having lesson plans, schemes of work, and modelling is as best as it can be in supporting learning. Artistic instructional supervision focuses on implementation and observation in an

educational setting similar to classroom observation, organization, and how a teacher keeps records of student marks. Collaborative instructional supervision involves maintaining, evaluating and validating what the teacher has done and areas for further improvement. This can be in form of student performance in tests and examinations. In this study, the theory will guide the analysis of the nature of instructional supervision in terms of how the scientific, artistic and Collaborative dimensions are applied in secondary schools in Mukono South constituency, Mukono district, Uganda and how they affect the performance of teachers.

1.1.3 Conceptual Perspective

In this study, the main concepts were instructional supervision (scientific, artistic, and collaborative) which were analysed as the independent variable and teacher performance that was examined as the dependent variable.

Teacher performance can refer to the learning outcomes realized in terms of student achievements (Elliott, 2015). It can also refer to the process that involves prior preparation, lesson planning and updating, content delivery, actual teaching, student evaluation, provision of feedback, regularity, punctuality and availability of the teacher as scheduled by a school (Milanowski, 2011). The study adopted this latter definition because the teacher performance described is not only the type that determines the outcome dimension (student achievements) but also one that is directly influenced by instructional supervision (Elliott, 2015). In this survey, teacher performance is defined as the degree to which the teacher accomplishes school goals through lesson preparedness, which include creating schemes of work, teaching materials, records of work completed, trying to prepare and then using student academic registers, actual classroom instruction, evaluation of the students, having attended staff meetings, managing students' behavior, participating in extracurricular

activities, counselling and guidance, are all ways by which the teacher can accomplish her or his goals (Hoque, et al, 2020).

Instructional supervision is generally defined as the process by which a school head teacher, subject head or any other professional superior oversees, guides, advises, supports and corrects teachers to make their pedagogical practices effective in delivering desired learning outcomes as they can be (Malunda et al., 2016). In this study, the instructional supervision will be investigated in terms of scientific, artistic and Collaborative Supervision because it is concerned with the student learning in the classroom. According to Sergiovanni and Starratt, (2018), instructional supervision is referred to as the plan that assists teachers in their classroom performance through the formation and implementation of the scheme of work, and the evaluation of instructional programmes.

Okumbe (2019) postulated that, the aspect of scientific instructional supervision involves the initiation and setting of standards to ensure that observable instructional behaviour expected of teachers in form of having lesson plans, schemes of work, and as this helps in facilitating, supporting, guiding and assisting teachers to improve their performance professionally.

Okumbe (2019) notes that artistic instructional supervision focuses on implementation and observation in an educational setting similar to classroom observation, organization, and how a teacher keeps records of student marks.

Burke and Fessler (2019) assert that the primary goal of cooperative instructional leadership is to provide novice instructors and those who are unfamiliar with a school or teaching setting with the necessary guidance from more seasoned colleagues. The directive and non-directive orientations of supervision are combined in the collaborative supervisory approach. Teachers and supervisors

both participate actively and divide duties. This strategy is predicated on the idea that collaboration between students and educators is essential to learning. These co-workers consequently have a moral and ethical obligation to offer the necessary kind of support when requested (Kutsyuruba, 2018). An educator who requires communal and cooperative assistance in this respect ought to be aware that "feedback from co-workers and other resources should be obtained in order to make progress towards development" (Burke & Fessler, 2017). Mentoring, mental coaching, and mentorship make up the bulk of effective collaboration to supervision. However, a number of scholars claim that while these techniques of instructional supervisory overlap, they serve quite different purposes and serve multiple roles (Sergiovanni & Starratt, 2017).

1.1.4 Contextual Perspective

This study was conducted in Mukono South constituency, one of the constituencies located in Mukono, one of the 146 districts in Uganda. Mukono district has 44 secondary schools distributed in the five constituencies into which it is divided and 10 of these schools are located in Mukono South Constituency, the district has both high and low performing secondary schools, but the majority are low performers, and most of these are located in Mukono South Constituency (Mukono District Education Report, 2020). Available records show that many teachers in secondary schools in Mukono South Constituency are under performing, this is because many of them hardly prepare schemes of work and lesson plans; and neither do they conduct sufficient practical lessons or give time for remedial classes for academically weak students (Mukono District Education Report, 2020). The underperformance of teachers is attributed to poor performance of many students in the national examinations (UNEB, 2015). Hogue et al., (2020) pointed out that, teacher performance is measured in terms of student achievements; therefore, the decline in student achievements implies that teacher performance in Mukono South Constituency

has declined and, this suggests a need to establish and address the cause. This prompted the researcher to ask: “What effect does instructional supervision have on the performance of teachers in secondary schools?” hence this study was an attempt to answer this question.

1.2 Statement of the Problem

Teacher performance is paramount in the education sector because it brings out the learning outcomes realized in terms of student achievements (Elliott, 2015). The performance of teachers through lesson planning, regularity, punctuality, content delivery, student evaluation, provision of feedback, and availability of the teacher as scheduled by a school is likely to enhance student achievements in test and examination scores. However, most teachers in secondary schools in Mukono South Constituency are under performing, this is because many of them hardly prepare schemes of work and lesson plans; and neither do they conduct sufficient practical lessons or give time for remedial classes for academically weak students (Mukono District Education Report, 2020) and this may lead to high failure rates of students in the UNEB examination.

Despite the instructional supervision being carried out by the Ministry of Education and Sports through Directorate of Education Standards (DES) where the school heads are directed to supervise the teachers, the performance of teachers in Mukono South Constituency to propel learners’ achievements is still lacking as most students still fail to perform well in UNEB examinations or even attain a pass mark to qualify for award of certificates (Mukono District Education Report (2020). These practices, UNEB (2015) points out, are already causing many candidates to perform poorly in the national Uganda Certificate of Education (UCE) and Uganda Advanced Certificate of Education (UACE) examinations. This scenario motivated the researcher to investigate how instructional supervision exercised in these schools contributes to teacher performance.

1.3 Purpose of the Study

The study sought to investigate the effect of instructional supervision (scientific, artistic and collaborative) on the performance of teachers in secondary schools in Mukono South Constituency.

1.4 Objectives of the Study

The following were the objectives the study:

1. To establish the effect of scientific supervision on the performance of teachers in secondary schools in Mukono South Constituency.
2. To analyse the effect of artistic supervision on the performance of teachers in secondary schools in Mukono South Constituency.
3. To examine the effect of collaborative supervision on the performance of teachers in secondary schools in Mukono South Constituency.

1.5 Research Questions

The study had the following research questions:

1. What is the effect of scientific supervision on the performance of teachers in secondary schools in Mukono South Constituency?
2. How does artistic supervision affect the performance of teachers in secondary schools in Mukono South Constituency?
3. How does collaborative supervision influence the performance of teachers in secondary schools in Mukono South Constituency?

1.6 Research Hypotheses

The study had the following hypotheses:

H1: There is no statistically significant relationship between scientific supervision and teacher performance in secondary schools in Mukono South Constituency.

H2: There is no statistically significant relationship between artistic supervision and teacher performance in secondary schools in Mukono South Constituency.

H3: There is no statistically significant relationship between collaborative supervision and teacher performance in secondary schools in Mukono South Constituency.

1.7 Scope of the Study

1.7.1 Content Scope:

The study was confined to the investigation of how scientific, artistic and collaborative supervision influence the performance of teachers in secondary schools in Mukono South Constituency in terms of preparation of schemes of work and lesson plans.

1.7.2 Geographical Scope

The study was carried out in some selected secondary schools in Mukono South Constituency in Mukono district. This Constituency was selected because it has both private and government schools most of which grappling with declining teacher performance as manifested in poor scheming and improper lesson plans, and subsequent poor grades of students. The choice of using both private and government secondary schools was premised on the fact that government aided schools are often fully facilitated compared to private schools which reflects greatly in instructional supervision and ultimately teacher performance. Therefore, respondents with the required awareness of this problem and how it relates to instructional supervision were accessed in these schools.

1.7.3 Time Scope

The study focus was put on the information between 2015 and 2020 since it coincides with the time when teacher performance is declining in secondary schools in Mukono South Constituency. Therefore, it brought out a clear picture of how instructional supervision is accounting for this decline.

1.8 Significance of the study

This study would yield the following theoretical and practical benefits.

Theoretically, the study will provide new knowledge on how instructional supervision influences teacher performance. This knowledge will be in the context of how instructional supervision affects the performance of teachers in secondary schools in Mukono South Constituency. This knowledge can be used by educational scholars, students and policy researchers to appreciate this influence as a basis for further research.

In practice, findings from this study will inform policy makers on matters of how to improve instructional supervision to optimise teacher performance and learning outcomes. The findings will particularly serve as a basis for the government of Uganda, particularly the Ministry of Education and Sports to appreciate how instructional supervision is conducted in secondary schools and how it affects teacher performance to determine the appropriate policy action to take as far as necessary improvements are concerned.

The findings of the study will further act as basis for school management, particularly head teachers and subject heads of secondary schools in Mukono South Constituency to evaluate their instructional supervision and its influence on teacher performance. This evaluation can help these supervisors to make appropriate improvements.

The study can be of benefit teachers to appreciate how instructional supervision influences their performance. They can use this appreciation to understand how they can work together with their head teacher to improve instructional supervision and their performance.

1.9 The Conceptual Framework

The study is conceptualized as shown in Figure 1.1

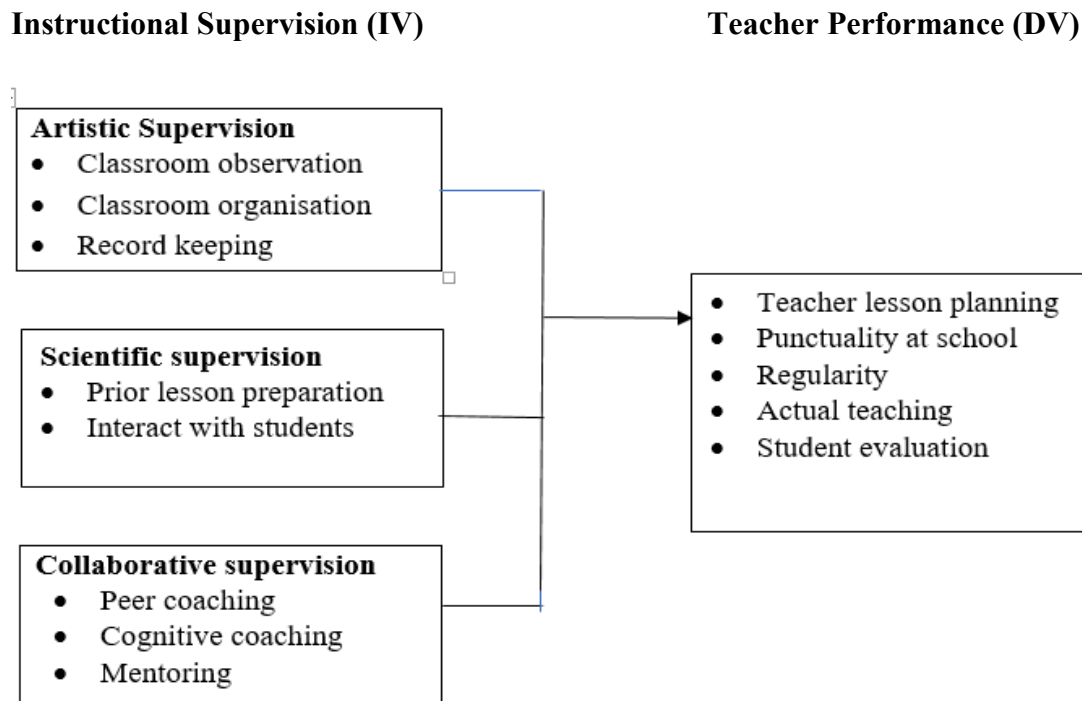


Figure 1.1: A conceptual Framework for Instructional Supervision and Teacher Performance

Source: Adopted from Schwartz (1987) and conceptualized by the Researcher (2021)

The conceptual framework above was based on the assumption that instructional supervision influences teacher performance. Therefore, instructional supervision was conceptualised as the independent variable (IV) that was investigated in terms of its three dimensions identified by Schwartz (1987) theory of supervisory practice, which included scientific, artistic and collaborative supervision.

1.10 Operational Definitions of Key Terms

Instructional Supervision: This is the scientific, artistic and Collaborative practices carried out by a head teacher in form of overseeing, guiding, supporting, advising and correcting teachers to make their performance the best it can be in terms of bringing about desired learning outcomes such as student academic grades.

Scientific Supervision: Head teachers observing and improving of the modelling behaviour demonstrated by teachers as they teach, that is, teachers use of visible illustrations/teaching aids, active involvement of students in the on-going lesson, teaching gestures, teachers dress code, and positioning between the chalkboard and students.

Artistic Supervision: Advice and guidance given to teachers by head teachers with the aim of improving their expressive character, that is, teachers' choice of the words, voice tone and projection, attitude toward learners, lesson presentation and logical progression when teaching.

Teacher performance: The manner in which teachers do their job in terms of not only how they get involved in prior preparation (searching for relevant information and illustration), lesson planning (setting lesson objectives and sequencing its content for logical delivery), lesson delivery (classroom teaching), student evaluation (giving and marking classroom and homework), feedback provision (giving corrections), but also regularity, punctuality and availability to attend to students' academic needs whenever need arises especially in UCE and UACE examinations.

1.11 Study Limitations

The study was limited by financial constraints, difficulty in accessing respondents as a result of closure of schools due to COVID-19. Difficulty in getting access to respondents limited data collection. Even where respondents were accessible, their reluctance and scepticism about the

purpose of the study limited their participation. This limitation was however minimized by explaining to the respondents that the study was purely academic, and its findings will not be used to victimize them.

1.12 Delimitations

Instructional supervision involves ensuring that teachers and students are actively and effectively involved in the educational process by which desired learning outcomes are brought forth. This study however, focused on instructional supervision of teachers only. In addition, instructional supervision involved school administrators such as head teachers, deputy head teachers and subject heads. However, this study focused on instructional supervision provided by only head teachers to reduce the practical complexity in measuring this concept.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The study investigated the effect of instructional supervision on the performance of teachers in secondary schools. This chapter presents the literature. The chapter starts with theoretical review and then the review of related literature based on the three stated study objectives which are scientific, artistic and Collaborative in supervision.

2.1 Theoretical Review

The theoretical underpinning of this study was grounded on the Theory of Supervisory Practice developed by (Schwartz, 1987). The theory of supervisory practice advances a view that supervisory practice uses scientific, artistic and Collaborative dimensions to optimize instruction, quality of classroom learning and student achievement. The theory asserts each of these dimensions is applied based on teaching standards predetermined in terms of observable behaviours and unobservable character-attributes that teachers are expected to demonstrate in order to facilitate students to realise desired learning outcomes.

According to this theory, the scientific dimension of instructional supervision involves ensuring that teachers demonstrate observable instructional behaviour expected of them in form of schemes of work, lesson planning and evidence-based teaching or modelling. In this case, modelling refers to the use of visible teaching illustrations/teaching aids, interacting actively with students by involving them in the on-going lesson, display of proper teaching gestures, using proper dress code, and apposite writing is at the best it can be in supporting learning (Schwartz, 1987).

The artistic dimension of supervision focuses on fostering teachers' classroom observation and organization, and the way a teacher keeps and maintains the records of student marks in an educational setting. According to Schwartz (1987), artistic supervision is about supporting and guiding teachers to be creative in terms of displaying a character that does not make students uncomfortable through use of improper and embarrassing words, nervous because of using tough language, fearful because of using fierce language, distant because of displaying aloofness or negative attitude, and confused and not following what is being taught because of delivering it haphazardly.

Collaborative instructional supervision involves maintaining, evaluating and validating what the teacher has done and areas for further improvement. This can be in form of student performance in tests and examinations scores, and providing feedback intended to improve each of these dimensions where necessary and to encourage teachers to continue with the teaching behaviour they display as expected and working with this theory improves teacher performance and student achievement (Schwartz, 1987). Therefore, the theory was used to analyse the nature of instructional supervision in secondary schools in Mukono South Constituency based on the indicators it identifies to measure its scientific, artistic and Collaborative dimensions and their influence on teacher performance.

2.2 Review of Related Literature

2.2.1 Scientific Instructional Supervision and Teacher Performance

The study set out to establish the effect of scientific supervision on the performance of teachers in secondary schools in Mukono South Constituency. Several researchers have conducted studies over the years to establish how scientific instructional supervision influences teacher performance. In her pioneering study intended to develop a theory of instructional supervisory practice,

Schwartz (1987) indicates that scientific supervision focuses on overseeing, inspecting and checking on teachers to establish, guide and improve their observable instructional behaviour. Schwartz (1987) described observable instructional behaviour as the visible pedagogical conduct demonstrated by a teacher in form of developed schemes of work, lesson plans, and classroom modelling. By modelling, Schwartz meant the use of visible teaching illustrations or aids, physical interaction with or involvement of students in an ongoing lesson, and the teaching gestures and teacher's dress code or style of dress. This scholar found that scientific instructional supervision has significant and positive relationship with teacher performance. The better this supervision is exercised the better teacher performance becomes. Schwartz was however, concerned with developing a theory of instructional supervisory practice within the context of discipline-based art education in general. As to whether the nature of the relationship established by this researcher applies in particular contexts such as that of secondary schools in Mukono South Constituency needs to be validated empirically.

In support, Collins (2000) studied the bearing of centralized instructional supervisory practices on teacher performance. This study specified scientific supervisory practices as some of the practices by which centralised supervision is exercised through inspecting, checking and streamlining teacher's observable pedagogical behaviour. This scholar established that scientific supervisory practices had a significant and positive impact on teacher performance. Collins (2000) was however, concerned about private secondary schools in Turkey, not in Uganda.

Consistent with Collins (2000), Blumberg (2011) in his study on evidence-based practice also observed that a school leader who encourages teachers to use evidence-based teaching is more likely to improve their performance than one who emphasises the theoretical content and standards of teaching. In support, Borders (2019) noted that scientific instructional supervision encourages

teachers to use of observable illustrations and actions to demonstrate the lesson content being delivered to learners, and in so doing, improves their teaching performance. Borders (2019) added that observable illustrations that teachers use to improve their performance include information technology devices such as videos, diagrams, library resources, pictorial stories, songs, games, field work, group discussions, and dramatic actions as well as physical objects from learners' familiar environment. Encouraging the use of these illustrations makes teaching relatable to a learner, thereby ensuring improved learning outcomes and therefore better teaching performance. Similar observations appear in the studies of (Burns and Foley, 2005), (Daly and DeAngelis, 2017), (Horntvedt, et al, 2018) and (Diery, et al, 2020). All these studies were however, conducted outside Uganda. Therefore, their findings need to be validated within the context of Ugandan secondary schools.

2.2.2 Artistic Instructional Supervision and Teacher Performance

The study also aimed at analysing the effect of artistic supervision on the performance of teachers in secondary schools in Mukono South Constituency.

Different scholars have shown interest in understanding how artistic instructional supervision affects teacher performance. Specifically, Schwartz (1987) observed that artistic instructional supervision focuses on finding out how teachers demonstrate a pedagogical character expected of them in terms of the choice of words they use while teaching, the tone and projection of the voice they apply, the attitude they demonstrate toward learners, and the level of logical progression depicted in their presentation of the lesson content delivered to learners. Schwartz (1987) observed that the more teachers are encouraged and guided to develop a pedagogical character that resonates with the professional classroom teaching standards the higher is the performance they attain in terms of facilitating students to realise desired learning outcomes and achievements. As noted,

before, Schwartz observations were based on a study conducted in America. They therefore need to be validated with the context of Ugandan secondary schools.

In support, Kapusuzoglu and Dilekcis (2017) study aimed to develop an artistic instructional supervision model scale (ASMS) indicate that this supervision affects teacher performance positively. These researchers measured artistic instructional supervision in terms philosophy inspection and improvement of a teachers' pedagogical character and its display in educational specialty. Teacher performance was measured in terms of facilitating students to meet the objectives of a lesson, assessing their understanding its content and giving them feedback or corrections. Kapusuzoglu and Dilekci (2017) however, conducted the study in primary and secondary schools of Turkey, but not those in Uganda. The question therefore is whether their findings are valid within the context of secondary schools in Uganda.

Likewise, Nafiah et al., (2019) measured artistic supervision in terms of observing and improving teacher character in terms of sensitivity to learners, attitude, helping students to solve academic problems, involving and checking learners by asking them questions to keep them attentive or establish whether they are following, and use of understandable words to explain new concepts. They measured teacher performance in terms of having a lesson plan, content delivery and student evaluation. Their findings from qualitative and quantitative questionnaire data revealed a positive correlation value of 0.606 at a significance level of 0.004. These findings indicate positively significant correlation between artistic instructional supervision and teacher performance. Nafiah and Bafadal (2019) however, conducted their study to develop an artistic supervision model needed to improve pedagogic performance of primary teachers in Indonesia.

2.2.3 Collaborative Instructional Supervision and Teacher Performance

The study further seeks to examine the effect of collaborative supervision on the performance of teachers in secondary schools in Mukono South Constituency.

Previous research indicates that different studies have been conducted to examine how collaborative instructional supervision affects teacher performance. Among these studies is one conducted by Schwartz (1987). This study indicates that collaborative instructional supervision improves teacher performance by evaluating observable instructional behaviour and expressive character, and providing feedback in terms remedial actions that teachers need to take in order to teach better. These observations are supported by (Ontiriah, 2004) and (Okendu, 2012). According to Esia-Donkoh and Baffoe (2018), collaborative instructional supervision improves teacher performance.

Consistent with the above researchers, the study of Veloo, et al, (2013) indicates that Collaborative instructional supervision has a significant and positive effect on the teaching performance of secondary school teachers, particularly the performance that teachers achieve in terms of facilitating learning. To these researchers, collaborative instructional supervision focuses on assessing and giving teachers remedial feedback on how to design more professional schemes of work and better plan lessons, how to use the questioning technique, involve students in the ongoing lesson, reinforce student responses, give classroom assignments and homework, check and mark student classroom assignments and homework, give corrections, and manage a classroom. The findings of Veloo et al., (2013) indicate this kind of supervision benefits teachers by improving the performance they attain in terms of helping students to learn and understand the planned lesson content better. This study was however conducted to determine the effects of Collaborative

Supervision on the teaching performance of secondary school teachers in Malaysia, not in Uganda let alone in Mukono South Constituency.

Quantitative data was collected using a 5-point Likert scaled questionnaire, Hoque et al., (2020) found from multiple regression analysis that Collaborative instructional supervision is significantly positive predictor of teacher performance in secondary schools. They particularly established that collaborative supervision improves teacher lesson planning, punctuality at school and regularity in terms of student achievements. This supervision was also found to be a significant predictor of teacher's appearance in classroom in terms of dress code and interaction with students. (Strieker et al., 2016), (Kayıkçı1, 2017), (James and Massiah, 2019) and (Kholid, et al, 2019) had however, established that while the effect of Collaborative instructional supervision was positive, it was not significant across all schools. Therefore, extant literature is not conclusive about the effect of Collaborative instructional supervision on teacher performance and therefore, alludes to a need for more research. This study is proposed to add to this research by examining this effect within the context of secondary schools in Mukono South Constituency.

2.3 Summary of Literature Review

The literature reviewed in this chapter indicated that different theories had been developed to explain the relationship between instructional supervision and teacher performance. Out of the developed theories, the theory of instructional supervisory practice was selected to guide this study. In addition, existing literature indicates that different studies have been conducted to establish how instructional supervision affects teacher performance. While some of the studies have established that the effect is significant and positive, others indicate that while it is positive, it is not significant. Therefore, extent research is inconclusive about the nature of this effect. In

addition, the literature is still deficient about the nature of this effect in the context of secondary schools in Mukono District. Therefore, this study is proposed to fill this deficient.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research design, the target population and sample procedure, data collection instruments, their validity and reliability, and methods of data analysis.

3.1 Research Design

The framework and organisation of an inquiry created to find responses to research objectives and questions is known as the study design (Kothari, 2004). Mixed quantitative and qualitative research methods were used. A cross-sectional survey method was used in this investigation since it uses a single point of data gathering for each respondent, is less expensive to carry out than a longitudinal survey, and allows inference of findings from of the sample to a larger population (Mugenda, 2013).

3.2 Study Population

The study population refers to the community of potential respondents from which a sample is selected and to which the findings of the study can be generalized (Asiamah, Mensah & Oteng-Abayie, 2017). In this study, the target population comprised all the head teachers and teachers in secondary schools located in the Mukono South Constituency. The head teachers were included because they are the instructional supervisors who can provide data about the nature of instructional supervision and how it influences teacher performance in their schools. Teachers were included because as they are supervised, they are in a position to provide data about how this supervision is exercised and how it affects their performance.

3.3 Sample Size

The accessible population of this study was 186 respondents, consisting of 6 Head teachers, 180 teachers. Using Krejcie and Morgan (1970) table of sample size determination, a sample size of 129 respondents was obtained including 6 head teachers and 123 teachers, making a sample size of 129 respondents (See table 3.1).

Table 3.1: Population, Sample Size and Sampling Techniques

Category	Population Size (N)	Sample Size (n)	Sample method
Head Teachers	6	6	Purposive sampling
Teachers	180	123	Simple random sampling
Total	186	129	

Source: Mukono District Local Government Education Office (2021)

3.4 Sampling Techniques

Sampling techniques are the methods used to select respondents from a target population. Schools were selected from each category using simple random sampling giving each school an equivalent opportunity of being picked to take part in the study (Creswell and Creswell, 2018). The same simple random sampling technique was used to select teachers. This is because every teacher is subjected to instructional supervision and is assigned duties to perform. Therefore, each teacher was in a position to provide data on how they are supervised and their performance. Purposive sampling was used to select head teachers because they were key respondents about the nature of instructional supervision and teacher performance.

3.5 Research Methods and Instruments

The study used interviewing for qualitative data and survey method to collect quantitative data. The interview was used to collect data from head teachers as the key informants. The survey

method was utilized in data collection from teachers, since these participants were relatively many and they include the following.

3.5.1 Interview

Interviews were scheduled according to the research questions to administer interviews to the head teachers, thereby collecting qualitative data from them as the key informants. This instrument consisted of open-ended questions requiring these respondents to explain how they conduct instructional supervision and its effect on teacher performance. Open-ended questions were used to give key respondents freedom to express themselves unlimitedly.

3.5.2 Questionnaire

A structured questionnaire was designed based on the objectives of the study and used to collect quantitative data from teachers. This instrument contained close-ended statements measuring instructional supervision and teacher performance. The first section of the questionnaire contained questions on the background information of the respondents, which was relevant to the study. The other sections consisted questions measuring each variable of the study. This questionnaire was used because as teachers, the respondents were literate enough to read and provide their responses by ticking; this is the main instrument which was used for data collection.

3.6 Measurement of Variables

A 5-point Likert scale of responses was used to measure the variables of the study. The indicators of each dimension of instructional supervision and teacher performance was constructed as close-ended questionnaire items. Respondent's assessment of each indicator was provided using Strongly Disagree (1), Disagree (2), Not Sure (3), Agree (4) or Strongly Agree (5). Strongly disagree and disagree represented poor instructional supervision and teacher performance. Agree

represented moderate instructional supervision and average teacher performance. Strongly agree represented excellent instructional supervision and excellent teacher performance. Not sure represented a mixed view.

3.7 Validity and Reliability of Instruments

3.7.1 Validity of the Instruments

Amin (2005) indicates that the validity of a research tool is the extent to which it measures the variable it is designed to measure. In this study, validity of the designed interview guide and questionnaire were established using the content validity method. Content validity refers to the extent to which items in a research tool measure the theoretical aspects of a given construct. Three research experts were asked to rate the content of the data collection tools as Relevant (R) or Irrelevant (IR), and their ratings were being computed as the content validity index with the help of the following formula. If the computed validity indices are greater than 0.7, the instruments were considered valid. Otherwise, appropriate adjustments will be made to improve the validity.

3.7.2 Reliability of the Instruments

Reliability is the consistency of a research instrument to yield same results across different studies and samples (Amin, 2005). While reliability can be measured using different techniques, the Cronbach Alpha method of internal consistency was used to investigate the designed questionnaire. A pilot study was conducted involving 10 teachers who will not be included in the sample of the study. This was then be used to compute the Cronbach's Alpha coefficient. When the computed alpha (α) is more than 0.5, the tool was considered reliable (Creswell & Creswell, 2018). Otherwise, appropriate adjustments will be made to improve the reliability of the questionnaire.

3.8 Data Collection Procedure

Permission and an introductory letter were obtained from the Head of Department of Education, Kyambogo University. The letter was presented to each selected head teacher and teacher to support the researcher's self-introduction to them and to request for their informed agreement and cooperation to partake in the study. The head teachers were briefed about the subject matter of the study and their consent obtained before interviewing them. Their responses were recorded using the researcher's mobile phone after briefing them about it. The questionnaire was self-administered to the teachers, again after explaining to them the purpose of the study and getting their informed consent. Effort was made to ask the respondents to provide the data on the very day of administering the instruments to them for the purpose of minimising travel and time costs.

3.9 Data Processing and Analysis

The data obtained was carefully reviewed and verified for accuracy. The Statistical Package for Social Sciences was used to classify and input the confirmed data (SPSS). The utilization of SPSS was made possible by its assistance in arranging and condensing the data into appropriate metrics, including measurements of frequency and percentage, percentages, regressions and correlations tests, means, standard deviation, and percentages, particularly for quantitative data. In order to analyse the parameters that were obtained, descriptive statistical analysis was used. The results were presented using pie charts, bar charts, graphs, percentages, and frequency tables, along with the relevant descriptions.

When analysing qualitative data, a short outline was used, which, in accordance with Kombo and Tromp (2006), entails summarising the most key results and providing an interpretation and understanding of them in order to ensure that the data gathered is comprehended. The study's findings are therefore carefully explained in a synopsis of major discoveries and conclusions. To

determine if there was a connection between the dependent and independent variables, the regression analysis was used.

3.10 Ethical Considerations

Having received approval, the study sought to collect data. Effort were made to get access to respondents after getting permission from the selected schools' authorities. Further effort was made to seek respondents consent by explaining to them the purpose of the study, and asking for their willingness and cooperation to participate in the study. Confidentiality was also promised to respondents and guaranteed by asking them not to identify themselves by name. Covid 19 stand contracting procedures were equally observed to avoid contracting or spreading the virus.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter presents findings on the effect of instructional supervision (scientific, artistic and collaborative) on the performance of teachers in secondary schools in Mukono South Constituency. The findings are presented according to the objectives of the study: to establish the effect of scientific supervision on the performance of teachers in secondary schools in Mukono South Constituency; to analyse the effect of artistic supervision on the performance of teachers in secondary schools in Mukono South Constituency; and to examine the effect of collaborative supervision on the performance of teachers in secondary schools in Mukono South Constituency. The response rate, followed by the demographic information of the respondents is provided to keep the study in perspective. Then after the empirical analysis together with testing of hypothesis. The analysis presented includes; descriptive, comparative, correlation and regression analyses were computed.

4.1 Response rate

Table 4.1: Response rate

Method	Target Response	Actual response	Response rate
Questionnaire	123	115	93.4
Total	123	115	93.4

From the findings in table 4.1, 123 respondents were given questionnaire, 115 respondents filled the questionnaire, representing a response rate of 93.4%. The remaining respondents could not be reached because some of them were out of the area during the time for research, others could not take part in the study as a result of being in transit. Accordingly, out of the 123 respondents

targeted, 115 responded giving a response rate of 93.4%. This was good sufficient since according to Amin (2005), 70% of the respondents are enough for a study. The response rate indicates that data was collected using the questionnaire for quantitative data.

4.1.1: Descriptive Characteristics of Respondents

For Quantitative data, the anticipated number of respondents was 129, made up of 123 teachers and 6 Head teachers for the questionnaire survey and interviews respectively. After data collection, the actual number of respondents was 121, made up of 115 teachers and 6 head teachers respectively, giving a response rate for questionnaire survey at 93.4%. This was within the recommended response (Amin, 2005). All respondents who filled in the questionnaire were asked about their highest education level, gender, and age group. Findings are presented in Table 4.2

Table 4.2: Frequencies and Percentages on the Categories of Participants' Background Information

Variable (N=115)	Category	Frequency	Valid Percent
Gender	Male	61	53.0
	Female	54	47.0
Highest professional qualification	Diploma	13	11.3
	Bachelor's Degree	74	64.3
	Postgraduate	28	24.3
Period spent as a teacher	Less than 5 Years	21	18.3
	5-10years	48	41.7
	11-15Years	33	28.7
	16years and above	13	11.3
Period spent in the current school	Less than 5 Years	14	12.2
	5-10years	57	49.6
	11-15Years	35	30.4
	16years and above	9	7.8

Table 4.2, shows that majority of respondents (53%) were male while 47% were female respondents that constituted the minority. The nature of response was attributed to the fact that men tend to engage in formal employment compared to women. It is highly likely that most organizations with activities that require energy and time involve both men and women, a reason why the study considered both sexes.

Findings in the Table 4.2 regarding educational background of the respondents show that majority had Bachelor's degree and these were reflected by 64.3%. Out of the participants that filled the questionnaire, 24.3% who had postgraduate qualifications like Master's degree while the rest had, 11.3% had diploma level of education. Given these qualifications, it can be construed that majority of respondents in this research study had relevant levels of education to enable them understand and appreciate the effect of instructional supervision (scientific, artistic and collaborative) on the performance of teachers in secondary schools in Mukono South Constituency.

On period spent as a teacher by the respondents, the study found out that majority (41.7%) had served 5-10 years. This was followed by those that had served 11-15 years represented by 28.7%. The rest 18.3% had spent less than 5 years and only 11.3% had more than 16 years and above. The finding implies that since a big majority of respondents had spent more than 5 years, they had enough knowledge of the school setting and therefore were quick to appreciate the effect of instructional supervision (scientific, artistic and collaborative) on the performance of teachers in secondary schools in Mukono South Constituency.

On period spent in the current school by the respondents, the study found out that majority (49.6%) had spent 5-10 years in the schools. This was followed by those that had served 11-15 years represented by 30.4%. The rest 12.2% had spent less than 5 years, 7.8% had spent more than

16years and above. The findings show that majority respondents had spent enough time in schools and could therefore, examine the effect of instructional supervision (scientific, artistic and collaborative) on the performance of teachers in secondary schools in Mukono South Constituency.

4.2 Dependent Variable (Teacher Performance)

The dependent variable being Teacher Performance (TP) had 4 constructs namely: schemes of work and lesson planning, regular attendance to lessons, punctuality to teaching, attending to students' academic needs. For each of these four constructs, descriptive statistics were computed. Then findings item by item following the self-administered questionnaire were presented.

Table 4. 3: Descriptive statistics on teacher performance

Item	SD		D		NS		A		SA		M	SD	Rating
	F	%	F	%	F	%	F	%	F	%			
I develop all the schemes of work expected of me in time	8	7.0	23	20.0	9	7.8	48	41.7	27	23.5	3.55	1.244	Agree
I always make prior preparation before I plan any lesson	12	10.4	15	13.0	9	7.8	54	47.0	25	21.7	3.57	1.257	Agree
I ensure that I am punctual for teaching every working day.	8	7.0	23	20.0	9	7.8	48	41.7	27	23.5	3.75	1.22	Agree
I am always available to attend to students' academic needs after my classroom lessons.	12	10.4	15	13.0	9	7.8	54	47.0	25	21.7	3.55	1.244	Agree
I involve students in any ongoing lesson by asking questions that keep them attentive.	11	9.6	13	11.3	28	24.3	42	36.5	21	18.3	3.57	1.257	Agree
I give students classroom assignments and homework	21	18.3	23	20.0	19	16.5	32	27.8	20	17.4	3.33	1.193	Not sure
I mark all the classroom assignments and homework that I give to students and making all the corrections.	13	11.3	11	9.6	14	12.2	50	43.5	27	23.5	3.06	1.385	Not sure
Overall mean											3.48		

Source: Primary Data, 2022

Legend; Source: (Cronbach, 1970)

Mean Range	Response Mode	Interpretation
5	Strongly Agree	Very High
4	Agree	High
3	Not sure	Medium
2	Disagree	Low
1	Strongly Disagree	Very Low

The results in Table 4.3 on whether they develop all the schemes of work expected of them in time majority (65.2%) develop all the schemes of work expected of them in time as compared to 27% who disagreed. Considering the mean of 3.5 close to code 4 which corresponds to agreed.

On whether teachers always make prior preparation before they plan any lesson a large number of teachers (68.7%) agreed to make prior preparation before they plan any lesson compared to 23.4% who disagreed. Considering the mean of 3.57 close to code 4 which corresponds to Agreed.

In line with punctuality of teachers, 65.2% agreed that they were punctual for teaching every working day unlike to 20.0% who disagreed. This was supported by the $M=3.75$ which corresponds with agreed.

Concerning teachers' availability to attend to students' academic needs after classroom, 68.7% agreed that they attend to students' academic needs after classroom compared to 23.4% who disagreed to the assertion. This was confirmed by the mean score of 3.55 close to 4 meaning the score was Agreed.

On involving students in any ongoing lesson by asking questions that keep them attentive, 54.8% agreed that they encourage students' participation in class compared to 20.6% who disagreed to the assertion. This was confirmed by the mean score of 3.57, not forgetting 24.3% that were not sure of the claim.

On whether teachers give students classroom assignments and homework, 45.2% agreed that they give students classroom assignments and homework compared to 38.3% who disagreed to the assertion. This was confirmed by the mean score of 3.57, not forgetting 16.5% that were not sure of the claim.

About marking all the classroom assignments and homework that teachers give to students and making all the corrections, 67% agreed to the statement compared to 20.9% who disagreed to the statement. This was expressed by the mean score of 3.06, not forgetting 12.2% that were not sure of the assertion.

4.2.2 Overall Index on Teacher Performance

To establish an overall representation of how the respondents rated themselves on teacher performance, an aggregate index of teacher performance obtained by adding all the mean scores of all the items and divided by the total number of the items. The mean obtained was = 3.48. This was close to code 4 indicating agreed, showing that their performance was above average. See table 4.3 above.

4.2.2 Qualitative findings on teacher performance

There was a qualitative side so as to gain an understanding of teachers' performance. Interviews were carried out with 6 head teachers of selected secondary schools in Mukono South Constituency.

4.2.2.1 Participants' responses on lesson planning

Regarding lesson planning respondents were asked to comment about prior preparation of lesson plans and they acknowledged that teachers prepare their lesson plans prior to the lesson to be taught. One head teacher stated:

I check teachers' lesson plans weekly and this enables me to intervene and see which subjects are not adequately covered and advise the teacher accordingly to ensure that the right content for delivery is well prepared.

Another respondent also stated:

Lesson planning is very vital because it makes teachers to demonstrate practicability which ensures proper teaching which ushers in teachers' performance. He continues to state, if you intend to do a good job in terms of meeting students' academic needs then lesson planning is a vital step that should be covered and followed before teaching any lesson however, he states that making lesson plans is very demanding and requires a lot of time which is given to teachers when they are not busy teaching and also mainly in holidays.

4.2.2.2 Participants' responses on punctuality at school. As regards reporting on time for school one respondent stated:

My teachers report early to school and this enables them to get ample time for preparation for the lesson and also creates more time for students to interact more with teachers. This respondent further stated that more is covered since the teacher always keeps time and most of the time content to be covered for that term is always covered in most subjects when teachers report early students are obliged to report even earlier so that teachers find them already in class.

For myself, I attend class whenever, in addition to lessons. This maintains teachers' proper preparation of the necessary resources, consequently, to guarantee that classes commence and end timely.

Another school head stated:

I as the head feel the need to report to my school very early, I prefer reporting quite earlier than my teachers so that they can emulate what I do. This gives me room to observe other teachers reporting time as well as students reporting time. I get to observe how early or late teachers arrive at school as this measure's teacher performance. I always move from

one classroom to another to ensure lessons are smoothly have already started and going on smoothly in fact punctuality is the major indicator of teacher performance.

I ensure that teachers report very early so that lessons begin on time and that no time is lost and wasted it is very important for both teachers and students to report to school on time

4.2.2.3 Participants' responses on regularity at school. Regarding regular attendance by teachers most respondents revealed that teachers' regularity at school was quite satisfying as one of the respondents had the following to say:

Teachers' regularity at my school is consistent and one way of maintaining this is by paying the teachers on time, penalising them by deducting some of their salary this alone sees teachers often reporting for duty most of the times, weekends usually call for extra payment which I always meet so as to ensure teachers always report to school to meet the learners needs.

4.2.2.4 Participants' responses on assessing students

One head teacher stated that;

I spend more time supervising teachers while also assessing the teachers' evaluation methods as this shows how well the teacher performs. I look at the number of assessments given in a specific period of time, together with the director of studies and my deputies further judge a teacher's performance basing on the assessments given to learners. Sometimes when a teacher is not living up to expectation, I normally ask students for their books and compare it with the scheme of work.

The finding further had another head teacher state:

Teachers at my school are responsible for completing students' evaluation files, grading beginning, middle, and end of term exams, and marking pupils. Exercise books as well as checking their notes. Teachers who fail to assess learners properly by not marking exams, exercises are seriously cautioned and sometimes released from their duties.

4.2.3 Comparative Data Analysis of Teacher Performance with Background Information

This section contains comparative data analysis of the Dependent variable with respondents' background information that is; gender, highest level of education, period as a teacher, and period spent in the current school.

4.2.3.1 Teacher Performance by Gender of Respondents

To find out whether there were differences in performance levels of respondents according to their Gender, that is either Male or Female, an independent t-Test was carried out and the results are as presented in Table 4.4

Table 4.4: Descriptive Statistics and t-Test Results for Scores in Teacher Performance by Gender

Categories of Gender	Frequency	Sample mean	Sample SD	T	P
Male	61	3.35	1.19	0.842	0.222
Female	54	3.13	1.11		

The results in Table 4.4 show that on average, male respondents (mean = 3.35) scored higher on teacher performance than female respondents (mean = 3.13). However, independent t – Test ($t = 0.842$), ($p = 0.222$). Thus, teacher performance levels of male and female respondents did not differ significantly. $P = 0.222 > 0.05$

4.2.3.2 Teacher Performance by Level of Education of Respondents

To establish whether there was variation in performance of teachers depending on their level of education, ANOVA was computed as indicated below.

Table 4.5: ANOVA Results on Teacher Performance by Level of Education of Respondents

Level of Education	Frequency	Sample Mean	Sample SD	F	P
Diploma	13	3.3	1.312	1.158	0.185
Bachelors	74	3.5	1.346		
Postgraduate	28	3.4	1.372		

Table 4.5 shows that on average, respondents who had an education level of Bachelors (mean = 3.5) scored highest on teacher performance level, followed by those who had postgraduate level of education (mean = 3.4) and then those who had diploma level (mean = 3.3). However, computed or observed F ($F = 1.158$), was small given that the level of significance ($p = 0.185$) was larger than $\alpha = 0.05$ ($0.185 > 0.05$) Thus, teacher performance by education levels of respondents did not differ significantly.

4.2.3.3 Teacher Performance by period spent in teaching

To establish whether there was variation in performance of teachers depending on the time spent in the teaching profession, results of ANOVA shown in Table 4.5.

Table 4.6: ANOVA Results on teacher performance by period spent in teaching

Experience	Frequency	Sample Mean	Sample SD	F	P
Less than 5 Years	21	3.8	0.38	2.413	0.005
5-10years	48	4.4	0.41		
11-15Years	33	3.9	0.38		
16years and above	13	3.7	0.35		

Table 4.6 shows that on average, respondents who were in the age bracket of 5-10years (mean = 4.4) scored significantly higher on teacher performance level ($F = 2.413$, $p = 0.005$), followed by those who were 11-15Years (mean = 3.9), then those who were Less than 5 Years and those who were 16years and above (mean = 3.7). Computed $F = 2.413$ was big given that the level of

significance ($p=0.005$) was less than ($\alpha=0.05$) $0.005 < 0.05$, Thus teacher performance by period spent in teaching differed significantly.

4.2.3.4 Teacher Performance by period spent in the current school

To establish whether there was variation in performance of teachers depending on period spent in the current school, results of ANOVA shown in Table 4.7.

Table 4.7: ANOVA results on teacher performance by period spent in the current school

Experience	Frequency	Sample Mean	Sample SD	F	P
Less than 5 Years	14	4.5	0.27	3.412	0.007
5-10years	57	3.9	0.25		
11-15Years	35	3.8	0.38		
16years and above	9	3.5	0.33		

Table 4.7 shows that on average, respondents who were in the age bracket of less than 5 Years (mean = 4.5) scored significantly higher on teacher performance level ($F = 3.412$, $p=0.007$), followed by those who were 5-10years (mean = 3.9), then those who were 11-15Years (mean = 3.8) and lastly 16years and above (mean = 3.5). However, computed $F = 3.412$ was big given that the significance level $p=0.007$ was lesser than $\alpha = 0.05$ $0.005 < 0.05$ Thus, teacher performance levels of respondents differed significantly according to the period spent in the current school.

4.3 Study Objectives

The study had Teacher Performance as dependent variable and three Independent Variables. The three Independent Variables; Artistic Supervision; Scientific supervision; and Collaborative supervision. These constituted three study objectives; 1) to establish the effect of scientific supervision on the performance of teachers in secondary schools in Mukono South Constituency; 2) to analyse the effect of artistic supervision on the performance of teachers in secondary schools

in Mukono South Constituency; and 3) to examine the effect of collaborative supervision on the performance of teachers in secondary schools in Mukono South Constituency. Three hypotheses were generated to answer the objectives; H₁ There is no statistically significant relationship between scientific supervision and teacher performance in secondary schools in Mukono South Constituency; H₂: There is no statistically significant relationship between artistic supervision and teacher performance in secondary schools in Mukono South Constituency; H₃: There is no statistically significant relationship between collaborative supervision and teacher performance in secondary schools in Mukono South Constituency. For each of the three Independent Variables, descriptive results namely; frequencies, percentages and means were presented. On the qualitative side, a description of responses from participants on Artistic Supervision; Scientific supervision; and Collaborative supervision was given. This was followed correlation and regression analyses.

4.3.1 The effect of scientific supervision on the performance of teachers in secondary schools in Mukono South Constituency.

Objective one was set to establish the influence of scientific supervision on the performance of teachers in secondary schools in Mukono South Constituency. Findings to explore the association between scientific supervision and teacher performance were obtained using the questionnaire instrument. Descriptive results for scientific supervision are presented below.

Table 4. 8: Descriptive statistics on scientific supervision

Item	SD		D		NS		A		SA		M	SD	Rating
	F	%	F	%	F	%	F	%	F	%			
The head teacher ensures that each teacher has prepared the required schemes of work as professionally as possible	9	7.8	6	5.2	20	17.4	49	42.6	31	27.0	3.76	1.144	Agree
The head teacher inquiries from each teacher to find out how they prepare prior to planning each lesson	13	11.3	11	9.6	14	12.2	50	43.5	27	23.5	3.58	1.263	Agree
The head teacher requires each teacher to first present to him/her the prepared lesson plans before delivering any lesson	4	3.5	11	9.6	16	13.9	64	55.7	20	17.4	3.74	0.974	Agree
The head teacher ensures that each uses relevant visible teaching materials when teaching any lesson	4	3.5	6	5.2	6	5.2	49	42.6	50	43.5	4.17	.0993	Strongly Agree
The head teacher ensures that each uses relevant visible learning aids when teaching any lesson	7	6.1	2	1.7	15	13.0	53	46.1	38	33.0	3.98	1.043	Agree
The head teacher checks on every teacher to establish that they are properly dressed in a professional way	11	9.6	13	11.3	28	24.3	42	36.5	21	18.3	3.43	1.193	Agree
The head teacher observes every teacher in the classroom to ensure that they interact with students through asking questions to find out whether they are following the lesson	21	18.3	23	20.0	19	16.5	32	27.8	20	17.4	3.06	1.385	Not sure
The head teacher observes teachers in the classroom to ensure that they interact with students through developing their answers	12	10.4	19	16.5	25	21.7	40	34.8	19	16.5	3.30	1.230	Not sure

Asked whether the head teacher ensures that each teacher has prepared the required schemes of work as professionally as possible, majority 42.6% (49) agreed while 27% (31) strongly agreed compared to the minority 5.2% (6) who said they did not as they disagreed, 7.8% (9) strongly

disagreed while 17.4% (20) were not sure. This implies that the head teacher ensures that each teacher has prepared the required schemes of work as professionally as possible. The results depict high obligation of head teachers to the examining of educators' promptness and operative use of structure works time.

On whether the head teacher inquiries from each teacher to find out how they prepare prior to planning each lesson, 43.5% (50) agreed, 23.5% (27) strongly agreed, 12.2% (14) were not sure, 9.6% (11) disagreed while 11.3% (13) strongly disagreed. This was confirmed by a response $M=3.58$ with a $SD=1.263$.

Regarding the head teacher requires each teacher to first present to him/her the prepared lesson plans before delivering any lesson, 55.7% (64) agreed, 17.4% (20) strongly agreed, 13.9% (16) were not sure, 9.6% (11) disagreed while 3.5% (4) strongly disagreed. This was confirmed by a response mean of 3.74 with a standard deviation of 0.974. The number of teachers who participated in the survey said that the school leaders' tour helped them cultivate the habit of planning for their lessons.

On whether the head teacher ensures that each uses relevant visible teaching materials when teaching any lesson, 42.5% (49) agreed, 43.5% (50) strongly agreed, 5.2% (6) were not sure 5.2% (6) disagreed while 3.5% (4) strongly disagreed. The analysis was confirmed with a response $M=4.17$ and $SD= .0993$.

Regarding whether the head teacher ensures that each uses relevant visible learning aids when teaching any lesson, 1.7% (2) disagreed, 6.1% (7) strongly disagreed, 13.0% (15) were not sure, 46.1% (53) agreed while 33.0% (38) strongly agreed. This was confirmed with $M=3.43$ and $SD=1.193$. Discussing student performance with teachers could help teachers provide more

effective lessons because it would let teachers know which specific subject areas students need more help in. The instructors' concurrence with this point confirmed certain school leaders' opinions who were also consulted for the survey and their opinions.

On whether the head teacher checks on every teacher to establish that they are properly dressed in a professional way, 11.3% (13) disagreed, 9.6% (11) strongly disagreed, 24.3% (28) were neutral, 36.5% (42) agreed while 18.3% (21) strongly agreed. This was confirmed with response $M= 3.43$ and $SD=1.193$.

Regarding if the head teacher observes every teacher in the classroom to ensure that they interact with students through asking questions to find out whether they are following the lesson, 27.8% (32) agreed, 17.4% (20) strongly agreed, 16.5% (19) were not, 20.0% (23) disagreed while 18.3% (21) strongly disagreed. This was confirmed by a responses $M=3.06$ and $SD=1.230$.

On whether the head teacher observes teachers in the classroom to ensure that they interact with students through developing their answers, 34.8% (40) agreed, 16.5% (19) strongly agreed, 21.7% (25) were not sure, 16.5% (19) disagreed while the remaining 10.4% (12) strongly disagreed. This was confirmed by a response $M= 3.30$ and $SD=1.230$.

4.3.1.1 Head teachers' Interview Responses on scientific supervision

Under scientific supervision, respondents were asked the effect of scientific supervision on the performance of teachers in secondary schools in Mukono South Constituency. They gave varying responses.

As a school head I make sure required materials to teach and learn are in place, to enable educators pick on effective arrangements for classes. We are mostly interested in ensuring that teachers go

to class on time. We need them to concentrate on teaching with clear schemes of work done in a professional manner as we concentrate on other administrative duties.

I regularly visit the classes to see if the instructors are there and doing their lessons at the times specified on their individual timetables. Nevertheless, since I have a lot on my plate as the head, I have given my deputy in charge of academics the job of regularly supervising teaching, but I remain ultimately responsible.

Teachers in this institution are anticipated to accomplish learners' unceasing evaluation records, particularly developing reports on a term basis or every week prior to the opening of the proceeding term. For those that don't respect the time limits put in place are given a warning if it happens once, but given punishments for persisted behaviour.

At the start of the semester, I participate in the academic board where we decide how many evaluations each instructor should give their pupils. We hold a large discussion at the conclusion of the term, which is presided over by the Deputy Head (Academic), where we discuss the students' performance in each subject individually. The authorized form master analyses the performance; we locate and address issues.

When assessing students, I look over their files and occasionally ask for their books. Additionally, my deputies and I convene with heads of departments to determine how many exercises each instructor should assign so that I can monitor the kids' progress. I often request the students for their notebooks and match them to the work plan when we have indications that a certain teacher isn't performing up to par.

4.3.1.2 Correlation results for the relationship between scientific supervision and teacher performance in secondary schools.

A bivariate correlation using Pearson correlation coefficient (r) was used to determine whether there is a relationship between scientific supervision and teacher performance in secondary schools in Mukono South Constituency. Table 4.9 presents the test results.

Table 4.9: Bivariate correlation results on the relationship between scientific supervision and teacher performance in secondary schools

Description	Item	Scientific supervision	Teacher performance
Scientific supervision	Pearson Correlation	1	.274**
	Sig. (2-tailed)		.003
	N	115	115
Teacher performance	Pearson Correlation	.274**	1
	Sig. (2-tailed)	.003	
	N	115	115

** . Correlation is significant at the 0.05 level (2-tailed).

The study findings show that there was a significant correlation between scientific supervision and teacher performance ($r= 0.274$, $p = .003$). Therefore, the null H_1 was rejected.

4.3.1.3 Regression analysis on scientific supervision and teacher performance.

To establish whether scientific supervision, predicted teacher performance in secondary school in Mukono, a linear regression was carried out. Findings are hereby presented.

Table 4.10: Linear regression of teacher performance on scientific supervision

Variable	Standardised β	Significance p
Scientific supervision	0.274	0.003

$R^2 = .274$
Adjusted $R^2 = 0.067$
 $F = 9.182, p = 0.003$

According to findings in Table 4.10 show a high linear relationship (adjusted R Square=0.67), between scientific supervision and teacher performance in secondary schools. Considering the adjusted R Square scientific supervision accounts for 6.7% change in teacher performance.

$F=9.182, P=0.003<0.05$. The regression model was significant.

4.3.2 Artistic supervision on the performance of teachers in secondary schools in Mukono South Constituency.

Objective two was set to analyse the effect of artistic supervision on the performance of teachers in secondary schools in Mukono south constituency. The questionnaire instrument was used to inspect the relationship between artistic supervision on the performance of teachers in secondary schools. Under this objective, the descriptive results for scientific supervision. To understand how participants perceived artistic supervision, they were interviewed, their responses were given and noted. Thereafter, correlation and regression analyses were computed.

Table 4. 11: Descriptive statistics artistic supervision

Item	SD		D		NS		A		SA		M	SD	RATING
	F	%	F	%	F	%	F	%	F	%			
The head teacher guides every teacher about how to teach in professional understandable manner that does not embarrass students	17	14.8	14	12.2	16	13.9	49	42.6	19	16.5	3.34	1.304	Agree
The head teacher makes an effort to guide every teacher about the tone of voice that should be used to attract student's attention.	12	10.4	5	4.3	20	17.4	48	41.7	30	26.1	3.69	1.209	Agree
The head teacher makes an effort to guide every teacher about how to project the voice to be audibly clear to students.	8	7.0	23	20.0	9	7.8	48	41.7	27	23.5	3.55	1.244	Agree
The head teacher makes an effort to encourage every teacher to have a positive attitude that encourages every student to pay attention to what is being taught	12	10.4	15	13.0	9	7.8	54	47.0	25	21.7	3.57	1.257	Agree
The head teacher makes an effort to encourage every teacher to ensure that they achieve the stated objectives of each lesson.	10	8.7	9	7.8	16	13.9	45	39.1	35	30.4	3.75	1.220	Agree
The head teacher encourages every teacher to help students solve academic problems they cannot do on their own.	13	11.3	15	13.0	9	7.8	56	48.7	22	19.1	3.51	1.259	Agree
The head teacher advises every teacher on how to keep learners active by asking them questions	13	11.3	17	14.8	20	17.4	34	29.6	31	27.0	3.46	1.333	Agree

On whether the head teacher guides every teacher in order enable them to teach in professional understandable manner that does not embarrass students, 14.8% (17) strongly disagreed, 12.2% (14) disagreed, 13.9% (16) were not sure, 42.6% (49) agreed while 16.5% (19) strongly agreed.

This is confirmed by a response M= 3.34 and SD= of 1.304.

On whether the head teacher makes an effort to guide every teacher about the tone of voice that should be used to attract students' attention, the minority 4.3% (5) disagreed, 10.4% (12) strongly disagreed, 17.4% (20) were not sure, majority 41.7% (48) agreed while 26.1% (30) strongly agreed. This was confirmed by a response $M=3.69$ with a $SD=1.209$.

Regarding the assertion head teacher makes an effort to guide every teacher about how to project the voice to be audibly clear to students, majority 41.7% (48) agreed, 23.5% (27) strongly agreed, 7.8% (9) were not sure, 20.0% (23) disagreed while minority comprising of 7.0% (8) strongly disagreed. This was confirmed by a response $M= 3.55$ with a $SD=1.244$.

Concerning whether the head teacher makes an effort to encourage every teacher to have a positive attitude that encourages every student to pay attention to what is being taught, 47.0% (54) agreed, 21.7% (25) strongly agreed, 7.8% (9) were not sure 13.0% (15) disagreed while 10.4% (12) strongly disagreed. The analysis was confirmed with a response $M=3.57$ and $SD=1.257$. The headmistress from one school noticed that while most instructors of arts disciplines are hesitant when using educational materials throughout lessons, scientific teachers tend to consistently employ educational aids.

On whether the head teacher makes an effort to encourage every teacher to ensure that they achieve the stated objectives of each lesson, 7.8% (2) disagreed, 8.7% (10) strongly disagreed, 13.9% (16) were not sure, 39.1% (45) agreed while 30.4% (35) strongly agreed. This was affirmed by a response $M=3.75$ and $SD=1.220$. Results from interviews illustrate that at times, school leaders participate directly in supervising classes to make that goals set are attained.

Concerning whether the head teacher encourages every teacher to help students solve academic problems they cannot do on their own, 13.0% (15) disagreed, 11.3% (13) strongly disagreed, 7.8%

(9) were neutral, 48.7% (56) agreed while 19.1% (22) strongly agreed. This was affirmed by a response $M=3.51$ and $SD= 1.259$. Interviews with school heads indicated educators are propelled by supervision of activities that come after teaching, instructors indicate obligation to setting and solving student problems that they cannot solve themselves.

On whether the head teacher advises every teacher on how to keep learners active by asking them questions, 29.6% (34) agreed, 27.0% (31) strongly agreed, 17.4% (20) were not, 14.8% (17) disagreed while 11.3% (13) strongly disagreed. This was confirmed by a responses $M=3.46$ and $SD=1.333$.

4.3.2.1 Teachers' Interview Responses on artistic supervision

Under artistic supervision, respondents were asked the effect of scientific supervision on the performance of teachers in secondary schools in Mukono South Constituency. They gave varying responses.

Due to head teacher guidance, educators on a general perspective design an arrangement of work that causes a uniformity in course outline coverage which allows them to focus more on their duties.

Teachers are often prompted to prepare appropriately for teaching, which improves material understanding and course structure coverage through application of visual learning aids. Communicating with teachers has assisted them to continue improving overall information provided to learners through usage of instructional materials.

Instructors are encouraged to be audible enough while delivering lessons in class. This helps students to clearly understand and get to know what the teachers are communicating to them. It is a good practice. Audibility calls for student's thorough attention as learners follow the lesson without diverting their minds from the instructors therefore teachers should be good orators.

Additionally, pupils regularly receive corrections and grading, which enhances their learning. Because of the inspection, teachers can implement the evaluation plans established by the schools and direct students appropriately, resolving their issues.

There is continued advice by the head teachers to teacher to engage students on questions that best make them active in class. This helps them to keep learners engaged and active for proper learning and engagement with teachers.

4.3.2.2 Correlation results for the relationship between artistic supervision and teacher performance

A bivariate correlation using Pearson correlation coefficient (r) was used to determine whether there is a relationship between artistic supervision and teacher performance in secondary schools in Mukono South Constituency. Table 4.12 presents the test results.

Table 4.12: Correlation results for the relationship between artistic supervision and teacher performance

Description	Item	Artistic supervision	Teacher performance
Artistic supervision	Pearson Correlation	1	.206*
	Sig. (2-tailed)		.027
	N	115	115
Teacher performance	Pearson Correlation	.206*	1
	Sig. (2-tailed)	.027	
	N	115	115

*. Correlation is significant at the 0.05 level (2-tailed).

The study findings show that there was a significant correlation between artistic supervision and teacher performance in secondary schools ($r= 0.206$; $p = .027$). Therefore, the null H_2 was rejected.

4.3.2.3 Regression analysis on artistic supervision and teacher performance

To establish whether artistic supervision, predicted teacher performance in secondary school in Mukono, a linear regression was carried out, findings are hereby presented.

Table 4.13: Linear regression of teacher performance on artistic supervision

Variable	Standardised β	Significance p
Scientific supervision	0.206	0.027

$R^2 = .042$
Adjusted $R^2 = .034$
 $F = 5.004, p = 0.027$

Findings indicated Table 4.13 revealed, artistic supervision accounted for 3.4% of the difference in teacher performance (adjusted $R^2 = 0.034$). The regression model was significant ($F = 5.004, p = 0.027 < 0.05$).

4.3.3 The effect of collaborative supervision on the performance of teachers in secondary schools in Mukono South Constituency.

From this objective, the third hypothesis was formed; there is no statistically substantial association between collaborative supervision and teacher performance in secondary schools in Mukono South Constituency. To understand how participants perceived collaborative supervision, they were interviewed. Their responses were given. Then, correlation and regression analyses were computed.

Table 4.14: Descriptive statistics collaborative supervision

Item	SD		D		NS		A		SA		M	SD	Rating
	F	%	F	%	F	%	F	%	F	%			
The head teacher encourages peer coaching by teacher as part of the expected pedagogical	13	11.3	21	18.3	22	19.1	42	36.5	17	14.8	3.25	1.241	Not sure
The head teacher encourages teachers to use mentoring in order to deliver to the students	7	6.1	11	9.6	16	13.9	53	46.1	28	24.3	3.73	1.119	Agree
Cognitive coaching is often emphasized by the head teacher and teachers during delivery of content to the students	7	6.1	11	9.6	9	7.8	48	41.7	40	34.8	3.90	1.119	Agree
The head teacher assesses each teacher use of visible teaching materials by observing them in classroom	14	12.2	14	12.2	13	11.3	46	40.0	28	24.3	3.52	1.314	Agree
The head teacher assesses each teacher use of visible learning materials by observing them in classroom	11	9.6	14	12.2	10	8.7	44	38.3	36	31.3	3.70	1.292	Agree
The head teacher appraises every teacher's dress code to advise appropriate improvements where necessary.	4	3.5	11	9.6	16	13.9	64	55.7	20	17.4	3.74	0.974	Agree
The head teacher evaluates every teacher's choice of words to guide them on how best to teach in an understandable way that does not embarrass students.	4	3.5	6	5.2	6	5.2	49	42.6	50	43.5	4.17	0.993	Agree
The head teacher evaluates every teacher's tone of voice to recommend improvements where necessary.	13	11.3	17	14.8	20	17.4	34	29.6	31	27.0	3.46	1.333	Agree

About whether the head teacher encourages peer coaching by teacher as part of the expected pedagogy, 11.3% (13) strongly disagreed, 18.3% (21) disagreed, 19.1% (22) were not sure, 19.1% (22) agreed while 14.8% (17) strongly agreed. This is confirmed by a response M=3.25 and a SD=1.241.

Regarding the statement, the head teacher encourages teachers to use mentoring in order to deliver to the students, 46.1% (53) agreed, 24.3% (28) strongly agreed, 13.9% (16) were not sure, 9.6% (11) disagreed while 6.1% (7) strongly disagreed. This was confirmed by a response $M= 3.73$ with a $SD=1.119$.

Regarding the idea of cognitive coaching being often emphasized by the head teacher and teachers during delivery of content to the students, 41.7% (48) agreed, 34.8% (40) strongly agreed, 7.8% (9) were not sure, 9.6% (11) disagreed while 6.1% (7) strongly disagreed. This was confirmed by a response $M= 3.90$ with a $SD= 1.119$.

On whether the head teacher assesses each teacher's use of visible teaching materials by observing them in classroom, 40.0% (46) agreed, 24.3% (28) strongly agreed, 11.3% (13) were not sure 12.2% (14) disagreed while 12.2% (14) strongly disagreed. The analysis was confirmed with a response mean of 3.52 and a standard deviation of 1.314.

Concerning the head teacher appraises every teacher's dress code to advise appropriate improvements where necessary, 9.6% (11) disagreed, 3.5% (4) strongly disagreed, 13.9% (16) were not sure, 55.7% (64) agreed while 17.4% (20) strongly agreed. This was confirmed by a response mean of 3.74 and standard deviation of 0.974

On the idea of whether the head teacher evaluates every teacher's choice of words to guide them on how best to teach in an understandable way that does not embarrass students, 42.6% (49) agreed, 43.5% (50) strongly agreed, 5.2% (6) were not sure, 5.2% (6) disagreed while 3.5% (4) strongly disagreed. The analysis was confirmed with a response mean of 4.17 and a standard deviation of 0.993.

On whether the head teacher evaluates every teacher's tone of voice to recommend improvements where necessary, 29.6% (17.4) agreed, 29.6% (34) strongly agreed, 17.4% (20) were not sure, 14.8% (17) disagreed while 11.3% (13) strongly disagreed. The analysis was confirmed with a response $M= 4.17$ and a $SD= 1.333$.

4.3.3.1 Head teachers' Interview Responses on collaborative supervision

It is worth noting if learners given guidelines on education issues actually possess sentiments on their anticipations of academic associations and the sustenance, they get from the teacher in regard to peer coaching. Additionally, establishing how the ideas of learners are different or congregate with the teacher's ideas in coaching are significant matters to deliberate on.

The responsibility of teacher mentoring is to focus on the process of delivering to students but also ensuring that the content delivered fits their needs and objectives of the teachers.

We very much encourage our teachers to instruct learners using visible teaching materials in the classroom. Through visible learning, teachers are able to learn and implement different techniques that will increase their impact on their students. This is primarily due to the shift from viewing the classroom teacher as an instructor versus as a student. Through collaboration teachers garner ways of how best to instruct learners on peer level

Teacher's dressing style is a unique idea for schools because it helps them not to divert their attention to fashionable garments while at school. If dress code was non-existent, teachers might be victimized by others because of the expensive clothes they choose to wear. Attention will naturally go on the clothes teachers wear instead of on schoolwork, which is what school is all about.

4.3.3.2 Correlation results for the relationship between collaborative supervision and teacher performance

A bivariate correlation using Pearson correlation coefficient (r) was used to determine whether there is a relationship between collaborative supervision and teacher performance in secondary schools in Mukono South Constituency. Table 4.15 presents the test results.

Table 4.15: Correlation results for the relationship between collaborative supervision and teacher performance

Description	Item	Collaborative supervision	Teacher performance
Collaborative supervision	Pearson	1	-.116
	Correlation		
	Sig. (2-tailed)		.218
	N	115	115
Teacher performance	Pearson	-.116	1
	Correlation		
	Sig. (2-tailed)	.218	
	N	115	115

*. Correlation is significant at the 0.05 level (2-tailed).

The study findings show that there was no significant relationship between collaborative supervision and teacher performance ($r = -0.116$, $p = .218$). Therefore, the null H_3 was accepted.

4.3.3.3 Regression analysis on collaborative supervision and teacher performance

To establish whether collaborative supervision, predicted teacher performance in secondary school in Mukono, a linear regression was carried out and the results are presented in Table 4.16.

Table 4. 16: Regression analysis on collaborative supervision and teacher performance

Variable	Standardised β	Significance p
Collaborative supervision	-0.116	0.218
$R^2 = .013$		
Adjusted $R^2 = .005$		
$F = 1.536$, $p = 0.218$		

Findings in Table 4.16 show that, collaborative supervision explained 0.5% of the variation in teacher performance (adjusted $R^2 = 0.005$). The regression model was not significant ($F = 1.536$, $p = 0.218 > 0.05$).

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of findings, discussion of findings, and conclusions as well as recommendations (scientific, artistic and collaborative)

5.1 Discussion

5.1.1 Scientific supervision and the performance of teachers in secondary school

The first specific objective of this study was set to establish the effect of scientific supervision on the performance of teachers in secondary schools in Mukono South Constituency. The study findings show that there was a significant relationship between scientific supervision and teacher performance in secondary schools. Further analysis was carried out to determine whether scientific supervision predicts explained teacher performance. Results from regression showed that scientific supervision predicts teacher performance.

The results support Ozawkie's (2010) hypothesis that there is indeed a substantial correlation between teacher effectiveness in related to teaching resources and the methodological tactics used by the head of school. Osakwe believed that if school administrators could assist instructors in choosing suitable instructional materials, it would have a favourable impact on instruction since it would help students understand complex ideas (Osakwe, 2010). This suggests that there is a chance that senior high school students will not understand topics taught in a variety of subjects in the research region, which could result in subpar student performance.

According to Enaigbe (2009), the science-based oversight operations of the head teacher involve making sure that teachers take part in meaningful teaching methods and adhere to allotted

instructional time. The school heads' dedication to the practise of guaranteeing teachers' promptness and efficient use of teaching time is in line with this finding. This might make it easier to achieve learning objectives, result in meeting deadlines of curricula, and boost student achievement.

The opinions of the teachers and school heads are in line with those of Adewale (2014), who found that the inspection and verification of pupils' notebooks and notepad by school heads had a major impact on teacher performance since they then gave feedback. The study is also consistent with a World Bank Report from 2010 that found instructors' performance was enhanced when school leader's monitored teachers' efficient use of class time, checked students' notebooks, provided sufficient classwork, graded deliverables, and wrote and marked corrections.

The evidence of Wanzare's (2017) study, that also discovered that straightforward oversight practises of head teachers in Kenyan government secondary schools, via tracking teachers' educational work, quality improvements of educators, are consistent with the conclusions made by the teachers during the interview. The research conducted by Panigrahi (2012) on the deployment of instructional monitoring in secondary schools in Ethiopia further supports this conclusion. According to the study, regular visits by school administrators to classrooms gave them a chance to speak with teachers, learn more about what really happens there, and make sure that instructors carried out their duties as planned. The study by Panigrahi (2012) also found that teachers were able to correct issues with the way they delivered education and uphold high standards for their work thanks to the feedback provided by school administrators.

Qualitative findings also affirmed that scientific supervision relates to teacher performance through head teacher supervision of teachers' and teachers' prior preparation of lesson plans and schemes of work as one of the head teachers explained:

“As a school head I make sure the needed teaching /learning resources are provided, let alone help teachers to select the appropriate schemes for their lessons. We are mostly interested in ensuring that teachers go to class on time. We need them to concentrate on teaching with clear schemes of work done in a professional manner as we concentrate on other administrative duties”

The results above can be attributed to the teachers' ability to prepare prior to planning each lesson and schemes of work. Not forgetting the continuous supervision by the head of school when teaching any lesson in class.

5.1.2 Artistic supervision and performance of teachers in secondary schools

The second objective examined the effect of artistic supervision on the performance of teachers in secondary schools in Mukono South Constituency. Preliminary analysis using correlation revealed a substantial association existed between artistic supervision and teacher performance. A regression analysis indicted that artistic supervision significantly predicts 3.4% of teacher performance.

This is indeed in agreement with research by Sule et. al, (2015), who found a direct correlation between instructional supervision practise of classroom observation and instructors' duty efficiency in government high schools in Calabar, Nigeria. This result is consistent with those of Sule, Arop, and Alade (2012), who looked into school heads' classroom scrutiny and the way instructors perform their work in Akwa-Ibo State, Nigeria. They discovered that leader's strategies for inspecting lesson plans and visiting classrooms both significantly affect the way teachers

perform at work. This indicates that in order for educators to deliver effective lessons, school administrators must frequently visit the classrooms and observe lessons.

Dangara (2015) discovered that consistent instructional oversight through having to check pupils' handwritten notes, visiting classrooms by school officials, having checked educators' teaching materials, and inspecting educators' records management has a high association with teachers' performance and pupils' educational achievement. This finding is further supported by other studies. This is in accordance with the findings of Ekpoh and Eze's (2015) study, which looked at the connection among both the methods that leaders of schools use to supervise as well as the way instructors perform. Peretomode (2001) contends that for educators to carry out their instructional task properly, the school heads must always inspect their class written work to examine the efficiency of gratified knowledge and incentivize educators to offer it their finest to students in class. In order to achieve good instructor performance, schools should make sure that the various facets of the teachers' jobs are regularly and closely supervised.

Nzabonimpa (2011) found out that evaluating how oversight by the school heads affects performance of educators in high schools in Entebbe Municipal council, Wakiso, discovered that school heads oversight by examining educators' pedagogical records, educators' participation notes, and educators' learning transcriptions possess a low influence on how teachers perform. This implies that the school head cannot simply observe how educators perform without using various approaches. To boost efficiency, head teachers need to make moment to individually oversee educators all through classroom training.

Findings from key informants also supported the findings where audibility of teachers in class and teacher dedication to their work improved teachers' performance as mentioned by one of the respondents:

"Students are also marked and corrected on time, which helps them learn better." Teachers are capable of following evaluation programmes set by schools and provide guidance to students at the same time, trying to address their difficulties, thanks to supervision."

It was further reaffirmed by another respondent who asserted:

"The teachers are encouraged to be audible enough while delivering lessons in class as this keeps them in authority and full control in class. This helps students to clearly understand and get to know what the teachers are communicating to them. It is a good practice".

This is attributed to head teacher's ability to motivate teachers, guide them and instil positive attitude in teachers to perform their work.

5.2.3 Collaborative supervision and performance of teachers in secondary schools

Results show that there was no statistically substantial association between collaborative supervision and teacher performance in secondary schools. Regression results indicated that collaborative supervision does not predict performance of teachers. The findings agree with the views of Apenteng (2012) who noted that because duties and activities are properly given to persons individually, for carrying out activities, oversight has no significant impact on teachers' performance; this is also consistent with Role theory, which states that each and every person within the same social structure has a clear role, and that each role has anticipations that affects how a person behaves and accomplishes within the social structure. Thus, oversight of strictly

delineated duties such as learning evaluation, maintaining archives, and restorative instructing would culminate into enhanced productivity of the educators.

Study findings from key informants also support findings where use of visible teaching materials is neglected by some teachers due to inaccessibility in schools. This was cited by one of the key informants who asserted:

“We very much encourage our teachers to instruct learners using visible teaching materials in the classroom, but some of the materials are expensive and inaccessible”.

5.2 Conclusion

Basing on the discussion of the findings of this study, the following conclusions were reached;

5.2.1 Scientific Supervision and Performance of Teachers in Secondary Schools

The study's findings revealed a significant relationship between scientific supervision and teacher performance in secondary schools in Mukono South Constituency.

5.2.2 Artistic supervision and performance of teachers in secondary schools

From the findings, it was concluded that there was a significant correlation between artistic supervision and teacher performance in secondary schools in Mukono South Constituency.

5.2.3 Collaborative supervision and performance of teachers in secondary schools

The study concluded there was no significant relationship between collaborative supervision and teacher performance. Specifically, the study shows that collaborative supervision given attention can lead to positive peer coaching and mentorship in secondary schools. In conclusion, we can say that collaborative supervision gives positive effect on teaching and on the practice of supervision itself.

5.3 Recommendations

In scientific supervision, school leaders must devote as much money and effort to lesson planning oversight in science based close monitoring because it was discovered to have a significant influence on school role performance in Mukono secondary schools.

In order to improve artistic supervision, school administrators should always be assertive with teachers to actively engage students about their educational delivery operations. School administrators must hold regular in-service training for educators on numerous teaching delivery strategies that can benefit their learners. It is also suggested that quality of teachers in high schools will continue improving if indeed the degree of oversight of the various facets of artistic oversight enhances, and therefore it is critical for school administration and leadership to amplify supervision of classroom instruction in a bid to boost teacher quality of teaching and learning, as well as to provide responses to educators in to assist each other reveal their weak spots and adjust accordingly for higher results, and this will culminate into learners' better achieving of their targets.

Despite this study showing that there was no significant relationship between collaborative supervision and teacher performance more studies should be carried out to find out how true this is. Attention should also be directed toward recognizing and discussing the other aspects which have a significantly larger effect on the results of educators; it is suggested that secondary school administration takes on supervision while also trying to define and resolve the other factors that affect instructor performance to ensure favourable workplace conditions for teaching staff in order to create employee satisfaction so that teachers can focus on their work.

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Appendices

Appendix I: Head teachers' Interview Schedule

Dear Head teacher,

My name is Nakimuli Maria, I am pursuing a Master's Degree programme in Educational *Policy, Planning and Management* at Kyambogo University. I am conducting a study on **Instructional Supervision and Teacher Performance in Secondary Schools in Mukono South Constituency.**

In your position as a head teacher, you have useful information needed to accomplish this study successfully. You are therefore invited to provide this information by responding to all the items in this tool as honestly and objectively as possible. All the information you are to provide will be used for purely academic purposes, and will not be used to victimize you in any way. The information will be treated with utmost confidentiality. If you accept to take part in the study, the items in the tool will take about 20 to 40 minutes. Please, you are free to withdraw from the study at any time should you wish to do so.

Questions

1. Years spent as a school Head teacher.....
2. Years spent in the school.....
3. Type of school.....
4. What is the effect of scientific supervision on the performance of teachers in secondary schools in Mukono South Constituency?
5. In your view, how does classroom observation affect the performance of teachers in secondary schools in Mukono South Constituency?
6. In your opinion, how does classroom organization influence the performance of teachers in secondary schools in Mukono South Constituency?

7. How does record keeping on the performance of teachers in secondary schools in Mukono South Constituency?
8. How does artistic supervision affect the performance of teachers in secondary schools in Mukono South Constituency?
9. Prepared lesson plans affect the performance of teachers in secondary schools in Mukono South Constituency
10. How does interacting with students affect the performance of teachers in secondary schools in Mukono South Constituency
11. In your opinion planning each lesson affect the performance of teachers in secondary schools in Mukono South Constituency
12. In your view, how does collaborative supervision influence the performance of teachers in secondary schools in Mukono South Constituency?
13. In your view how does peer coaching influence the performance of teachers in secondary schools in Mukono South Constituency
14. Briefly explain how cognitive coaching influence the performance of teachers in secondary schools in Mukono South Constituency
15. Briefly explain how mentoring influence the performance of teachers in secondary schools in Mukono South Constituency
16. How would you explain the teaching performance of your teachers?

Thank you for your cooperation

Appendix II: Teachers' Questionnaires

Dear Respondent,

My name is Nakimuli Maria, I am pursuing a Master Degree programme in Educational *Policy, Planning and Management* at Kyambogo University. I am conducting a study on **Instructional Supervision and Teacher Performance in Secondary Schools in Mukono South Constituency.**

In your position as a teacher, you have useful information needed to accomplish this study successfully. You are therefore, invited to provide this information by responding to all the items in this tool as honestly and objectively as possible. All the information you are to provide will be used for purely academic purposes, and will not be used to victimize you in any way. The information will be treated with utmost confidentiality. If you accept to take part in the study, the items in the tool will take about 20 to 40 minutes. Please, put a tick in the cell responding to the option that describes your position or opinion.

Section A: Demographic Information of Respondents

(Kindly provide a tick \surd where appreciable)

1. Indicate your gender.

Male	1	
Female	2	

2. What is your highest professional qualification?

Diploma	1	
Bachelors Degree	2	
Post graduate	3	

3. Period spent as a teacher

Less than 5 years	1	
5-10 Years	2	

11-15 Years	3	
Above 16 years	4	

4. Period spent in the current school

Less than 5 years	1	
5-10 Years	2	
11-15 Years	3	
Above 16 years	4	

Section B: Scientific Supervision

Please, use Strongly Disagree (1), Disagree (2), Not Sure (3), Agree (4) or Strongly Agree (5) to tick in a cell corresponding to the option that matches your opinion of each of the statements in the table below.

No.	Statement	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
1.	The headteacher ensures that each teacher has prepared the required schemes of work as professionally as possible					
2.	The headteacher inquires from each teacher to find out how they prepare prior to planning each lesson					
3.	The headteacher requires each teacher to first present to him/her the prepared lesson plans before delivering any lesson					
4.	The head-teacher ensures that each uses relevant visible teaching materials when teaching any lesson					
5.	The head-teacher ensures that each uses relevant visible learning aids when teaching any lesson					
6.	The head-teacher checks on every teacher to establish that they are properly dressed in a professional way					
7.	The head-teacher observes every teacher in the classroom to ensure that they interact with students through asking questions to find out whether they are following the lesson					
8.	The head-teacher observes teachers in the classroom to					

No.	Statement	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
	ensure that they interact with students through developing their answers					

Section C: Artistic Supervision

Please, use Strongly Disagree (1), Disagree (2), Not Sure (3), Agree (4) or Strongly Agree (5) to tick in a cell corresponding to the option that matches your opinion of each of the statements in the table below.

No.	Statement	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
9.	The headteacher guides every teacher about how to words that enable them to teach in professional understandable manner that does not embarrass students					
10.	The headteacher makes an effort to guide every teacher about the tone of voice that should be used to attract students attention.					
11.	The headteacher makes an effort to guide every teacher about how to project the voice to be audibly clear to students.					
12.	The headteacher makes an effort to encourage every teacher to have a positive attitude that encourages every student to pay attention to what is being taught					
13.	The head-teacher makes an effort to encourage every teacher to ensure that they achieve the stated objectives of each lesson.					
14.	The head-teacher encourages every teacher to help students solve academic problems they cannot do on their own.					
15.	The head-teacher advises every teacher on how to keep learners active by asking them questions					

Section D: Collaborative Supervision

Please, use Strongly Disagree (1), Disagree (2), Not Sure (3), Agree (4) or Strongly Agree (5) to tick in a cell corresponding to the option that matches your opinion of each of the statements in the table below.

No.	Statement	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
16.	The headteacher encourages peer caching by teacher as part of the expected pedagogical					
17.	The headteacher encourages teachers to use mentoring in order to deliver to the students					
18.	Cognitive coaching is often emphasized by the headteacher and teachers during delivery of content to the students					
19.	The head-teacher assesses each teachers use of visible teaching materials by observing them in classroom					
20.	The head-teacher assesses each teachers use of visible learning materials by observing them in classroom					
21.	The head-teacher appraises every teacher's dress code to advise appropriate improvements where necessary.					
22.	The head teacher evaluates every teacher's choice of words to guide them on how best to teach in an understandable way that does not embarrass students.					
23.	The head teacher evaluates every teacher's tone of voice to recommend improvements where necessary.					

Section E: Teacher Performance

Please, use Strongly Disagree (1), Disagree (2), Not Sure (3), Agree (4) or Strongly Agree (5) to tick in a cell corresponding to the option that matches your opinion of each of the statements in the table below.

No.	Statement	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
24.	I develop all the schemes of work expected of me in time					

No.	Statement	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
25.	I always make prior preparation before I plan any lesson					
26.	I teach all the lessons assigned to me without dodging any					
27.	I ensure that I am punctual for teaching every working day.					
28.	I am always available to attend to students' academic needs after my classroom lessons.					
29.	I involve students in any ongoing lesson by asking questions that keep them attentive.					
30.	I give students classroom assignments and homework					
31.	I mark all the classroom assignments and homework that I give to students and making all the corrections.					

Thank you for your cooperation!