SUPPORT SUPERVISION AND TEACHER PERFORMANCE IN GOVERNMENT-AIDED PRIMARY SCHOOLS IN TESO SUB-REGION, UGANDA

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A DISSERTATION SUBMITED TO THE DIRECTORATE OF RESEARCH AND GRADUATE TRAINING IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION OF KYAMBOGO UNIVERSITY

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Declaration

I, HENRY STANLEY OKIA, declare that this dissertation titled *"Support Supervision and Teacher Performance in Government-Aided Primary Schools in Teso Sub-region, Uganda,"* is my original work which has never been submitted to any institution for any award.

Signature

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Henry Stanley Okia

Date

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Approval

This dissertation titled: *"Support Supervision and Teacher Performance in Government-Aided Primary Schools in Teso Sub-region, Uganda"* has been written under our guidance and supervision.

Signature ……

Dr. Frances Naluwemba

Date ……

Signature ……

Assoc. Prof. George Wilson Kasule

Date ……....

Dedication

I dedicate this dissertation to my family, especially to my wife Pricilla Amoding Okia, for the love, moral support and patience throughout the entire process of completing this academic project.

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Table of Contents

List of Figures

List of Tables

List of Abbreviations

BOG - Board of Governors

CAO - Chief Administrative Officer

CCTs - Centre Coordinating Tutor

CT - Class Teacher

CVI - Conte nt Validity Index

DEO - District Educational Officer

DHT - Deputy Headteacher

DIS - District Inspector of Schools

DOS - Director of Studies

FT - Fellow Teacher

HOD - Head of Department

HT - Headteacher

KIIs - Key Interview Informants

MoES - Ministry of Education and Sports

NRM - National Resistance Movement

P.L.E - Primary Leaving Examinations

PTA - Parents Teachers Association

SD - Standard Deviation

SME - School Management Committee

SPSS - Statistical Packages of Social Sciences

UBOS - Uganda Bureau of Statistics

UNEB - Uganda National Examinational Board

UPE - Universal Primary Education

UNCST - Uganda National Council of Science and Technology

USA - United States of America

Abstract

To improve the performance of primary school teachers in Uganda, support supervision was adopted as a key strategy for achieving this goal. Despite this move, teachers in the Teso Sub-region are not meeting their performance expectations in lesson preparation, learner engagement and assessment. This study examined the relationship between support supervision and teacher performance in government-aided primary schools in the Teso sub-region, Uganda. Informed by the general systems and path-goals theory, the study specifically sought to determine teacher performance, establish the status of support supervision, and find out the relationship between democratic, directive, and non-directive support supervision approaches and teacher performance in government-aided primary schools in the Teso Sub-region. A concurrent triangulation design was used. Both quantitative and qualitative methods were used to collect data from 359 respondents, selected from 367 out of 1008 government-aided primary schools in the Teso Sub-region. Qualitative data was obtained using semi-structured interviews, observations and documentary analysis, while quantitative data was collected using questionnaires. The respondents included classroom teachers, headteachers, DEOs, DISs and CCTs. Quantitative data was analysed using descriptive statistics, Pearson correlation and multiple regression analysis, while qualitative data was analysed using content analysis. The findings from the study showed that the performance of teachers in government-aided primary schools in the Teso Sub-region was just satisfactory. Teachers invested some time, physical, and mental energy into their key job tasks. They, however, had little time to prepare for their teaching, did not always organise their classroom into a positive learning environment, and had a challenge tracking individual pupils' learning progress. Support supervision aspects of dialogue, team promotion, reflection and task-oriented guidance were done and contributed to about 46.3% of the work performance of teachers. Generally, support supervision was taken as a formality and perceived as a monitoring and standards enforcement activity rather than being a professional development practice. Its frequency, therefore, was still minimal. It was concluded that professional development, rather than a compliance perspective to support supervision, would produce better results in teacher performance among primary school teachers in the Teso Sub-region. It is recommended that officers who carry out support supervision in Uganda, including MoES, DEOs, DISs and HTs focus more on mentoring, competence and professional development to enhance teacher performance in government-aided primary schools in Uganda. The Ministry of Education and Sports should do regular monitoring and effect fund operational costs of support supervision to allow district education departments perform their roles more effectively and efficiently. Further studies can be done on the relationship between support supervision and the professional development of teachers in Uganda and the education system.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The performance of teachers is one of the building blocks of effective education. Teachers are a pillar in achieving quality education for all (EFA) goals and thus countries the world over are implementing various strategies to improve the quality and intention of teacher performance (Goe et al, 2018). In Uganda, the performance of primary school teachers is perceived as key to the quality of primary education and several strategies have been attempted to achieve this goal (Ministry of Education & Sports, 2014). The Teachers Initiative in Sub-Saharan Africa (TISSA) [2013] and The National Teacher Policy (2018) are some of the initiatives that have been implemented to improve the performance of teachers in Uganda. However, Okongo et al (2015) note that the declining academic performance of primary school graduates may be related to teacher performance and support supervision.

The study examined the relationship between support supervision and teacher performance in Ugandan government-aided primary schools in Teso Sub-region. This chapter provides the background of the study, problem statement, objectives, research questions and hypotheses, significance, and the conceptual framework.

1.1. Background to the study

The background to the study is divided into four dimensions namely; the historical, theoretical, conceptual and contextual perspectives and they are explained in the following sub-sections.

1.1.1 Historical Perspective

Interest in Teacher performance started in the 1900s in the USA by Kratz, as a search for great teachers, who were capable of providing quality education (Goe et al, 2018). During this time, teacher performance was perceived as a person displaying desirable teacher characteristics in the classroom (Fransson & Frelin, 2018). Learners were used to describing what they perceived

as a good teacher. The teacher who was most liked by the learners was taken to be a good performer and, therefore, what mattered was how teachers behaved when they were in classrooms (Phillips et al, 2014). Therefore, teacher performance was equated to good *teacher characteristics*.

A major limitation in this view of teacher performance was that limited emphasis was placed on professionalism, and important performance attributes such as a teacher's intelligence or attitudes were placed at the periphery (Greene, 1992). This view reigned for some years until it was dropped in the 1940s, after several studies indicated no significant relationship between teacher characteristics and the learning of students as measured by achievement tests (MacBeath, 2012). The 1,000 studies reviewed by Domas and David Tiedeman (1950), Getzels and Philip (1963) an end to linking of teacher characteristics to teacher performance, arguing it was an idea without merit (Gomendio, 2017).

In the 1950s, efforts to infer teacher performance from the learning of students, instead of teacher characteristics started in the UK (Greatorex & Shannon, 2003). This period was fondly referred to as *Examining Teaching Performance* because unlike before, effort was placed on identifying effective teaching behaviours; behaviours that were linked to student learning (Goe, Biggers & Croft, 2017). This move was sparked by the increase in the expectations for the performance of learners by stakeholders, especially parents and educational managers and subsequently concerns about teacher performance (Greene, 1992). During this time, in many countries of Europe and Asia, teacher performance began to be perceived as a teacher meeting the performance standards of supervisors that were based on monitoring of teaching results (Olorode & Adeyemo, 2012). Therefore, teacher performance was based on the evaluated results of supervisors and specific performance standards provided by stakeholders, especially the local and central government education managers. This new perception highlighted not only

doing tasks effectively but brought in the aspects of quality assurance and standardised performance.

It was at this time that some African countries such as South Africa and Egypt seriously considered and adopted teacher performance in their education systems. Some African countries adopted teacher performance as a performance appraisal method, for ascertaining whether teachers were following the expected standards of teaching (Kiptum, 2018).

Eventually, teacher performance started being a government policy and legal requirement in most countries in Africa, including some East African countries like Kenya and Tanzania (Segoni, 2017).

In most countries in the world, the obligation to perform always rested on individual teachers. In pursuit of their satisfaction in a good performance, teachers could eventually do things that would lead to school success (MacBeath, 2012). The teacher was expected to put forth an individual effort to exhibit specific knowledge and skills to be considered competent (Mette et al, 2015). At the beginning of the 1990s in the USA, teacher performance began to be perceived as a professional development attribute that depended on both individual and organisational support factors (Elliott, 2015). This new perspective spread to other continents, including Africa. Schools and education management bodies at local and central government levels in Africa, following the world trend, realised their responsibility of providing the kind of performance supervision, where each teacher would fulfil personal professional ambitions and at the same time work for organisational success (Thakral, 2015).

In Uganda, teacher performance was adopted at a time when performance was still majorly perceived as *teaching to standards* (MOES, 2017). Teacher performance was measured against an occupation that indicated the duties and tasks a teacher is expected to perform competently. This profile, though unwritten at the beginning, defined what a person is supposed to do and was a reference point for teacher performance evaluation (Mpaata & Mpaata, 2018). Teacher

performance in Uganda is still largely viewed as a personal responsibility, where a teacher is supposed to display performance-oriented behaviours given by the school and education administration bodies (Elks, 2016). A lot of emphasis is mainly placed on the teacher working hard to meet the job expectations that are in the teacher's professional profile, and little on professional development (Byaruhanga, 2018).

The role of the education system in providing supportive professional development to enhance the task accomplishment of teachers is given less emphasis. A study on whether the performance evaluation atmosphere, policies and practices of the environments in which teachers work in the Teso Sub-region of Uganda affected their performance was needed.

The role of supervision in improving and controlling the performance of teachers was recognised in the 1950s, in the UK and USA, when teacher performance was measured against specific performance standards that had been set by government education management bodies (Gomendio, 2017). In the 1960s, evaluators from government education management bodies in the UK suggested that supervision should become an integral part of the training and professional development of teachers. In the same period, inspection services carried out by Her Majesty’s inspectorate started doing external teacher performance supervision (Kavishe, 2017). Subsequently, a separate body responsible for supervising teachers’ performance was formed in the UK under the ministry of education (Greatorex & Shannon, 2003). Around the same time, supervision of teachers had also become firmly established in the USA education system, to examine the performance of individual teachers, to ensure they meet the learning needs of learners as set out by the education managers (Goe et al, 2012). All this time, supervision was mainly bureaucratic, autocratic, and hierarchical (Chidi & Victor, 2017).

Beginning in the 1970s, the bureaucratic perspective on teacher supervision, became irrelevant after empirical evidence had been collected to show that it did not improve teacher performance as had been anticipated (Chen, 2018). The need for awareness-based and democratic teacher

supervision became relevant after realising that it was better to have open discussions among supervisors and teachers on how to improve the teaching and learning process (Bourgonje & Tromp, 2011). Experts in the USA further developed this type of mindfulness-based supervision into what we call support supervision today (Darling-Hammond & Gardner, 2017). Support supervision models such as social efficiency, democratic and clinical were developed to be more collegial and humanistic in nature (Thakral, 2015). This move contributed more to today's understanding of the role of supportive supervision and its application in teacher performance. Eventually, teacher supervision became support supervision due to its focus on the interaction between the supervisor and the supervisee, so those classroom problems are mutually solved through critical analysis of the teachers' performance (Berman & Usery, 1966). This study was based on this model of teacher supervision due to its being more relevant to teacher performance improvement.

Several countries from Asia also adopted supervision practices from the UK and USA to ensure teachers performed to standards. In countries like India and Pakistan, supervision was more bureaucratic, and aimed at ensuring teachers followed the ideal ways of transmission of knowledge to learners (Hoque et al, 2020). At the beginning of 2000, the supervision of teachers become more supportive in these countries and emphasised supervisory practices that emphasise change, provide stage supervisory models and motivation for change (Hoojqan, Gharamani and Safari, 2015).

In Africa, teacher supervision started with the introduction of formal education in the 1800s by the missionaries (Marzano et al., 2011). The missionary schools in all African countries employed less qualified and uncertified teachers, hence needing close monitoring. Again, as it was in Europe and Asia, emphasis was being placed on ensuring identifying good teacher characteristics. After independence, when the education system was put in the hands of the central government, a critical assessment of teacher performance attributes started in several

countries. Ghana spear-headed this move and formed a supervision body to improve the performance of teachers (Osae-Apenteng, 2012). Borrowing a leaf from Ghana, Sub-Saharan countries which had just recently got independence started adopting internal and external teacher supervision amid challenges of right supervisors, tools and resources (Ekpoh, 2018).

In Uganda, teacher performance supervision practices started in missionary schools, and supervisory duties and responsibilities were generally informal and in the hands of religious leaders (Jared, 2011). In 1962, the Phelps-Stokes Commission Report recommended that the central government take over teacher performance supervision (Ssekamwa,1997). In 1963, the education inspectorate department was formed to supervise schools to improve teacher performance and the quality of education. However, from the 1970s up to the 1980s, Uganda was marred with civil and military unrest, which destroyed most education systems, including supervision (Kakuba, 2014). A study was needed to ascertain whether the current supervision practices of teachers in Uganda, especially in Teso Sub-region, aimed at supporting teachers' performance.

1.1.2 Theoretical Perspective

This study was guided by two theories, the Systems and the Path-Goal theories.

The Systems theory by Ludwig Bertalanffy (1955) was related to the independent variable and support supervision. The theory perceives primary schools as an open system, with actors holding various and specific roles as supervisors, administrators and employees, who are supposed to accomplish their roles to sustain the system. The system provides an environment in terms of structure and policies that promote the performance of individual employees (Binder, et al, 2017). The administrators (supervisors) in the system are supposed to use their mandate such as supervision as an input to enhance the individual performance (output) in the organisation or school (MacBeath, 2012).

To sustain the system, actors (education administrators, supervisors, teachers) reach consensus regarding expectations of roles and the responsibility of the system to provide conditions for individual employees to consistently adhere to roles (McGinnis & Ostrom, 2016). When this happens, the system will be sustainable and will achieve its goals and objectives.

The theory explains how the context (school, education system) may affect the performance of individual teachers. The system is supposed to provide support to employees to develop the knowledge, skills and attributes they need to effectively accomplish their job tasks. The system should promote the overall professional development and growth of employees through various phases and cycles of planning, observation, and intensive intellectual analysis of actual teaching performance. Actors with administrative roles have the responsibility to provide leadership, support, mentorship, advice and coaching to those with task-based roles.

The administrators in the system are supposed to provide supervision, not just inspection. Therefore, supervision should not be something to be filled in when and if circumstances allow. However, the system theory does not indicate how those with administration roles in the system should provide support to employees to be able to accomplish their job tasks effectively. The Path-Goal theory was thus also adopted for this reason.

The Path-Goal theory of House and Mitchel (1975) was related to the dependent variable, teacher performance. According to this theory, school leaders should use appropriate strategies to define the performance goals and indicators of employees. The theory advocates for leaders, through engagement and careful communication to be supportive, promote inquiry, problem-solving and mentoring for employees to achieve the desired performance outcomes (Glickman, 2011). The theory explains how specific supervision approaches such as the democratic, directive and non-directive can be used by leaders to inspire and achieve appropriate teacher performance.

The General Systems theory and Path-Goal theory are explicitly discussed in Chapter Two, Literature Review.

1.1.3 Conceptual Perspective

The key concepts of this study were teacher performance and support supervision. Teacher performance has always been interpreted from the angle of employee performance (Wambui, 2013). This is because teachers are employees in the education system and thus have to effectively accomplish job tasks under their jurisdiction following set standards by the employers (Dikli, 2003). This implies that as employees, teachers are seen as performing well when they do activities that help organisations (schools) accomplish their visions and missions. The performance of teachers has also been viewed as the teachers' ability to contribute positively to the realisation of the school objectives of teaching to standards and promoting student learning (Tomlinson & Imbeau, 2015). A study by Gallo et al (2006) done in France confirmed that in most countries of Europe, teacher performance was generally perceived as a teacher adding value to the key activities of the school, of preparation for teaching, conducting lessons, and covering the syllabus to ensure learners achieve the necessary learning outcomes.

A study by Onyango (2013) done in Kenya also revealed that even in Africa, the performance of teachers is perceived in terms of their key teaching roles of assessment and evaluation of learners, conducting co-curricular activities, carrying out guidance and counseling of the learners and managing learners' discipline. Musingafi et al (2015) in their study done in Ethiopia also confirmed the perception of teachers' performance in terms of their key teaching result areas, related to having relevant schemes of work, lesson plans and instructional materials that help glue information into learners' minds.

Therefore, the current view of teacher performance involves a degree to which teachers do their job tasks to attain school objectives (Elliott, 2015). Teacher performance involves a

teacher ensuring the assigned tasks are accomplished to set standards of completeness, accuracy and time to have learning outcomes manifested among learners (Segoni, 2017). Therefore, basing on Elliott (2015)'s and Segoni (2017) recent work, this study perceived teachers' performance as effective and committed teaching preparation, delivery, assessment of learners and participation in non-teaching school and community activities.

Supervision is now widely accepted as a significant factor in promoting teacher performance (Olorode & Adeyemo, 2012). Most education systems in the world now agree that teacher performance improvement requires effective supervision that fosters a mentoring and professional development relationship between the supervisors and teachers in schools (Kiiru, 2019). In some countries in Europe, this kind of supervision has been seen to be positively related to improvements in classroom practices, focused lesson preparation, implementation and reflection of the teaching and learning process (Gomendio, 2017).

A study by Nabhani et al (2015) showed that a supervision system that allows teachers to collaborate with their administrators continually may positively affect teacher performance. This type of support supervision is referred to as the democratic approach. It involves a cordial discussion of the supervisee's cases where the supervisee may be able to conceptualise well the concept but his or her actual performance may be another matter, hence the need for feedback by the supervisee (Hoojqan, et al, 2015). Kalule and Bouchamma (2013) suggest that the intention of effective support supervision should be to enable supervisees review their practices and develop leadership skills and improve their professional development by increasing their knowledge, pedagogical skills, and problem-solving skills. Sudarjat et al, (2015) study done in Indonesia also found that democratic supervision styles positively influenced teachers' performance within school secondary schools.

Zepeda and Mayers (2014), also argues that a non-directive support supervision approach could be used to support teachers who have accumulated skills through broad experience to

guide learners to develop knowledge out of their own experiences. The attributes of this supervision are dialogue, which enables the supervisee to interact with the supervisors about their work to know their weaknesses so as to improve their performance (Glickman et al, 2001). Glickman et al (2001) further assert that the directive support supervision approach has been discovered to be more common in African countries. This approach involves directing and standardising teams so that they can work according to set standards (Goe et al., 2012). According to Nwambam and Eze (2017), to play a positive role in teacher performance, support supervision should be professional development-oriented to develop better and more effective ways of preparing for teaching and learning. Therefore, support supervision should be assistance or guidance accorded by a leader (supervisor) to a teacher to enable him/her perform his/her teaching roles effectively. Support supervision has to ensure educational programmes promote teaching and learning in schools. Based on the above views, this study perceived support supervision as empowerment given by supervisors to individual teachers to undertake their teaching responsibilities to the best of their abilities to achieve school goals and objectives (Osae-Apenteng, 2012).

1.1.4 Contextual Perspective

The performance of teachers is a kingpin in using education as an avenue for reducing the high rates of unemployment in Africa (Tubsuli et al, 2018). In Uganda, primary school teachers are the springboard for quality primary education (MoES, 2017). Several initiatives are being tried to increase the performance of primary school teachers in Uganda so that the country can meet its national education goals (Ministry of Education and Sports, 2020). The government of Uganda started by putting in place legal and policy frameworks to enhance the performance of teachers.

The Uganda Vision 2040, the overachieving national development vision, provides a policy framework for promoting the competence and effectiveness of teachers so that the country

can provide affordable quality education services (p.12).

The specific second National Development Plan (2016-2020) aims at enhancing the efficiency and effectiveness of education service delivery, using proficient teachers who can train learners to sustainably exploit the available opportunities and resources for national development. The key aim of the National Teacher Policy (NTP) [2018, p. 6], which is concerned with promoting consistent outstanding standards in learning and teaching, is to standardise teacher development and professional practices to achieve better teacher productivity and motivation.

Other more focused teacher performance-enhancing initiatives have been also tried. Ward et al. (2006) report show that initiatives such as Teacher Development Management System (TDMS), thematic curriculum, local language teaching and continuous assessment, have been implemented in primary schools to enhance teacher performance. Support supervision has increasingly become vital in controlling the performance of primary school teachers in Uganda (Malunda et al., 2016). Support supervision is now the major teacher performance management and improvement strategy at all levels of education in Uganda (Osae-Apenteng, 2012).

The Directorate of Education Standards was set up in the Ministry of Education and Sports to oversee the management of teacher support supervision to enhance the performance of teachers by increasing their capacity to perform their job tasks effectively to meet national education needs (Dangara, 2016). In Teso sub-region, support supervision has been decentralised to bring it nearer to teachers and make it more effective in increasing the understanding of teachers of their professional roles (Malunda et al., 2016). In all the districts of the sub-region, site-based administrators, the headteacher and other experienced teachers do internal support supervision of the teachers (Kalule & Bouchamma, 2013). In primary schools, a key headteacher's responsibility is to supervise teachers to ensure they perform to

expectations (Jared, 2011a). The district and ministry officials provide external support supervision to the teachers (Mpaata & Mpaata, 2018). A system for incentives, sanctions, and collaboration to help all teachers achieve the goals set for them by the government is in place (MOES, 2020). Specific measures and criteria to support innovation and creativity so that teachers get things done in an organised manner are operational (Oryema, 2017). These arrangements should enable teachers to perform their job tasks effectively.

Despite the above teacher performance improvement efforts, primary school teachers in Uganda are still blamed for doing little to develop learners' life skills that prepare them for the world of work (Opio, 2010). Studies such as one by Oluka and Opolot (2008) show that in government-aided primary schools in Teso Sub-region, teachers continue to use teaching practices that inhibit collaborative learning among learners, leading to a loss of interest in education. Malunda et al (2016) and MOES (2017) discovered that in the districts of Bukedea, Kaberamaido, Katakwi, Kumi and Soroti in Teso Sub-region, the teachers rarely used constructive learning approaches, which placed learners in a passive role, limiting their activity to memorising facts and reciting them to the teacher. A study by the MOES (2020) done in Bukedea, Kumi and Soroti rural-based government primary schools revealed that teacher attendance in third terms usually drops to less than 60%, leading to some teachers failing to meet some of their key job responsibilities. The syllabi coverage too was unsatisfactory (MOES (2020). This means learners were not able to acquire the necessary competencies for this level of education. Surprisingly, the teacher performance problems mentioned above appear in the policy actions, strategies and outcomes of the NDPII (2016-2020) and NTP (2018, p.8). This state of affairs necessitated an investigation of how support supervision affects the performance of teachers in this part of the country.

1.2. Statement of the Problem

The performance of primary school teachers is an important part of Uganda's overall strategy for achieving quality primary education (Kagoda & Ezati, 2013). Teacher performance is, therefore, at the heart of helping learners acquire practical and academic competencies relative to their potential. Initiatives such as TISSA (2013), the National Development Plan (2016-2020) and the National Teacher Policy (2018) have placed school-based and external teacher supervision as one of their action points to enable teachers to provide quality teaching and learning in primary schools. Teachers are given knowledge, skills, and practices by district education managers, headteachers and department supervisors to be effective educators. Specific measures and criteria exist to determine whether or not teachers have met the desired goals or targets set by stakeholders.

Despite the above efforts and structures, the passion and dedication to teaching tasks among teachers in government-aided primary schools were low (MoES, 2020). There was irregular preparation for teaching, leading to ineffective lesson delivery among teachers, which raised concerns about learning outcomes by various stakeholders (Malunda et al., 2016). Teachers mostly used learning approaches which inhibited intellectual learning. Significant disparities existed between intended instruction time and the time spent on teaching by some teachers in the district, which reduced learners' attainment of expected competencies and good grades in assessment exams (Oryema, 2017). One was left wondering if support supervision developed attributes in teachers to improve their performance.

While some studies by Oluka and Opolot (2008) suggested support supervision as a key strategy in improving teacher performance in primary schools, there was little research in the Ugandan context that had explicitly tested support supervision as a means by which professional competence and empowerment of teachers can be improved, especially in Teso Sub-region. The available studies (Malunda et al, 2016; Mbusa, 2017) were general and did

not specifically target support supervision. If this situation is unattended to, the sub-region and the country are at large risk of having low-quality primary education and learners with inadequate life skills. This state of affairs necessitated a study to examine the relationship between support supervision and teacher performance in government - aided primary schools in Teso Sub-region. This study was, therefore, carried out to contribute to a better understanding of the relationship between support supervision and the teachers' performance, by generating information that could inform teacher support supervision and the practice of education in the Teso Sub-region and indeed, the whole country.

1.3. Purpose of the Study

The purpose of the study was to examine the relationship between support supervision and teacher performance in government-aided primary schools in Teso Sub-region in Uganda.

1.4. Research Objectives

To achieve the purpose, the study was guided by the following objectives;

i. To find out the relationship between democratic support supervision and teacher performance in government-aided primary schools in Teso Sub-region
ii. To investigate the relationship between directive and teacher performance in government-aided primary schools in Teso Sub-region.
iii. To establish the relationship between non-directive and teacher performance in government-aided primary schools in Teso Sub-region.

1.5. Research Questions

The researcher sought to answer the following specific questions;

i. What is the relationship between democratic support supervision and teacher performance in government-aided primary schools in Teso Sub-region?
ii. How is directive support supervision related to teacher performance in government-aided primary schools in Teso Sub-region?

iii. What is the relationship between non-directive and teacher performance in government-aided primary schools in Teso Sub-region?

1.6. Research Hypotheses

The study tested the following hypotheses;

i. There is a significant statistical relationship between democratic support supervision and Teacher performance in Government Aided Primary schools in Teso Sub Region

ii. There is a significant statistical relationship between directive support supervision and Teacher performance in Government Aided Primary schools in Teso Sub Region

iii. There is a significant statistical relationship between non-directive support supervision and Teacher performance in Government Aided Primary schools in Teso Sub Region

1.7. Conceptual Framework

The figure below gives a graphical conceptual representation of the variables of the study and how they relate to one another. Support supervision was identified as the independent variable, while teacher performance was the dependent variable.

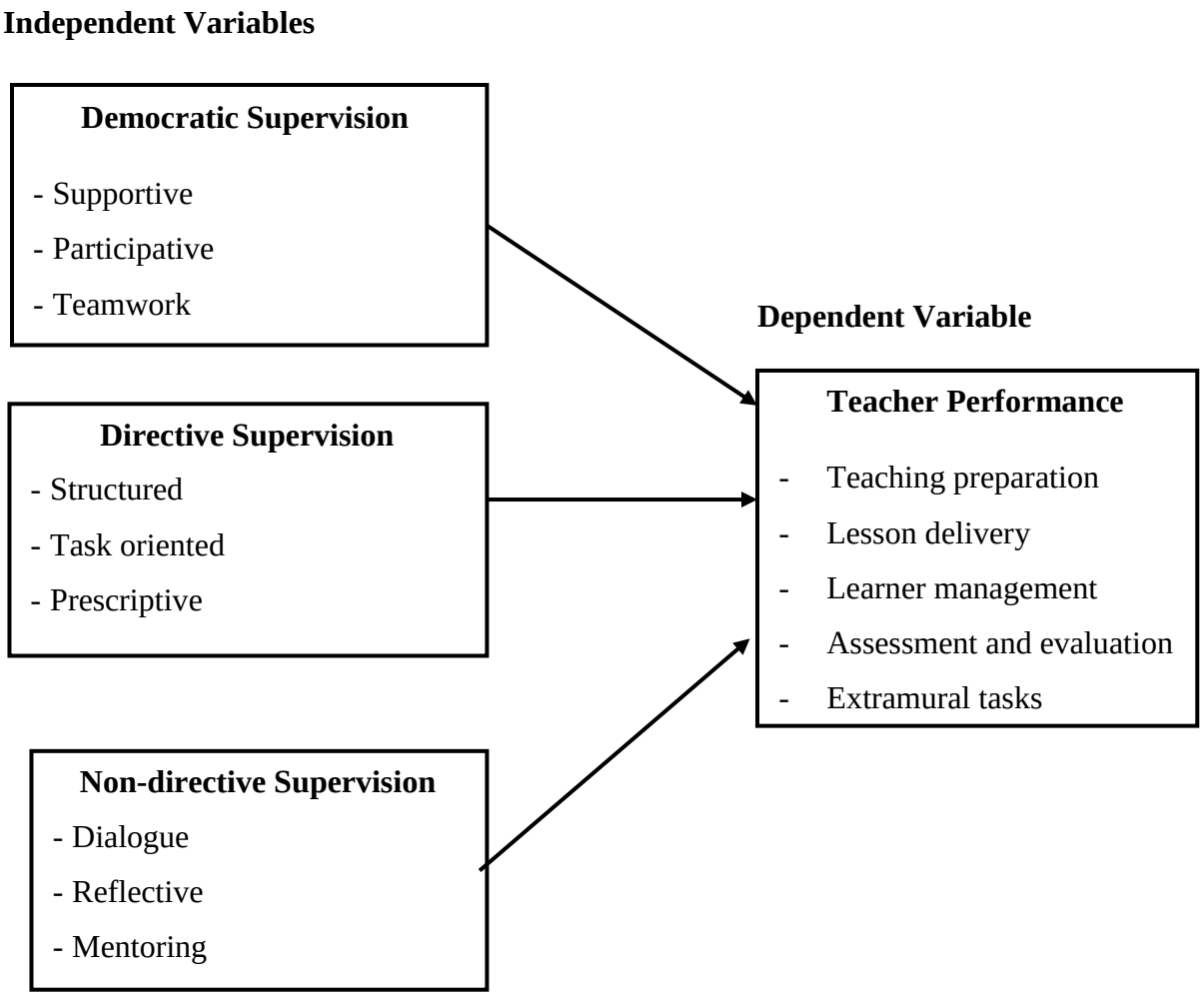


Figure 1. 1 *A conceptual framework showing the relationship between support supervision and teacher performance*

Source: Ideas Adapted from Elks (2016) and Elliott (2015).

The conceptual framework shown above reflects the relationship between support supervision and teacher performance. Support supervision is indicated by approaches that include democratic, directive and non-directive. The democratic approach enables supervisors to be supportive by allowing teacher participation and team effort in identifying and implementing

effective teaching practices. The directive approach is more structured and the supervisor takes the upper hand in prescribing what is needed in enhancing individual teacher performance.

On the other hand, the non-directive approach promotes dialogue, active reflection and mentoring in improving the performance of the teacher. The attributes identified in each approach influence the realisation of teacher performance as an outcome variable indicated by good teaching preparation, effective lesson delivery, focused learner assessment and active participation in extramural tasks.

1.8. Scope of the Study

The scope of the study is presented under the geographical, content and time scopes.

1.8.1. Geographical Scope

This study was carried out in the Teso Sub-region. The sub-region borders the following sub-regions: Lango in the northwest, Karamoja in the north-east, Bugisu in the east, Bukedi in the south, and Busoga in the south-west. Teso Sub-region was previously known as Teso district in eastern Uganda. Teso is one of the 13 recognised administrative sub-regions in Uganda. The sub-region comprises 10 districts, including Amuria, Serere, Soroti, Kumi, Bukedea, Katakwi, Ngora, Kapelebyong, Kaberamaido and Kalaki. It is composed of Iteso, Kumam and Bakenyi ethnicity (UBOS, 2014).

1.8.2 Content Scope

The study focused on the relationship between support supervision and teacher performance in government-aided primary schools in selected districts in the Teso Sub-region, and how the status of the two influenced teacher performance. The independent variable was support supervision, and it was measured as democratic, directive and non-directive. Democratic supervision was taken as an interchange of opinions about problems, generation of possible actions by the supervisor, the teacher and workmates and a negotiated agreement about what changes will be coming. Directive supervision was

perceived as the supervisor being the source of the problem identification and problem-solving, and giving concrete and limited assignment of objectives, activities and the expected criteria of success to the teacher. On the other hand, non-directive supervision was measured as active facilitation by the supervisor of the teachers' perceptions of instructional concerns while probing the teacher about the likely consequences and finally coming up with the course of action.

The dependent variable was teacher performance, and was measured as effective preparation for teaching; engaging lesson presentations focused on assessment of learners' performance and active participation in school and community functions.

1.8.3. Time Scope

This study focused on the period 1997 to 2019. Okongo et al. (2015) report that in the 2008-2014 PLE results, the majority of the pupils in the Teso area obtained a Division 2 pass, which was not good enough for entry into some of the top secondary schools in the country. Also, Oluka and Opolot (2008) reveal that compared to other regions, the number of pupils who did PLE examinations continued to decline in the Teso sub-region in 2008, yet it was expected to be rising because of the huge enrolment under Universal Primary Education (UPE), which was introduced by the Nation Resistance Movement (NRM) government in 1997.

1.9. Significance of the Study

It was hoped that the outcome of the study would add knowledge to the existing literature on how democratic, directive and non-directive approaches to support supervision enhance teacher performance in teaching and learning in Uganda. The study will build knowledge that will enhance teacher performance in Teso Sub-region through improved support supervision expected facilitate their professional development. The study findings will help the education stakeholders at both national and local levels; school administrators, DIS, DEO, and CCT, together with planners to make appropriate

decisions and actions on how to enhance teacher performance in government -aided primary schools in the Teso Sub-region, and perhaps Uganda as a whole.

1.10. Operational Definitions

The key concepts of the study are defined operationally in the way they were used in the study.

Government-aided primary schools: Primary schools run by the MOES and whose operations are fully funded by the central government.

Supervisor: An officer within the school, such as headteacher, and outside the school such as DEO, DIS, and CCT**,** responsible for ensuring teachers effectively perform their job tasks.

Supervisee: A teacher appointed to perform various teaching roles in a primary school.

Support supervision: Assistance given by a leader (supervisor) to a teacher to enable them to develop professionally and perform their teaching roles effectively.

Democratic support supervision: The interchange of opinions about problems and generation of possible actions by both the supervisor and the teacher.

Directive support supervision: Problem identification and solution from the supervisor and expected criteria of success given by the supervisor.

Non-directive support supervision: Active facilitation by the supervisor, probing and finally coming up with the course of action.

Teacher performance: A teacher effectively doing key job tasks to accomplish school objectives.

1.11. Summary of Chapter One

In this chapter, the researcher has presented the background of support supervision from the time of the industrial revolution to the NRM regime where UPE has been in existence since 1997. It, therefore, gave the context of this study where the statement of the problem was derived from.

Research questions and objectives were formulated based on the purpose of the study. The conceptual framework gave direction to the various approaches and attributes to support supervision. The next chapter reviews the literature related to the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The literature in the study was reviewed systematically following the objectives stated in Chapter One to explain the relationship between support supervision and teacher performance. The systematic review focused on the theoretical review of theories used to guide the study and literature related to key variables of the study.

2.1. Theoretical Foundation of the Study

This section examines the theories that guided the study. The General Systems and Path-goal theories were selected for this study, and the key tenets of these theories are reviewed as shown below:

2.1.1. Systems Theory

Systems theory by Ludwig Bertalanffy (1955) is an interdisciplinary approach used to explain how most systems in nature, such as communities, institutions and organisations function. The theory was appropriate to the study because it examines phenomena from a holistic approach by placing emphasis on how the whole affects the parts (Mele et al., 2010). The study focused on how the functioning of the part (teachers) was affected by the whole (school, supervision) in achieving desired goals and objectives. The education system or school was perceived as a coherent system of social actors with specific and varying roles, who regularly interact in a resilient and hierarchically linked manner to enhance the system's effectiveness (Seabrooke & Sending, 2015). In this perspective, primary schools are socio-education systems with critical public resources (teachers, infrastructure, policies), whose use should be supported and at the same time regulated by the social system. The control of resources (teachers) is done by the administrators through structuring operations into roles and policies, ensuring linkages and focusing on relations and missions (Betts, 2016). The administrators in the system have the

responsibility to ensure they promote the overall professional development and growth of employees with job tasks to effectively achieve the goals of the system. By going through systematically varying phases and series of cycles of planning, observation, and intensive intellectual analysis, the administrators support other employees to achieve actual performance. Through collaboration across employees of various disciplines and sectors, organisations can have better management and decision-making, leading to effectiveness.

Therefore, the systems approach to supervision involves the joint relationship and involvement between the supervisors and the supervisees (Smith, 2009). It aims at granting power to both members. According to Smith, the systems approach requires interaction and reflection between the supervisee and the supervisor, and also considers the underground factors that can influence the supervisory system such as the supervisee, the supervisor and the institution.

For the systems theory to inform supervision, there is a need for collaboration, consultation and coordination among all key actors. But the theory does not clearly show how this can be achieved for supervision to lead to better teacher performance. The researcher adopted the Path-Goal theory to bridge this gap.

2.1.2. Path-Goal Theory

The path-goal theory (House & Mitchel, 1975; House, 1996) clarifies how those with leadership roles (supervisors) should influence their subordinates to motivate them to appropriate performance. The theory calls for performance-enhancing supervision strategies in primary schools. According to this theory, the way the leader defines the path and the goals of an organization affects the performance of individual employees (Cote, 2017). The Path-Goals theory specifies supervision approaches such as the directive, non-directive and democratic approaches adopted from Glickman et al (2011) that can be used to ensure the desired performance of staff if support supervision is to influence teacher performance.

The path-goal theory further posits that the leaders' acceptable and satisfying behaviour in an

organisation should satisfy subordinates' needs and motivate them to perform (Northouse, 2013). It also advocates for the key roles of the leader in an organisation to recognise and arouse subordinates' needs for outcomes over which the leader has control, and to ensure the path to those payoffs is easily achieved through coaching and guiding (Binder, Hinkel, Bots & Pahl-Wostl, 2013). This study finds this theory guiding since it believes motivational attributes in a school help in building up the intrinsic behaviours among teachers and help them in improving their performance.

The key aspects that were borrowed from these two theories included the fact that school leaders should provide an enabling work environment to their subordinates by clarifying expectations, work goals, and provide coaching if necessary, for effective subordinate performance and accomplishment of work goals (Goswami et al., 2014). Path goal theory predicts that directive leader behaviour will be more effective for the subordinates with a high need for achievement because directive leaders thoroughly clarify paths to guide subordinates (Malik, 2012). Similarly, a participative leader's behaviour is also effective as he consults with subordinates in setting, clarifying and achieving goals. Therefore, a leader needs to comprehend his/her supervisees to know how to motivate them.

In addition, the theories advanced staff supervision approaches, including democratic, directive and non-directive approaches. These approaches were appropriate for the study since teaching staff supervision requires the leader to use alternative approaches to supervision to help the teachers improve their knowledge, their pedagogical and problem-solving skills, and reviewing their practices (Jared, 2011).

The General Systems and Path-Goal theories are relevant to the study because they show how different actors in the education system such as primary schools, can work together in the existing work conditions to determine individual responsibilities, motivate role achievement and enhance individual performance. If correctly implemented, they could help teachers in

working collaboratively with the leaders to make pedagogical improvements in their practice. However, these two theories do not clearly show how key actors are supposed to work together to achieve the target goals. They do not point out what could prevent effective collaboration among all key actors and how these bottlenecks can be overcome to ensure the smooth functioning of the system.

The theories also point out that leaders should set a clear path for the subordinates to follow by defining clear goals and objectives in line with the vision and mission of the institution, but do not show how leaders may implement the right supervision approach that matches the prevailing circumstances in an institution. However, it is almost impossible to write a set of rules for every scenario encountered by managers. Also, a school or district can have administrators who do not have good judgment, independence of mind, and dedication to implement support supervision. The theories do not spell out how leaders could set up a system that allows free interaction with their subordinates. A study was needed to find out how such a scenario could be overcome. This study set out to explore these issues concerning support supervision and teacher performance.

2.2. Teacher Performance.

The study of teacher performance has moved from being just a search for great teachers in the 1900s to inferring teacher quality in the 1950s to the current teaching performance (Stronge, et al, 2018). Studies of teacher performance place emphasis on identifying the components of teaching performance. In most of these studies, teacher performance has been perceived and measured from an individual perspective, as a teacher effectively fulfilling his/her duties and responsibilities (Cross & Ndofirepi, 2019). According to Gore, Holmes, Smith and Fray **(**2016), a systemic perspective of teacher performance is gradually taking a firm ground, where contributions to the organisation's vision and mission are being brought into the picture.

Generally, the individual perspective of teacher performance is still dominant in most parts of the world. For example, Klieme et al (2018) recent study measured teacher performance as meritoriously doing assigned roles. In an earlier study done in France, Le Maistre and Paré (2016) had identified merit performance as a teacher measuring up on some scale of desirable characteristics. Cross and Ndofirepi (2019) had a year earlier identified issues such as a person exhibiting motivating behaviour in the classroom, taking advantage of opportunities to continue professional development, and learners doing well on standardised achievement tests as desirable characteristics of teaching performance. Therefore, (a) a teacher's mindset, (b) feelings and (c) attitude toward teaching tasks are key indicators of teaching performance (Gomendio, 2017). Mindset is a teacher's positive perspective on the work of teaching. A teacher with a proactive view is likely to be a resourceful and meticulous worker (Gore et al, 2016). A teacher whose work experiences are positive and stimulating is more likely to put forth optimum effort to get the job done. This teacher is also likely to engage in the job and go beyond what is necessary to initiate change to facilitate organisationally relevant outcomes (Stronge, et al, 2018). Therefore, performing teaching is more cognitively, emotionally, and behaviourally connected to the job of teaching and this is shown by the willingness to invest time, physical, and mental energy into meeting their teaching roles.

The above views and measures of teacher performance have had a strong influence on Uganda's perspectives. In Uganda, teacher performance is largely perceived as teaching performance, and is measured using a set of externally derived and expressed standards (Elks, 2016). Studies by Oluka and Opolot (2008) and Malunda et al. (2016) measured teacher performance as teaching to standards, meaning a teacher effectively doing his/her teaching roles as set out by the administrators of education. According to Kagoda (2016), the recent teacher profile of Uganda confirms the general view of teacher performance in Uganda as the extent to which a teacher meritoriously does the assigned teaching roles, measured against a

benchmark of success identified in a particular domain of professional behaviour. This professional teaching behaviour involves an individual's cognitive, emotional and behavioural actions directed toward desired performance and organisational outcomes (Gore et al, 2016). Therefore, in this study, the researcher assesses teacher performance as professional teacher behaviour indicated by a teacher being focused, connected to and using his/her skills, abilities, and available resources to get their teaching roles of lesson preparation, delivery and learner assessment effectively done.

A key aspect in inferring teacher performance is judging the teacher's professional behaviour. This judgment involves identifying, shaping, forming or improving teachers' accomplishment of their professional roles (Le Maistre & Paré, 2016). Performance supervision, therefore, plays a very crucial role in this process.

It is effective supervision that can identify challenges and enhance teacher performance (Klieme, et al, 2018). All schools are supposed to have supervision practices to help those who need to improve their pedagogical practices in a school (Malunda et al., 2016). Support supervision is when supervisors observe teachers, collect data on teaching behaviour, organise these data, and share the results in conferences with the teachers observed (Hoojqan et al, 2019). The supervisors intend to help teachers improve their practice. Support supervision activities are undertaken by the school leadership and other experienced education administrators, at the district or government ministry level, to provide advice and counsel on their professional practice (Goe et al, 2017).

A study by Zepeda and Mayers (2014) showed that support supervision is better accomplished through specific conferencing approaches such as democratic, directive, and non-directive. Olorode and Adeyemo (2012) did a study on the status of support supervision in secondary schools in Nigeria, and it was discovered that when headteachers share supervision results in cordial meetings with the teachers, teachers are more likely to understand policies and

procedures and ensure educational programmes are effectively implemented.

In another study by Osae-Apenteng (2012) also done in secondary schools in Ghana, it was discovered that when headteachers see teachers in action and work with them to examine their students' work, and talk with parents, teachers have better direction and feel empowered to undertake their responsibilities personally with good results.

This implies the supervisor is required to first determine the teacher's conceptual status before supervision, and then identify the suitable approach that offers support to the teacher. The success of the supervisor relies on his/her intrinsic abilities to assess the abilities of the teachers and then apply the appropriate strategy, with the teacher having a voice in the adopted approach.

According to Darling-Hammond and Gardner (2017), other avenues of extending direct assistance to teachers other than the above approaches include designing after-school time for teachers with instructional concerns to meet experienced leaders or more complex avenues like peer observations with teachers who require feedback for improvement. This is why Bello (2012) maintains that proper support supervision is crucial in motivating teachers to work harder towards the achievement of school goals. In relation to primary schools in Teso Sub-region, there was very scanty information on how supervision was being implemented, the approaches that had been adopted, and the effect of the approaches on the pedagogical practices of teachers.

There was a need to establish the status of teacher performance and supervision and alienate any challenges so far experienced in the implementation of supervision.

To improve the performance of both the teacher's and the learner, great effort needs to be put into place to complete the syllabus (Nakhanu, 2012). Sometimes poor syllabus coverage results from lack of adequate experienced teachers to deliver content effectively, coupled with little expertise in all content areas. According to Musasia et al (2012), effective syllabus

coverage requires teachers to conduct team teaching since many teachers lack full expertise in all the content areas hence need to expose children to diverse fields of knowledge and practice by teachers who are experts in those areas.

2.3. Democratic Supervision and Teacher Performance

Democratic supervision is today a major approach in the supervision of teachers. This is because the approach is supportive, and promotes teacher participation and teamwork (Vehviläinen, 2018).

2.3.1 Supportive supervision

This is a type of democratic supervision based on *supportive orientation.* It allows an interchange of opinions about problems, generation of possible actions by both the supervisor and the teacher, and a negotiated agreement about what changes will be upcoming (Klieme, et al, 2018).

Active communication is one that holds up and consolidates achieving a good relationship. The supervising teacher needs to show engagement, listen carefully and communicate in an accepting atmosphere (Vehviläinen & Souto 2021).

The effectiveness of supportive supervision results from the supervisor observing teachers, collecting data on their teaching behaviour and sharing the results in conferences with the teachers and together, they forge a way for better performance (Darling-Hammond & Gardner, 2017). Studies (Goe, et al, 2018; Hoojqan, et al, 2015) show that supportive supervision is very effective in promoting teacher performance because it leads to a jointly developed and agreed upon position between the supervisor and the supervisee. A study by Barge (2014) done among secondary school teachers in France revealed that headteachers using supportive supervision in their individual teacher mentoring, ensured teachers' lessons were guided by best practices outlined in the instructional framework. In this case, teachers were able to have clear learning objectives, effectively demonstrated learning and ensured

learners understood the content.

Meanwhile, Hu's (2020) study showed the need for supervisors to build good content knowledge among teachers because one cannot teach what he does not know. In his study done among primary schools in Soul, South Korea, it was revealed that supervision that develops content knowledge puts the teacher in a better position to respond to student questions and help them understand concepts clearly. While these findings show how supervision leads to better lesson delivery, they did not cover learners' assessment, and remedial teaching; key factors in teacher performance, hence the need for further investigations on these issues in primary schools in Teso Sub-region.

Supportive supervision has been identified to be instrumental in enhancing teachers' planning for teaching, which aids in better implementation of the lesson.

Studies done in the UK confirm that the support rendered to the teacher during the planning stage of the lesson helps him/her improve their scheming skills, improve curriculum interpretation, and the organisation of specific content to be taught (Phillips et al., 2014). A study by Mizzi (2013), done in Ethiopia showed that because democratic supervision allows mentoring and peer teaching, teachers can transform the curriculum content into pedagogical content knowledge appropriate for effective instruction through the formulation of schemes of work that guide the effective teaching and learning process. Usually, well-planned and supervised schemes of work make the work of the teacher easier in terms of delivery since suitable activities, analogies and demonstrations can be agreed upon to cater for the different cognitive abilities of learners (Gomendio, 2017). Such an atmosphere is facilitated by appreciating professional, cultural, and individual diversity.

Therefore, interaction, dialogue and collaboration are important characteristics of supportive supervision. There was a need to ascertain whether and how the supervisors of teachers in Teso Sub-region allow conscious investigation and reflection on experiences, thoughts and

emotions through dialogic and constructive interaction, and this triggered effective job performance among teachers.

2.3.2 Participative Supervision

Participative supervision is based on the supervisor's ability to create an environment that allows the teacher to make decisions and suggested ways of improvement. This kind of practice puts a large proportion of guided activities under the teacher's jurisdiction, but also on an individual effort in the preparation and improvement of the teaching and learning environment. Seven and Engin (2017) argue that participant supervision allows teachers to get support from more experienced supervisors and mentors, which improves their use of audio-visual materials to support better understanding by learners.

Studies done in different parts of Africa continue to show a strong relationship between the headteachers' participative supervision of curriculum implementation and quality education provision (Awiti & Raburu, 2013). A recent study by Waswas and Jwaifell (2019) shows that when supervisors clearly explain the purpose of their classroom visits and plan the supervision with the teachers, teachers appreciate and they benefit more, which improves their performance significantly.

The action of supervisors taking teachers unaware in the classroom may inconvenience real practice and breed suspicion from teachers, which may affect their performance negatively. Also, a study on instructional supervisory practices and teachers' role performance in public secondary schools in Nigeria, revealed that teachers actively participating in instructional supervisory practice by giving suggestions and teachers' role performance, increased their likelihood to implement the suggestions from supervisors (Sule et al., 2015). A study done in Entebbe on headteacher's general and instructional supervisory practices on teachers' work, revealed that headteachers checking teachers' pedagogic documents and students' lesson notes did not have much influence on teachers' work performance and, therefore,

recommended that headteachers spare time to supervise teachers during classroom instruction (Jared, 2011). This means school leaders visiting the classrooms and observing the teaching process were more effective in helping teachers improve their performance in class. Also, another study carried out in Marand; a city and capital of Marand County, East Azerbaijan Province, Iran, found that educational supervision is effective in improving teacher performance when teachers are helped to improve their teaching methods and use of teaching aids (Hoojqan et al., 2015). This is in line with Omaali et al. (2021), who have recently pointed out that to improve the quality of teaching in Uganda; support supervision should ensure teachers' knowledge is quite high and current.

Assessment and evaluation of teaching and learning are one of the most important post-teaching activities. This activity involves the assessment of the interactive process of teaching, which includes assessment of learners, maintaining records and remedial teaching. This assessment provides feedback to the teacher about their learners, and forms a basis for setting new strategies to improve performance (Ikegbusi et al., 2016). However, performance improvement can be enhanced if supervision is properly done. Therefore, to improve teacher performance, supervision should cover teachers' assessment of learners, maintenance of records and remedial teaching in the schools. Supervision which does not consider the assessment and evaluation of learners is incomplete. This is because the teacher cannot be able to identify the extent to which the planned lesson objectives have been achieved.

2.3.3 Teamwork Oriented supervision

Teamwork-oriented supervision involves having active team-based performance enhancing and peer coaching structures. The approach requires well-streamlined teamwork practices and having shared values in an organisation as attributes of support supervision. Teamwork normally encompasses groups of interdependent employees cooperatively working towards achieving group outcomes and its effective implementation enhances motivation and job

satisfaction among employees (Griffin et al., 2001).

According to Tubsuli et al. (2016), the development of team-based internal supervision is a technique used to improve and enhance the performance of the supervision since internal supervision and teamwork are supplementary to each other and affects positively the schools' performance. Teamwork makes the operation between supervisors and supervisees effective and plays a key role in the attainment of the objectives. However, the status of job satisfaction by the team members, according to Griffin et al. (2017), is determined by multiple factors, including team composition, group processes within the team, and the nature of the work.

One of the most important rules of team teaching is to attend all the preparation meetings (The Centre for Teaching and Learning, 2006) and not to miss a colleague's lesson when it is time to implement it. During the preparation stage, the supervisor and supervisee agree on the key areas of concern to strive for an amicable way forward for the challenge. They will, therefore, be able to prepare the lesson notes together, which are instructed to all learners at the same status irrespective of their cognitive abilities. The actual planning process, according to Wilson (2016), is complex because it demands the teacher to become familiar with, and make decisions over a range of various curriculum resources, content and practices before lesson implementation can take place.

A study conducted by Pitsoe and Isingoma (2014) in Kamwenge district in Uganda, revealed that other than the challenges facing UPE in Uganda, "the absence of teamwork, among others, at schools appears to have impacted teachers' performance in the classroom; and on the quality of teaching and learning (p.138). In a school setting, each team member has an individual personality and brings in particular skills, knowledge and experience, which may be different from other team members.

Teamwork in an institution reduces teacher isolation, usually increases collegiality and facilitates the sharing of resources and ideas for improved teacher performance. Therefore, the

supervisor and their supervisees need to work together as a team and ensure they respect and understand each other as colleagues, and do not have fault-finding avenues.

Given the increasing role of democratic supervision in teacher performance supervision and its alleged effectiveness, it was imperative to find out whether and how it is implemented in government-aided primary schools in Teso Sub-region, and how it has affected the performance of teachers.

2.4. Directive Supervision and Teacher Performance

The directive approach to supervision includes structured, task-oriented and prescriptive supervision based on the view that teacher performance is 'meeting the professional performance standards' given by the administrators of education (Goe, et al, 2016). The directive approach promotes structuring supervision into a systematically progressive learning process through which the supervisor has a more active role. This orientation brings proactive means such as identifying appropriate practices for the teacher and gradually removing support as one gains confidence (Vehviläinen & Löfström, 2018).

2.4.1 Structured Supervision

Structured supervision is based on the transformational leadership style in schools that encourage controlled leadership, which promotes the empowerment of the staff. In a planned and regulated manner, the leaders convey the need for change, question existing practices and create a vision for the future guided by the mission and goals of the institution (Martin et al., 2014). Such an approach to leadership impacts the practices of the employees through supervision, and helps build a culture that is receptive to progression and change towards the policies, principles and methods established for achieving the objectives of education. The supervisory process may permit supervisors and supervisees the opportunity to work as a team to meet common goals and objectives (Crigler et al, 2013).

2.4.2 Task-Oriented Supervision

Task-oriented supervision is one where supervisors give teachers the objectives, activities and goals of supervision through an encouraging, constructive and open interaction that supports professional development (Pihko et al. 2018). It is a solution and resource-oriented *problem-solving orientation* that places more emphasis on the supervisor advising and providing feedback to enable the teacher solve challenges independently. The supervisor uses resources, to guide teachers toward a solution (Vehviläinen & Souto, 2021).

Regarding teacher performance, Segoni (2017) cautions that the approach should be reserved for struggling and, or new teachers with no or little experience in teaching.

Albuquerque et al (2018) also advise that what teachers think and value their practices or what motivates and concerns them during such practice will be reflected in their actions. Mette et al. (2015) posit that for teachers to value the purpose of support supervision in an institution, there is a need to understand how the administrators influence instructional excellence in schools because it is crucial in implementing school reforms. Whenever classroom observations shape instruction, their leadership takes on an instructional role. This, therefore, calls for joint formulation of values on the school objectives by both teachers and administrators so that implementation symbiotically benefits and, or improves the teachers' practices. The supervisors of teachers in a district, community and school should ensure teachers have an opportunity to decide how supervision of actual teaching should be done, and how feedback to teachers on their performance and need for improvement should be given.

2.4.3 Prescriptive Supervision

In supervision, problem identification and solutions come from the supervisor on assumption that the supervisor is more in the know (Simco, 2018). The unfortunate result is that the activity is perceived as policing since the assignment of objectives, activities and the expected

criteria of success come from the supervisor to the teacher (Le Maistre, & Paré, 2016). Fransson and Frelin (2018) identified standardisation as a key characteristic of directive supervision. The purpose of standardisation is to get the whole team to the appropriate standard and to make sure members perform according to the agreed standards (Thakral, 2015). This approach has been discovered to be useful in very few instances of teachers' performance. Nwambam and Eze (2017), discovered the approach to be more useful when mentoring teachers who are new to certain ideologies such as new examiners of a subject so that they get acquainted with the norms of the exercise.

A study by Elliott (2015 also indicated that the directive approach is effective in situations where teachers need a direct message about a specific and probably new performance requirement so that there can be no confusion about what is expected of the member of the department, and usually involves novice members of staff. A study by Phillips et al (2014) also revealed this approach to be more appropriate to novice teachers, teachers with formal plans of improvement, and teachers in need of using the new instructional strategies regardless of their experience where the supervisor directs or shares information with the teachers. The approach was also discovered to be effective in cases where the supervisor needs to inform, direct, show or lecture novice teachers on specific desired practices that improve their professional development (Ekpoh, 2018).

Directive supervision seems to be very popular in promoting teacher performance in Uganda (Kagoda, 2016). In primary schools in Teso Sub-region, there was a need to establish how directive supervision is used and with what kind of teachers. Information was needed on how supervisors help teachers to come out of supervision when they feel helped to grow professionally instead of being chastised. There is a need to distinguish the communication techniques of supervisors that make this approach effective, especially among teachers with limited experience in Teso Sub-region.

2.5. Non-directive Supervision and Teacher Performance

Non-directive supervision is one where teacher evaluation and professional development systems allow dialogue, reflection and mentoring (Vehviläinen & Souto, 2021). This type of approach has been discovered to be more appropriate in areas where professional teaching behaviour is still developing and central governments have more control over teacher certification (Le Maistre &Paré, 2016).

2.5.1 Dialogue

This is an approach where there is active communication, sharing of common ground, and accommodating feedback between the supervisor and the teachers. The teachers' perceptions of instructional concerns are allowed, accommodated and respected while probing the likely consequences and finally coming up with the course of action (Simco, 2018).

Several studies that show where and how this approach may be more effective exist. A study by Fransson and Frelin (2016) discovered the approach to be more appropriate in schools where teachers have mastered their content and are well trained to guide learners to develop knowledge through their own experiences. Some studies have also concurred with the above conclusion.

In a study done in primary schools in India, Chidi and Victor (2017) discovered that head teachers who used the non-directive approach to provide constructive feedback to the teachers on their strengths and weaknesses improved their pedagogical approaches. In a related study, Aldaihani, (2017) found that supervisors who helped teachers to identify their shortcomings and motivated them to make changes did indeed adjust for better performance. The teachers were able to assess learners appropriately and provide feedback to encourage students to work hard in school. Nakpodia (2011), in a study to investigate the dependent outcome of teacher performance in secondary schools in Delta State in Nigeria, found that teacher performance in secondary schools is significantly dependent on the capacity of the principals to effectively

conduct adequate and valuable supervision. Similarly, Oye (2019), in a study to investigate the perceived influence of supervision on teachers' classroom performance in Nigeria, discovered that when teachers and their supervisors interact, it influences the performance of teachers in the classroom.

2.5.2 Reflective supervision

There is increasing empirical evidence to show that allowing teachers to carry out their activities and encouraging them to reflect on how things turn out, and also learning from their experience, increases teacher motivation and other school task accomplishments. Oghuvbu's (2010) study done in Nigeria proved that reflective supervision by headteachers increased teacher attendance and the amount of time they spent on non- classroom tasks such as co-curricular activities. The study recommended that the school administration should conduct adequate supervision of attendance registers since such records inform parents, ministry of education officials and other researchers on other factors that affect learners' performance and discipline.

Reflective supervision provides a vehicle and structure which allows schools, departments and individuals to effectively respond to curriculum and instruction to achieve the stated educational objectives (Ayeni, 2012). Headteachers' and department heads' classroom visitations and inspection of lesson significantly influence teachers' job performance. This suggests that headteachers should regularly visit the classrooms and observe lessons to motivate teachers to improve their performance.

2.5.3 Mentoring

Mentoring is defined as the exchange of intra-individual resources like feedback, action support, information exchange, listening and encouragement, during the exchange of individual resources e.g. emotional instrumental and recreational resources. (Bates et al, 2018). Mentoring comprises four functions (Stronge et al, 2019): instrumental; emotional; appraisal; and

informational.

Instrumental mentoring is aimed at concrete tasks. On the other hand, emotional mentoring refers to health-improving social support by enhancing one's self-esteem to perform job tasks. Appraisal mentoring is the transmission of information that is relevant to self-evaluation and improved performance. Finally, informational mentoring helps individuals to help themselves so that they can proceed with their tasks.

Mentoring is of particular importance in predicting teacher performance (Arnoud et al, 2016). Only where supervisors encourage employees to think about and invest in their work is occupational expertise to be developed. Manager and support from one's close colleagues, that provides tailor-made advice and incentives by more experienced staff, in an innovative way can offer less experienced teachers better ways of accomplishing their tasks (Salo et al. 2019). In a school situation, a study by Evers, et al (2018) revealed that when senior teachers or heads of departments help a new teacher to match interests with the available options, his/her ability to create learning resources and displays to make learning interesting, improved. Also, Byrd and Fogleman (2012) discovered that in private secondary schools, when inexperienced teachers are exposed to initiatives to acquire the skills needed for better job performance, they are better able to prepare teaching strategies that enable learners have maximum benefit. When teachers acquire the desired teaching planning competencies, they can achieve the goals and targets they set.

In Nigeria, Klieme, et al (2018) studied the effect of school principals on the job performance of staff in secondary schools in the Delta state, using a sample of 120 respondents comprising secondary school teachers. Data was collected using questionnaires and analysed using descriptive statistics and regression analysis. The findings showed that headteachers who took a personal interest, devoted special time and modeled good behaviour among their staff, improved teachers' job performance. On the other hand, the same study revealed that high–

handed and very structured relationships between headteachers, department heads and staff, reduced innovation and use of good teaching practices, which increased poor performance.

Brody et al. (2010) assert that it is only through mentoring feedback that novice teachers can get the guidance they need for their professional development. This implies that educational programmes must be properly directed to achieve the goal of education. Support supervision, therefore, plays a key role in enhancing teacher performance and facilitating the achievement of school goals. Therefore, it is incumbent upon the administration to do everything possible to have adequate supervision of teachers to enhance teacher performance in schools in terms of task accomplishment. Leaders have the responsibility of helping teachers improve their practices and holding them accountable for meeting their commitments to teaching and learning (Dangara, 2018). Thus, coaching and mentoring provide support and training to the teachers both in and out of the classroom, aid colleagues in expanding their knowledge and skills, and also encourage colleagues to reflect and adapt their practices when necessary (McKinsey, 2016), hence improving teacher performance. These findings may have a lesson for Uganda, but were based on external contexts, hence the need to conduct a similar investigation to establish the influence of non-directive support supervision on teacher performance in the government-aided schools in Teso Sub-region.

2.6. Summary of Literature Review

The literature review has revealed a significant positive relationship between support supervision and teacher performance in schools (Ampofo et al., 2019b; Apolot et al., 2018; Hoque et al., 2020). Supervision can be done in a democratic, directive and non–directive manner when supervisors encourage teachers to show passion, dedication and commitment in teaching preparation, lesson delivery, learner assessment and evaluation and teacher participation in non-academic school and community activities. Therefore, to improve teacher performance, their leaders should provide a conducive work environment that motivates

teachers to set and achieve performance goals within their control for better results (Oye, 2009).

2.7 Literature Gaps

The literature used fell short of showing the underlying processes and mechanisms that influence the relationship between support supervision and teacher performance, and how this relationship can be made more effective in resource-constrained work environments that are prevalent in developing countries like Uganda and, especially in rural-based areas such as Teso Sub-region.

Information on how supervision practices in primary schools in Uganda can be directed more to teacher performance and professional development to empower individuals to undertake their responsibilities personally with good results was scanty (Osae-Apenteng, 2012). The literature also did not provide practical information on how supervisors could be motivated to work harder towards the achievement of school goals and objectives amid serious operational challenges that exist in Teso Sub-region (Bello, 2012).

The Path-goal and Systems theories were also not clear on what could be done to ensure support supervision enhances teaching preparation, lesson delivery, learner assessment and evaluation, and teacher participation in non-academic school and community activities, especially in situations where the majority of the personnel are less empowered and motivated to effectively perform their role. This study was thus done to close this knowledge gap by providing practical information on how support supervision can be used more effectively in enhancing teaching preparation, lesson delivery, learner assessment and evaluation and teacher participation in non-academic school and community activities in government-aided primary schools in Teso Sub-region.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the philosophical orientation of the study, research design, study population, sampling techniques, methods of data collection, analysis and quality control. It also covers the measurement of variables, limitations to the study and ethical issues expected of the researcher.

3.1. Philosophical Orientation

The researcher adopted the pragmatism stance to guide the study. According to Creswell and Creswell (2018), pragmatism emphasises understanding the research problem and answering the question using suitable approaches, which was the intent of this study. Being solution-focused, pragmatism allows multiple methods, as well as different forms of data collection and analysis and this, was needed by the study. The study examined teacher performance and support supervision, and the influence of support supervision on teacher performance using information of various forms from a variety of respondents. Pragmatism provided the researcher with techniques and procedures that would lead to better data interpretation and analysis.

Pragmatism, as recommended by Kothari (2004), allowed for the collection of both quantitative and qualitative data, which was used to provide the best understanding of the research problem. The quantitative method provided concrete and precise information on how support supervision influenced the performance of primary school teachers. As advised by Creswell (2018), qualitative methods provided experiential and contextual information from key informants on the aspects of support supervision that influenced the performance of primary school teachers.

3.2. Research Design

A Concurrent-triangulation design was used for this study. According to Creswell and Creswell (2018), a concurrent triangulation design is where both quantitative and qualitative data are collected at the same time and analysis and interpretation are integrated. Creswell et al. (2003) add that the purpose of concurrent triangulation design(s) is to use both qualitative and quantitative data to more accurately define relationships among variables of interest. For instance, support supervision and teacher performance were the independent and, dependent variables, respectively. It is characterised by the use of two or more methods to confirm, cross-validate, or corroborate findings within a study. Data collection is concurrent. When using concurrent triangulation generally, both (qualitative and quantitative) approaches are used to overcome a weakness in using one method with the strengths of another emphasising credibility. The advantage of concurrent triangulation design is that it allows for the validation of results obtained using both qualitative and quantitative approaches.

Quantitative data was first analysed and interpreted, then followed by qualitative data (Schoonenboom & Johnson, 2017). Though a separate analysis was done for the two types of data, the interpretation was merged to allow qualitative data to add more value to the quantitative findings by shedding light on unexpected findings (Arkkelin, 2014). Whereas the study was more inclined to quantitative methods, qualitative methods were used to explore the phenomenon more deeply and understand what individuals or groups attribute to their human or social problem.

3.3. Study Area

The study was conducted in Teso Sub-region in Eastern Uganda. Teso Sub-region has a population of about 2.4 million people and 10 political districts (UBOS, 2014). It consists of Amuria, Bukedea, Kapelebyong, Soroti, Serere, Ngora, Kumi, Katakwi, Kaberamaido and Kalaki districts. It is composed of the Iteso, Kumam and Bakenyi ethniciticies. Studies

continue to indicate that primary school education in the Teso Sub-region is having real challenges arising from infrastructure and teacher-based factors, compared to other regions of the country such as the Central and the North. Oluka & Opolot (2008) note that the Teso Sub-region in the 1980s relatively had a better performance of pupils but a decline set in from 1990. A possible explanation for this state of affairs is the way teachers are committed to their work. Aguti (2015) reports that undesirable teaching practices persist in Teso. The teachers still mainly use a drill and are authoritarian which inhibits collaborative learning among pupils. Okongo et al. (2015) also noted that most teachers are still using the rigid, chalk-and-talk and lecture-driven pedagogy, which places pupils in a passive role, limiting their activity to memorising facts and reciting them to the teacher.

In management, teaching and learning demand intense support supervision. This state of affairs made the Teso Sub-region suitable for a study that examines the role support supervision plays in the performance of primary school teachers. Teso was chosen because it is a traditional sub-region in the country comprising many districts. This enabled the researcher to answer the how and what questions in situations where a careful and complete study of a social unit is needed (Mohajan, 2018). The area was also selected to provide a great range of detailed data about what is happening within the study units. Government-aided primary schools in the sub-region were selected as the unit of analysis.

3.4. Study Population

The population for this study included primary school teachers and headteachers (HTs), from the government-aided primary schools as well as Centre Coordinating Tutors (CCTs), District Inspectors of Schools (DISs) and District Education officers (DEOs) from the four selected districts. The teachers were selected because they are the target of support supervision and performance evaluation, so they would provide information that would meet the intent of the study better. The DEOs, DISs, HTs and CCTs were included in the study because since they do

support supervision and teacher performance evaluation, they would provide more in-depth information on these aspects. The accessible population (*see Table 3.1*) included four DEOs, four DISs, 16 CCTs, 386 headteachers and 4,979 teachers (MoES, 2018 records; District HR, 2018 records) from the government-aided primary schools.

3.5. Sampling Techniques

The study used multi-stage sampling to select the study sample. Both probability and non-probability sampling techniques were used to select research participants. Probability sampling is when every member of the study population has a known chance of being included in the sample while non-probability sampling is based on the judgment of the researcher (Alvi, 2016). Proportionate sampling was used to select the number of districts out of the 8 that were found in the Teso-sub-region at the time of the study. According to Turner (2003), in cluster sampling, close to half (1/2) of the target population is a good proportion. This implied the choice of four out of eight districts. The researcher used purposive sampling to determine the four districts that were studied. The best, middle-ranking and last districts in the recent 2018 PLE results were selected. The criterion was used because; Malunda et al. (2016) argue that pedagogical practices, reflected by the performance of learners, are the best indicators of teachers' performance. The 2018 PLE results (UNEB, 2018) show that of the eight districts in Teso, Soroti was the best, Bukedea in the middle, while Serere and Amuria were among the last. Therefore, the study sample was selected from these four districts.

Purposive sampling was used to select headteachers, CCTs and DISs and DEOs. The focus of using purposive sampling for this category was to have respondents who were well informed about the research problem and would provide in-depth responses. This was important because the study needed this information to collaborate quantitative data.

3.5.1 Sample

The probability sample consisted of teachers, HODs and DOS. The MoES (2018) records show that the four districts have a total of 386 schools (Soroti, 97, Bukedea,97, Serere,97, Amuria,95) and 4,979 teachers (Soroti, 1,137, Bukedea, 1,516, Serere, 1,216, Amuria, 1,110). According to Krejcie and Morgan's table cited in Bukhari (2021), a population of 4,979 teachers in government-aided- primary schools, makes a sample of 357 respondents. Hence a total of 357 teachers, including deputies, HODs and DOS were targeted and approximately 89 from each district, using stratified random sampling. Stratification was based on academic responsibility such as class teacher, HOD, Deputy Headteacher, and DOS. Out of the 357 questionnaires that were given out, 349 were returned fully completed and were the ones considered for analysis. This made the actual study sample to be 349 respondents and a response rate of 97.7% which according to Kumar (2018) was representative enough for research purposes.

Table 3. 1 Population and Sample

District	Population	Target Sample	Actual Sample	Strategy
Quantitative				
Soroti	1137*	89	87	Stratified random
Bukedea	1516*	89	88	
Serere	1216*	89	88	
Amuria	1110*	89	86	
Sub Total	**4979**	**356*** **	**349**	
Qualitative				
DEOs	**4****		Saturation	Purposive
DISs	**4****		Saturation	
CCTs	**16****		Saturation	
Head	**386****		Saturation	

Source: ****MoES (2018) records, **District HR records, ***Krejcie and Morgan***

The non-random sample consisted of headteachers, CCTs and DISs and DEOs. This sample was determined using the method of data saturation. According to Fusch and Ness (2015), data saturation is when data is collected from the sample until no new information is necessary. The researcher then stops the process of data collection at that point and those respondents from which data has been collected comprise the sample size (Saunders et al., 2018). Therefore, the sample size for the non-random sample was determined during data collection. The actual sample for DEOs was 4, DISs was 4, CCTs were 9, and HTs were 16 respondents *(see table 3.2)*. The overall response rate was 70.8%, which was good enough

for research purposes.

Table 3. 2 Response Rate

Respondents	**Target Sample**	**Actual Response**	**Percentage**
Primary school teachers	357	349	97.7
Headteachers	386	16	4.14
CCTs	16	9	56.2
District inspectors of	4	4	100.0
District education officers	4	4	100.0
Total	**767**	**382**	**50**

Source: ***Primary data from the field (2019)***

3.6. Data Collection Methods

Survey methods were used to collect data. A survey was adopted because the study involved a large number of respondents, who were targeted as individuals (Flick, 2014). This method enabled the researcher to cover more respondents and collect more representative information on the research problem. The researcher collected data from both primary and secondary sources. Primary data was collected by the researcher himself. On the other hand, secondary data is collected by someone else for another purpose and then utilised by the researcher for another purpose. Documents from governmental and semi-government organisations were used to provide information on support supervision.

Questionnaires were used to collect quantitative data. Qualitative data was collected using interviews, review of documents, audio recordings, field notes and memos. This helped the researcher to understand the opinions, attitudes, behaviours and various experiences of the respondent (Phellas et al., 2011), and the various issues of supervision and performance as

perceived by the respondents. Qualitative data generated data in the form of thick descriptions that led to scientific conclusions (Levy, 2017). Semi-structured interviews were conducted with Headteachers, DIS and CCTs, and questionnaires were issued to teachers. Documents including class registers were analysed and information about issues which could not be observed and those that happened before the research was conducted (Majid, 2018) collaborated with data obtained using the other means.

3.7. Data Collection Instruments

This study used questionnaires and interview guides as the major tools for collecting information from respondents and participants.

3.7.1. Questionnaires for Teachers

The questionnaire measured the demographic characteristics of respondents, Status of support supervision, approaches to support supervision and teachers' performance. The items on the status of support supervision approaches to support supervision and teachers' performance were rated on a 5-point Likert-type scale. Items on the status of support supervision approaches to support supervision and teachers' performance were adapted from (Jared, 2011; Malunda et al., 2016). The status of support supervision was measured using 14 items, approaches to support supervision were measured using 24 items and teachers' performance was measured using 15 items (see *table 3.2*). A pilot study was done to ascertain item interpretation and consistency. Questions found vague were eliminated or rephrased.

3.7.2. Interview Guides for Headteachers, CCTs, DISs and DEOs

The interview guides collected in-depth and rich qualitative data relating to the study objectives. Three (3) instruments were made and each had a total of 12 structured items adapted from Malunda et al. (2016) and (Jared, 2011) studies.

3.8. Measurement of Variables

In relation to quantitative data, the variables were measured using adapted instruments from

earlier studies (*see Table 3.2***)**. Therefore, there was a need for the instruments to be adapted to conform to the socio-political environments of the area of study. A five-point Likert scale was used to measure democratic, directive, and non-directive supervision and teacher performance. Approaches to support supervision; democratic, directive, and non-directive supervision were each measured using adapted instruments. Democratic supersession was measured using a total of 38 items adapted from Jared (2018), as supportive supervision (16 items) participative supervision (13 items) and teamwork (9 items). Directive supervision was measured using 21 structured supervisions (6 items), task-oriented supervision (8 items) and prescriptive supervision (7 items). On the other hand, non-directive supervision was measured using 29 items as dialogue (11 items), reflection (8 items) and mentoring (10 items). The dependent variable teacher performance was measured using 36 items adapted from Malunda et al. (2016), such as teaching preparation (7 items), lesson delivery (8 items), managing learners (7 items), assessment and evaluation (5 items) and extramural performance (9 items).

The respondents responded on the five-point scale (Strongly Disagree = 1; Disagree = 2; Undecided = 3; Agree = 4 and Strongly Agree = 5) and it helped to obtain participants' degree of agreement with the various statements in the questionnaires. Strongly disagree meant that a particular aspect of support supervision is not being done and teachers do not display that aspect of professional practice. Strongly agree implied that the aspect of support supervision was fully done and teachers fully display that aspect of professional practice.

Table 3. 3 Operationalisation of Variables

Theories	Variables	Issues Examined	Source
• Systems theory • Path-goal theory • Supervision approaches	**Support** **Supervision** - Democratic Approach (supportive, participatory, teamwork)	- Interchange of opinions about problems, generation of possible actions by both the supervisor and the teacher - Source of the problem identification and	Tubsuli et al. (2016) Jared, 2018
		- Exchange of information and matter	Mele et al.(2010) Charlton &Andras(2003)
		- A leader influences his/her subordinates through his/her	House & Mitchel(1975)
	Teacher **Performance**	- Teaching preparation, Lesson delivery, learner	Malunda et al. (2016)

3.9. Quality Control of Instruments

A pilot test was used to ensure that the research instruments are scientifically valid and reliable. According to Zikmund (2010), a pilot test collects primary data on a small-scale as an exploratory technique to enable the researcher to review his instruments and the research procedure prior to the actual data collection phase. It enables the researcher to refine data collection plans.

3.9.1 Validity of Instruments

Validity refers to whether the instruments measure what they are supposed to measure in line with the purpose of the study (Md Ghazali, 2016). Both face and content validity tests were done. To ensure the validity of the instruments for this study, item interpretation and consistency were analysed. Concerning face validity, the supervisors analysed the items of the instrument and ensured that the terminology used was related to the study objectives. Complicated and unrelated terminology was removed from the instruments.

Regarding content validity, the researcher ensured that the items on the main variables (independent and dependent variables) conformed to the study's conceptual framework in chapter two. A total of six experts in educational planning and management selected from Kyambogo University and Makerere University validated the items. Each item in the instruments was evaluated using the scale, on which 1 = relevant, 2 = quite relevant, 3 = somehow relevant, and 4 = not relevant. A content validity index was then used by the researcher to establish the validity of the instruments using the formula: Content validity index (CVI) = Number of items declared valid/Total number of items. The content validity results are presented in the table 3.4 on page 54 (next page).

Table 3. 4 Content Validity Index (CVI) of Instruments

Validator	Questionnaire for Teachers	Interview Guide for HTRs	Interview Guide for DEOs, DIS and CCTs	Documentary Review Guide
Expert 1	0.89	0.85	0.94	0.77
Expert 2	0.73	0.70	0.84	0.81
Expert 3	0.87	0.90	0.97	0.91
Expert 4	0.79	0.80	0.87	0.78
Expert 5	0.92	0.90	0.91	0.86
Expert 6	0.80	0.90	0.84	0.93
Average	**0.83**	**0.84**	**0.9**	**0.84**

Source*: **Pilot Data (2020)***

The results in table 3.3 above show that the average content validity index for the teachers' questionnaire was **0.83.** The content validity for the interview guide of HTRs was **0.84** and the one for DEOs, DIS and CCTs was **0.9.** Finally**,** the content validity for the documentary review guide was **0.84**. As recommended by Amin (2005), the CVIs for all the instruments were above **0.7** a value recommended for research instruments.

3.9.2. Reliability of Instruments

An instrument is reliable if it gives the same results every time it is administered to the same group of participants. The internal consistency reliability was established using Cronbach's alpha. Values greater than 0.5 were taken to be acceptable for use in final data collection (Tavakol & Dennick, 2011). The pilot sample for establishing the reliability of the teachers' questionnaire was 16 respondents. The teachers were selected from Soroti and Amuria districts.

The results are presented in the table 3.5 on page 55.

Table 3. 5 Reliability Coefficients (Cronbach's Alphas) for Teachers' Questionnaire

Variable	No. of items	Alpha (α)
Full scale	**124**	**.815**
Democratic supervision	38	.764
Directive supervision	21	.784
Non-Directive supervision	29	.853
Teacher Performance	36	.843

Source: ***Pilot Data from the field 2020***

For the teachers' questionnaire, the full-scale Cronbach's alpha value was 0.815. The sub-scale values were; Democratic supervision =.764, Directive supervision =.784, non-Directive supervision =.853, and Teacher Performance =.843. The alpha coefficients were above 0.50 *as* recommended by Tavakol and Dennick (2011) for teacher questionnaire and was therefore considered satisfactory for this study.

3.10. Research Procedure

The researcher constructed instruments and gave them to the supervisors for approval. The supervisors ascertained the face validity and clarity of the instruments. Changes were made as recommended by the supervisors. After the final approval, the researcher used the authority letter from the university to introduce himself to the relevant officials in charge of education in the district and headteachers in the selected primary schools in each of the four districts. On meeting the officers (DIS, CCTs, headteachers), the researcher explained the purpose of the research and its benefits and assured them that the research activities and data collected would be handled ethically and in a way that would not harm the schools and the individuals within them.

On meeting the teachers, the researcher assured them of confidentiality with the information they provided. The researcher prepared a cover letter, which introduced the objectives of the study, and the relevance of the study, and assured participants that the information provided

would be anonymous (see *appendix A*). All respondents were requested to first read the cover letter and meditate on its contents before completing the questionnaire. Thereafter, the researcher distributed the questionnaires to the selected respondents. Respondents who completed questionnaires were requested to provide written consent by signing the consent form (*see Appendix B*).

Within this period of collecting data using questionnaires, the researcher continued to explain to respondents the goal and objectives of the study to enlist their cooperation (Creswell, 2014). This was needed because, if for any reason, participants do not understand some questions, there is almost no opportunity for them to have the meaning clarified unless they get in touch with the researcher. For this reason, constant follow-ups were made physically and by telephone to ensure that the participants responded correctly to the questionnaire given to them. Interviews were done a week after the collection of questionnaires. All interviews were carried out at the official locations of key informants and during the time of convenience of the respondents **(**Kothari, 2004).

3.11 Data Management

The normality, linearity and homogeneity of data (see *Table 3.6 on page 57*) were confirmed before doing the final analysis. Normality was tested using the Shapiro-Wilk test and the homogeneity of variance was tested using Levene's test. The results showed that the normality and homogeneity of variances were appropriate as recommended by O'Brien (2007). Concerning Linearity, it was ascertained whether the relationship between the independent and dependent variables could be expressed in a graphical and mathematical format so that the dependent variable can be determined from the independent variable and this aspect was found appropriate as recommended by O'Hagan and McCabe (1975).

Table 3. 6 Summary of Data Characteristics

Aspect	Test used	Value/Result
Normality	Shapiro-Wilk	p-values > 0.05
Linearity	Correlation	p-values > 0.05 *
Homogeneity	Levene's test	p-values> 0.05*

With regard to qualitative data, analysis was done in consideration of the trustworthiness of the research findings. The trustworthiness of qualitative content analysis is often presented by using terms such as credibility, dependability, conformability, transferability, and authenticity (Elo et al., 2014). According to Patton (1999), credibility or confidence in the truth of any study and henceforth in its findings is the most important measure in any qualitative research. In this study, the use of concurrent triangulation ensures credibility; all findings emerged from the data collected as they accurately portray participants' responses.

The findings of the study were based on the participants' narratives and words and not on the researcher. This agrees with Sutton and Austin (2015) who assert that conformability is the criterion that deals with the confidence that the study findings are based on the narratives and words of the participants rather than on the researcher's potential biases. To respond to the transferability of the study findings as a criterion for the trustworthiness of the study findings, this study ensured that the key persons responsible for the enhancement of support supervision according to their official mandate by the Ministry of Education and Sports in schools were involved. This concept is supported by Moon et al. (2016) who use the positivist views that transferability relates to the level to which the results of a particular study can be generalized, with confidence, to a wider population.

3.12. Data Analysis

Data obtained was analysed both qualitatively and quantitatively as discussed in the following

sub-sections of 3.12.

3.12.1. Quantitative Data Analysis

Returned questionnaires were coded and thereafter data was entered into the computer, edited, cleaned and analysed using SPSS version 22 statistical software. Socio-demographic characteristics were analysed using descriptive statistics and summarised through the use of frequencies and percentages. Pearson correlation analysis was used to find out the relationship between support supervision and teacher performance. Pearson correlation coefficient values were interpreted basing on Taylor (1990) where, r = 1.0 Perfect relationship, 0.7 to 0.99 High relationship, r = 0.29-0.69, Moderate relationship, r = 0.28-0.38 Weak relationship, r = 0.01-0.19. Very weak relationship and 0=No correlation. Multiple regression analysis was also used to show the effect of the independent variable on the dependent variable.

3.12.2. Qualitative Data Analysis

Analysis of qualitative data began as soon as data collection started. Data from interviews, documents, field notices and memos was transcribed and then coded so that general descriptive statements were obtained and analysed using thematic content analysis. The researcher ensured that data was transcribed and coded carefully, based on emic data from respondents where credibility was ensured through peer debriefing (Creswell,2014). In order to be systematic and aiming at producing thick data the coding process was done using open, axial and selective techniques which according to Corbin & Strauss (1998) increased the credibility of data. In order to create meaning out of the data, categories, concepts and typologies were developed while linking them to the research questions. At a level of saturation, critically observing the unit of analysis, data from selective cording guided the conclusions.

3.13. Limitations and Delimitations of the Study

3.13.1. Limitations

Limitations of a study are methodology characteristics that set parameters for the application or interpretation of the study's results (Rahman, 2016). Creswell (2014) asserts that the researcher does not have control over limitations. As such it limits the results, conclusion and application of the research. This study faced the limitations below. The researcher was not able to interact with all the respondents because some had been transferred to other schools yet they were participants. Some respondents did not have enough time to fill out the questionnaires and respond on time. Some key informants were reluctant to disclose some information needed.

3.13.2. Delimitations

Delimitations in research limit the scope and define the boundaries of the study. Similarly, the researcher sets delimitations to control the range of a study (Saunders et al, 2018). The focus of this research was on four districts in the Teso Sub-region that were known to have good and low learner performance and therefore provided a more valid sample. This facilitated quicker and more reliable data collection. This fact also helped the researcher to collect data within the stipulated time.

3.14. Ethical Considerations

The researcher diligently ensured that this research was conducted with integrity, honesty and truthfulness. The ethical considerations laid down by various research institutions were fully complied with. Based on the recommendations (Wong, 2014), the procedures underlying social science research ethics were followed during the thesis preparation. The specific ethical standards that were considered are discussed in detail in the following sub-sections of section 3.14.

3.14.1. Research Review and Clearance

Before the researcher started his research project, the Research Ethics Review Committee of Gulu University and the National Council of Science Technology Uganda approved the research methodology and ethical standards that were followed in this study. As recommended by experts in research methodology, the committees reviewed the research proposal and confirmed that the researcher could follow the recommended ethical standards (Ngozwana, 2018). Then, permission to conduct the research was given through letters of introduction from Kyambogo University and DEOs from the four districts (*see copies in Appendices*).

3.14.2. Informed Consent

Informed consent implies that the respondents were made fully aware of the type of information the researcher wanted from them, why the information was being sought, what purpose it would be used for, how they were expected to participate in the study and how it would directly or indirectly affect them (Roof et al., 2017). Participation in the research was voluntary, and the research participants were informed of the right to withdraw at any time of their choice. The study was clearly explained to the possible participants orally and in writing.

3.14.3. Confidentiality

The researcher assured the respondents that anonymity and confidentiality would be maintained and guaranteed (*see Appendices 1)*. The identity of individuals from whom information was obtained in the course of the study was kept strictly confidential. No information revealing the identity of any individual was included in the final report or other communications prepared throughout the course of the study. The questionnaires were completed anonymously, and no identification was required. All this was clearly explained in the cover letter for the questionnaires and during interview sessions. The researcher allowed the respondents adequate time to reflect on the information provided and did not use coercion

and undue influence. The respondents were not paid for their participation in the study and were not required to write their names or signatures.

3.14.4. Protection of Respondents

Further, the respondents were adequately informed before the research commenced regarding how they would be treated throughout the research, how risks would be managed and the benefits of participating in this study. Respondents were given adequate time to reflect on the information they provided so as to minimize coercion and undue effect.

3.15. Summary of Chapter Three

The chapter presented a detailed research approach and design on the relationship between support supervision and teacher performance. The chapter further presented the study area and population, participants, methods and tools used for collecting data together with the analysis of data. It also presented the measurement and operationalisation of the variables and then concluded with the research procedure and ethical issues considered.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter focuses on the presentation, analysis and interpretation of the research findings on the relationship between support supervision and teacher performance in government-aided primary schools in the Teso Sub-region in Uganda. The results on the demographic information characteristics of the respondents are presented first, followed by descriptive results on the status of teacher performance and support supervision complemented by qualitative data. Finally, inferential analyses are presented. The findings are presented below objective by objective.

4.1. Demographic Characteristics of Respondents

In the study, the researcher collected demographic information on respondents, which was useful in understanding the findings. Respondents indicated their gender, work responsibilities, highest qualifications and work experience. This information is presented in Table 4.1 on page 63.

Table 4. 1 Demographic Characteristics

Variable	Categories	Frequency	Percentage	Difference in Teacher Performance
Gender	Male	163	46.3	t=0.641,
	Female	189	53.7	p=.522
	Classroom teacher	236	67.0	F=0.071,
Responsibility	Class teacher	48	13.6	p=.014
	DOS	21	6.0	
	HOD	24	6.8	
	Deputy Head Teacher	8	2.3	
	Senior woman	11	3.1	
	Others	4	1.1	
Work experience	1-4 years	28	8.0	F =2.123,
	5-7 years	30	8.5	p=0.034
	8-10 years	6	1.7	
	More than 10 years	288	81.8	
Highest	Certificate	23	6.5	F=1.044,
qualification	Diploma	306	86.9	p=215
	Bachelors	23	6.5	

4.1.1. Gender of Respondents

The respondents were asked to indicate their gender because the researcher wanted to make sure that the views of both males and females were adequately represented. The results in table 4.1 show that 46.3 % of respondents were male and 53.7% were female. Though male respondents had higher performance than the female, the T-test results, [t (350) = 1.42, p>0.05)] showed that the difference was not significant. Therefore, the views of both males and females were adequately represented in the study.

4.1.2. Responsibilities of Respondents

The respondents also indicated their other responsibilities in the school in addition to teaching (rimary responsibility). This was done to ascertain the extent to which other work responsibilities of respondents could have influenced their responses to the research question. Table 4.1 shows that the majority (68.2%) were classroom teachers, 12.3% were class teachers, 5.2% were DOS, 6.6% were HODs, 2.3% were deputy headteachers and 3.4% were senior women. The ANOVA results, F [(7,345=0.071, p<0.05)] in table 4.1 on page 63 revealed that a significant difference existed in teacher performance across responsibilities, with class teachers having better performance. This may have been due to the opportunity they had to concentrate on their key job task of teaching. But a large proportion of respondents had additional responsibilities (*such as DOS, HOD, DHT, CT*) that involved supervision of others and, therefore, had some experience in support supervision and a good understanding of the role of supervision, so provided reliable responses.

4.1.3. Working Experience of Respondents

Respondents also indicated their current work experience. This was done to ascertain the extent to which the period they have spent as teachers could have influenced their responses. The results in Table 4.1 show that the majority (87.4%) had taken more than 10 years in primary school teaching, 5.4% had taken 5-7 years, 4.9% had taken 1-4 years and 2.3 % had taken 8-10

years in the primary school teaching profession. The ANOVA results, [F (4,348=2.123, p<0.05)] in table 4.1 on page 63 showed that a significant difference in teacher performance existed across work experience with respondents 8- 10 years having better performance. The majority of the respondents have spent long enough as primary school teachers to enable them to have good knowledge of the nature and purpose of teacher supervision. Hence, it can be concluded that they provided valid responses.

4.1.4. Highest Qualification of Respondents

Respondents indicated their highest qualifications to gauge their ability to correctly understand the issues that were being investigated. The findings in Table 4.1 show that the majority (93.1%) had diploma qualifications, followed by 4.6% who had bachelor's degrees and 2.3 % who had certificate qualifications. The ANOVA results, F [(3,349=1.044, p>0.05)] in table 4.1 on page 63 showed that no significant difference existed in teacher performance across the highest qualification. But the majority of respondents had a good education, which would enable them to effectively analyse issues in their work environment critically. Therefore, it can be argued that they provided reliable information.

4.2 Objective one. Democratic Support Supervision

The first objective of the study was to establish the relationship between democratic support supervision, and teacher performance in government-aided primary schools in Teso Sub-Region. Democratic support supervision was the first aspect of support supervision that was studied. Descriptive results on this aspect are presented first, followed by inferential results. Democratic support supervision was conceptualised as teachers receiving support from their supervisors to do their work well, being encouraged to work as a team and taking part in deciding on how to do their work better. The results are presented in the tables below.

4.2.1 Teaching Preparation

Preparation of teaching was the first aspect of teacher performance and it was measured as a

teacher preparing relevant learning content, environment, methods, activities, and learner assessment. The results on this aspect are presented in Table 4.2.

Table 4. 2 Frequencies, Percentages and Means for Preparation of teaching

Preparation for teaching	F/%	SD	D	U	A	SA	Mean
I am always well-prepared for the classes I teach	F	6	32	57	158	99	3.8
	%	1.7	9.1	16.2	44.9	28.1	
I have been able to prepare all notes for the subjects I teach	F	5	55	63	157	76	3.9
	%	1.4	15.6	17.9	43.5	21.6	
At the beginning of each term I prepare schemes of work	F	1	62	49	159	81	3.7
	%	0.3	17.6	13.9	45.2	23.0	
I ensure that for each lesson I teach I have a lesson plan	F	16	66	60	129	81	3.7
	%	4.6	18.8	17.0	36.6	23.0	
In all honesty, I make lesson preparations before going to class all the time	F	17	43	57	145	90	3.5
	%	4.8	12.2	16.2	41.2	25.6	
For every lesson, I prepare the resources necessary for effective teaching	F	11	46	72	146	77	3.7
	%	3.1	13.1	20.5	41.5	21.9	
I am always punctual for lessons and other school activities	F	30	150	78	79	15	3.4
	%	8.5	42.6	22.2	22.4	4.3	
Overall mean							3.7

Key: 1=Strongly Disagree (SD), 2=Disagree (D), 3= Not Sure (NS), 4= Agree (A), 5=Strongly Agree (SA)

Mean response=>3.5 they agreed and Mean response <3.4 implies respondents disagreed

In connection to Preparation for teaching, the results in table 4.2 show that the teachers generally agreed (*mean =3.7*) that they endeavour to do it. For example, they agreed that they are always well-prepared for the classes they teach (*mean =3.8*) and prepare all notes for the subjects they teach at the beginning of each term (*mean =3.9*), plus schemes of work (mean =*3.7*). They also indicated that they ensure that for each lesson they teach they have a lesson plan (*mean =3.7*). Hence the results show that teachers strive to make relevant preparation for their teaching. To find out how respondents generally rated preparation for teaching, an average index for the seven items that measured the variable was calculated and the results are summarised in Table 4.3.

Table 4. 3 Summary Statistics for Preparation for teaching

Descriptive	Statistic	Standard error
Mean	3.71	.04
Median	3.85	
Std. Deviation	.73	
Variance	.54	
Skewness	-.20	.13
Kurtosis	-1.05	.25
Range	2.86	
Minimum	2.14	
Maximum	5.00	

The results in Table 4.3 show that the Mean = 3.71 was close to the Median = 3.85, indicating normality in the responses despite the negative skew (skew = -0.20). The mean being close to 4.0 implied that preparation for teaching among teachers is good enough, given that on the scale

that was used, four represented agree. The Standard Deviation = .04 close to zero implied limited dispersion in the responses.

The distribution of data on the extent to which teachers prepare for teaching was examined using a histogram. The findings are shown in Figure 4.1 on page 68.

Figure 4. 1 Histogram for teaching preparation (TP)

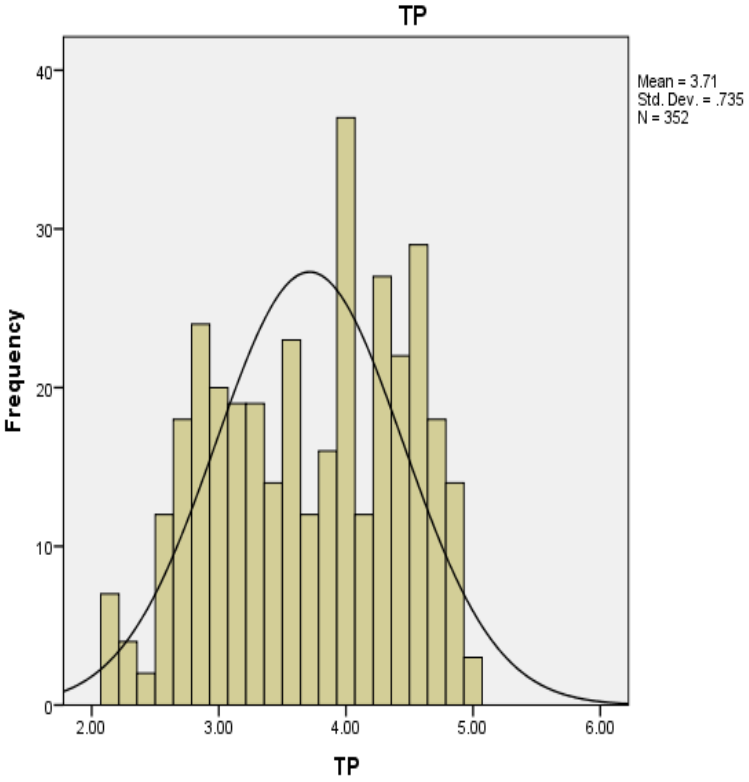


Figure 4.1 indicates that responses obtained on teaching preparation from the teachers had reasonable skewness and kurtosis, so were normally distributed. Thus, appropriate results could be obtained when data is subjected to linear correlation and regression.

4.2.2 Lesson Delivery

The second aspect of teacher performance, lesson delivery, was measured as teaching in a way that enables learners to actively be involved in learning and develop relevant life skills. The results are presented in Table 4.4.

Table 4. 4 Frequencies, Percentages and Means for Lesson delivery

Lesson Delivery	F/%	SD	D	U	A	SA	Mean
I rarely miss teaching my lessons	F	6	32	57	158	99	3.6
	%	1.7	9.1	16.2	44.9	28.1	
When I teach it is a must to support lessons with useful classroom discussions	F	53	193	38	60	8	3.2
	%	15.1	54.8	10.8	17.0	2.3	
I ensure that I give individual support to each learner when needed	F	43	57	145	90		3.5
	%	12.2	16.2	41.2	25.6		
I make sure that I use of different teaching techniques to ensure learners understand	F	16	66	60	129	81	
	%	4.6	18.8	17.0	36.6	23.0	3.7
I take extra steps to help all learners learn and achieve success	F	17	43	57	145	90	3.5
	%	4.8	12.2	16.2	41.2	25.6	
I make it a point to ensure that I simplify the subject matter for learners	F	30	150	78	79	15	3.4
	%	8.5	42.6	22.2	22.4	4.3	
The subject I teach makes it easy for me to support lessons with useful class work	12	87	70	131	52		3.6
	3.4	24.7	19.9	37.2	14.8		
Overall mean							3.5

Key: 1=Strongly Disagree (SD), 2=Disagree (D), 3= Not Sure (NS), 4= Agree (A), 5=Strongly Agree (SA)

Mean response=>3.5 they agreed and Mean response <3.4 implies respondents disagreed

As far as lesson delivery is concerned, the findings in Table 4.4 show that to ascertain the extent respondents agreed to conduct their lessons well (*mean =3.5*). They agreed that they rarely miss teaching their lessons (*mean =3.6*), ensure they give individual support to each learner when needed (*mean =3.5*), and use different teaching techniques to ensure learners understand (*mean =3.7).* They also agreed that they support lessons with useful class work (*mean =3.6).*

The researcher then examined the general rating of respondents on lesson delivery. The average index for the eight items is summarised in table 4.5 on page 70.

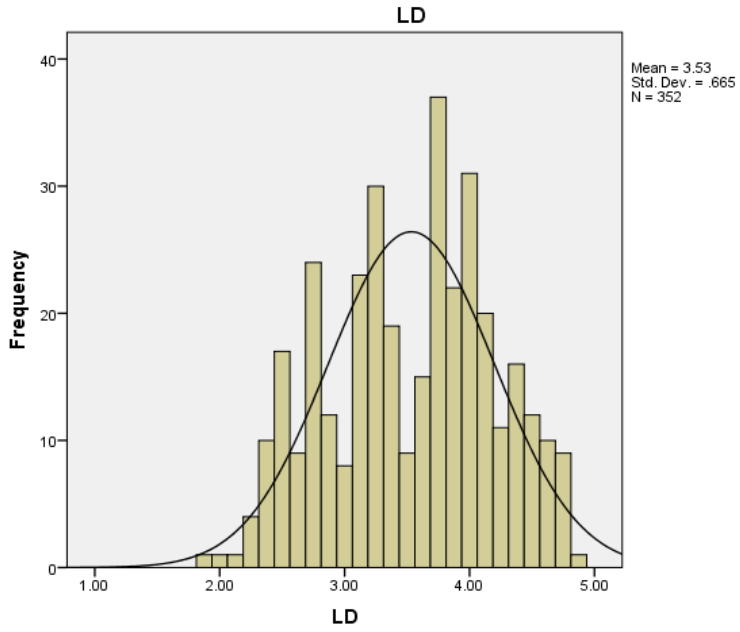
Table 4. 5 Summary Statistics for Lesson delivery

Descriptive	Statistic	Standard error
Mean	3.53	.035
Median	3.62	
Std. Deviation	.66	
Variance	.44	
Skewness	-.14	.13
Kurtosis	-.84	.25
Range	3.00	
Minimum	1.88	
Maximum	4.88	

The results in Table 4.5 show that the Mean = 3.53 was close to the Median = 3.62 indicating normality in the responses despite the negative skew (skew = -0.14). The mean being close to 4.0 implied that generally, lesson delivery by teachers is good, given that on the scale that was used, four represented agree. The standard deviation = .56 close to zero implied limited dispersion in the responses.

The distribution of data on lesson delivery by teachers was examined using a histogram. The findings are shown in Figure 4.2.

Figure 4. 2 Histogram for Lesson delivery (LD)



The curve in Figure 4.2 also confirms that the data that teachers provided on how they deliver their lessons, had appropriate skewness and kurtosis, so it was normally distributed. Therefore, appropriate results could be obtained when data is subjected to linear correlation and regression.

4.2.3 Management of Learners

Management of learners was the third aspect of teacher performance and it was measured as teachers' effectiveness in directing learners to be actively involved in learning and develop relevant life skills. The results are presented in Table 4.6.

Table 4. 6 Frequencies, Percentages and Means for Management of Learners

Management of Learners	F/%	SD	D	U	A	SA	Mean
I am very effective when it comes to carrying out the duty of directing learners	F	6.0	47.7	31.3	11.1	4.0	
	%	27	181	66	61	17	2.6
I am always available to fulfil the responsibility of supervising learners	F	7.7	51.4	18.8	17.6	4.8	
	%	30	150	78	79	15	2.7
I effectively participate in managing learners to accomplish tasks required of them	F	8.5	42.6	22.2	22.4	4.3	
	%	48	205	24	63	11	2.4
I always monitor learners to ensure that they come to school regularly	F	13.9	52.8	6.8	17.9	3.1	
	%	53	193	38	60	8	2.4
Teachers effectively attend their classes on time in this school	F	15.1	54.8	10.8	17.0	2.3	
	%	40	179	57	64	12	2.5
In this school teachers carry out relevant activities to regulate learners	F	21	168	110	39	14	2.7
	%	6.0	47.7	31.3	11.1	4.0	
In this school teachers fulfil their assigned activities to maintain discipline	F	53	193	38	60	8	3.0
	%	15.1	54.8	10.8	17.0	2.3	
Overall mean							2.6

Key: 1=Strongly Disagree (SD), 2=Disagree (D), 3= Not Sure (NS), 4= Agree (A), 5=Strongly Agree (SA)

Mean response=>3.5 they agreed and Mean response <3.4 implies respondents disagreed

The results in table 4.6 show that teachers generally disagreed (*mean=2.6*) that it was being done satisfactorily. For example, they doubted their effectiveness in directing learners (*mean=2.6*) and their availability to fulfil the responsibility of supervising learners (*mean=2.7*). They also disagreed that they effectively participate in managing learners to accomplish tasks required of them (*mean=2.4*), monitor learners to ensure that they come to school regularly (*mean=2.4* or attend their classes on time in this school (*mean =2.5*). Therefore, teachers were shown to be laxed in guiding learners to be focused on their education.

The researcher then examined the general rating of respondents on the management of learners. The average index for the seven items that measured the variable is summarised in table 4.7.

Table 4. 7 Summary Statistics on Management of Learners

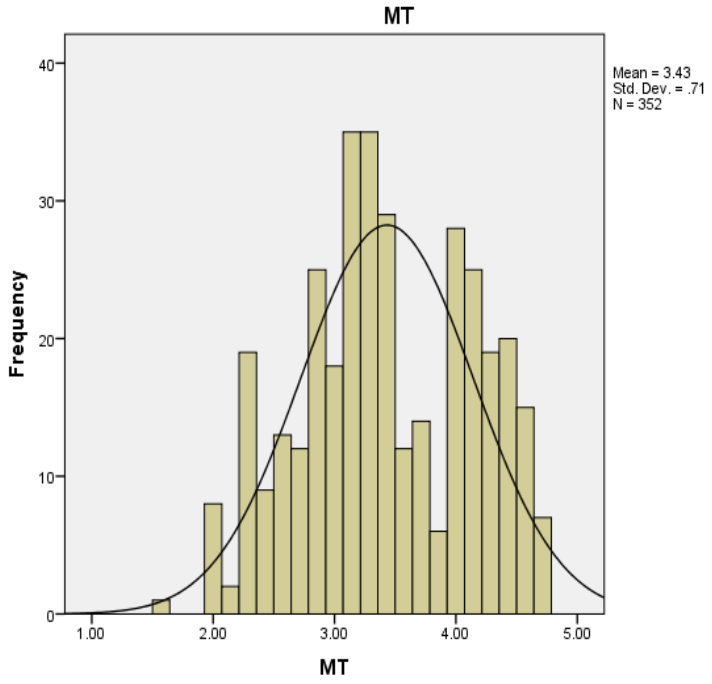
Descriptive	Statistic	Standard error
Mean	3.43	.04
Median	3.28	
Std. Deviation	.71	
Variance	.50	
Skewness	-.06	.13
Kurtosis	-.86	.26
Range	3.14	
Minimum	1.57	
Maximum	4.71	

The results in Table 4.7 show that the mean of 3.43 was close to the median of 3.28, indicating normality in the responses despite the negative skew (skew = -0.06). The mean being close to 3.0 implied that generally, the management of learners by teachers was not so good, given the

scale that was used, represented not sure. The standard deviation = .71 close to one implied limited dispersion in the responses.

The distribution of data on how teachers manage learners was examined using a histogram. The findings are shown in Figure 4.3.

Figure 4. 3 Histogram for Management of learners (MT)



The curve in Figure 4.3 confirms that data on the management of learners that was provided by teachers was normally distributed and appropriate results could be obtained when data is subjected to linear correlation and regression.

4.2.4 Assessment and Evaluation of Learners

The fourth aspect of teacher performance, Assessment and Evaluation of Learners was measured as teachers doing a formative and summative assessment of learners to track their progress and motivate them to develop relevant life skills. The results are presented in table 4.8.

Table 4. 8 Frequencies, Percentages and Means for Learners' Assessment and Evaluation

Assessment and Evaluation	F/%	SD	D	U	A	SA	Mean
I regularly give homework to the learners	F	62	107	71	79	33	2.5
	%	17.6	30.4	20.2	22.4	9.4	
For every homework or assignment I give feedback to learners	F	68	109	55	76	44	2.6
	%	19.3	31.0	15.6	21.6	12.5	
Assess and track student achievement	F	37	91	65	99	60	2.8
	%	10.5	25.9	18.5	28.1	17.0	
I give learners a variety of assignments to enhance their learning	F	12	87	70	131	52	2.8
	%	3.4	24.7	19.9	37.2	14.8	
I am confident that my assessment of formative and summative of learners' assignments strictly reflects learners' abilities	F	17	94	65	119	57	2.6
	%	4.8	26.7	18.5	33.8	16.2	
Overall mean							2.6

Key: 1=Strongly Disagree (SD), 2=Disagree (D), 3= Not Sure (NS), 4= Agree (A), 5=Strongly Agree (SA)

Mean response=>3.5 they agreed and Mean response <3.4 implies respondents disagreed.

In connection to the assessment and evaluation of learners, the results in Table 4.8 show that teachers generally disagreed (*mean=2.6*) on doing satisfactorily. They disagreed on regularly giving homework to the learners (*mean=2.5*), assessing and tracking student achievement, (*mean=2.6*) or giving learners a variety of assignments to enhance their learning

(*mean=2.8*). They also disagreed on giving learners a variety of assignments to enhance their learning (*mean=2.8*) and were confident that their assessment of formative and summative learners' assignments strictly reflects learners' abilities (*mean=2.6*). Therefore, teachers expended little effort in assessing and evaluating the progress and achievement of learners so that they could have information on helping them benefit better from their education.

The researcher then examined the general rating of respondents on the Assessment and Evaluation of learners. The average index for the five items that measured the variable are summarized in table 4.9.

Table 4. 9 Summary Statistics on Assessment and Evaluation of learners

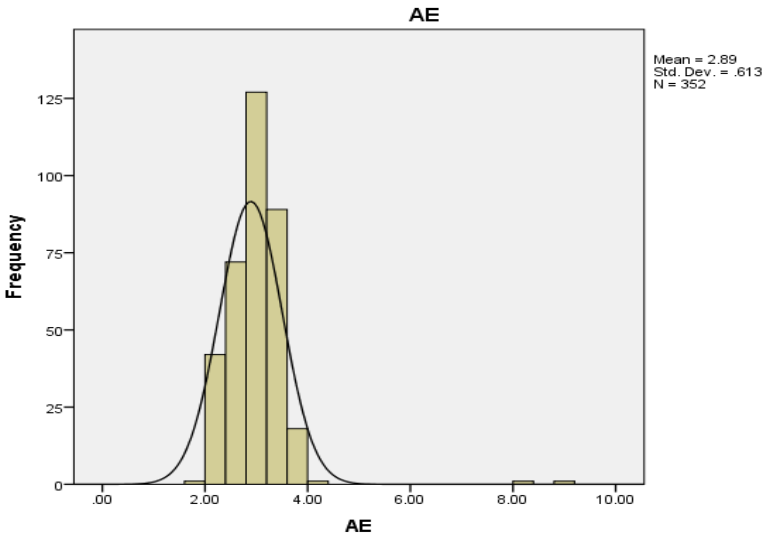
Descriptive	Statistic	Standard error
Mean	2.89	.03
Median	2.80	
Std. Deviation	.61	
Variance	.37	
Skewness	4.56	.13
Kurtosis	2.49	.26
Range	7.20	
Minimum	1.80	
Maximum	9.00	

The results in Table 4.9 show that the mean = 2.89 was close to the median = 2.8 indicating normality in the responses. The positive skew (skew = 4.56), further confirmed the normality of the data. The mean being close to 3.0 implied that generally, the teachers did not do learner Assessment and Evaluation as expected of them, given that on the scale that was used, three

represented not sure. The standard deviation = .61 close to one implied limited dispersion in the responses.

The distribution of data on the Assessment and Evaluation of learners done by teachers was examined using a histogram. The findings are shown in Figure 4.4 on page 76.

Figure 4. 4 Histogram for Assessment and Evaluation of learners (AE)



The curve in Figure 4.4 confirms that data that was provided by the teachers on the Assessment and Evaluation of learners was normally distributed and appropriate results could be obtained when is subjected to linear correlation and regression.

4.2.5 Participation in Extramural tasks

The last aspect of teacher performance, extramural tasks, was measured as teachers actively participating in other non-academic tasks that are deemed necessary in providing a conducive learning environment in the school. The results are presented in table 4.10 on page 77.

Table 4. 10 Frequencies, Percentages and Means for Extramural tasks

Extramural tasks performance	F/%	SD	D	U	A	SA	Mean
I make it a point to attend meetings	F	48	205	24	63	11	2.8
organised at school	%	13.9	52.8	6.8	17.9	3.1	
I make sure that I attend functions	F	53	193	38	60	8	2.8
organized at school	%	15.1	54.8	10.8	17.0	2.3	
I am involved in ensuring that	F	40	179	57	64	12	3.2
learners participate in co-curricular	%	11.4	50.9	16.2	18.2	3.4	
activities							
I fulfil the activities of the	F	34	158	83	62	15	3.4
committees to which I a member	%	9.7	44.9	23.6	17.6	4.3	
Participate in community activities	F	20	166	48	93	25	2.8
involving the school	%	5.7	47.2	13.6	26.4	7.1	
I actively engage in organising	F	12	87	70	131	52	3.2
functions that take place in the school	%	3.4	24.7	19.9	37.2	14.8	
Overall mean							3.1

Key: 1=Strongly Disagree (SD), 2=Disagree (D), 3= Not Sure (NS), 4= Agree (A), 5=Strongly Disagree (SA)

Mean response=>3.5 they agreed and Mean response <3.4 implies respondents disagreed

In connection to teachers participating in extramural tasks, the results in Table 4.10 show that teachers generally disagreed (*mean =3.1*) on doing it acceptably. They disagreed with making it a point to attend meetings organised at school (*mean =2.8*), make sure that they attend functions organized at school (*mean =2.8*) or fulfilling the activities of the committees to which they are members (*mean =3.4*). They also disagreed with the notion of Participating in community activities involving the school (*mean =2.8*) and actively engaging in organising

functions that take place in the school (*mean =3.2*). Generally, the teachers did not participate well in Extramural tasks.

The researcher then examined the general rating of respondents on teachers' participation in extramural tasks. The average index for the five items that measured the variable is summarised in Table 4.11.

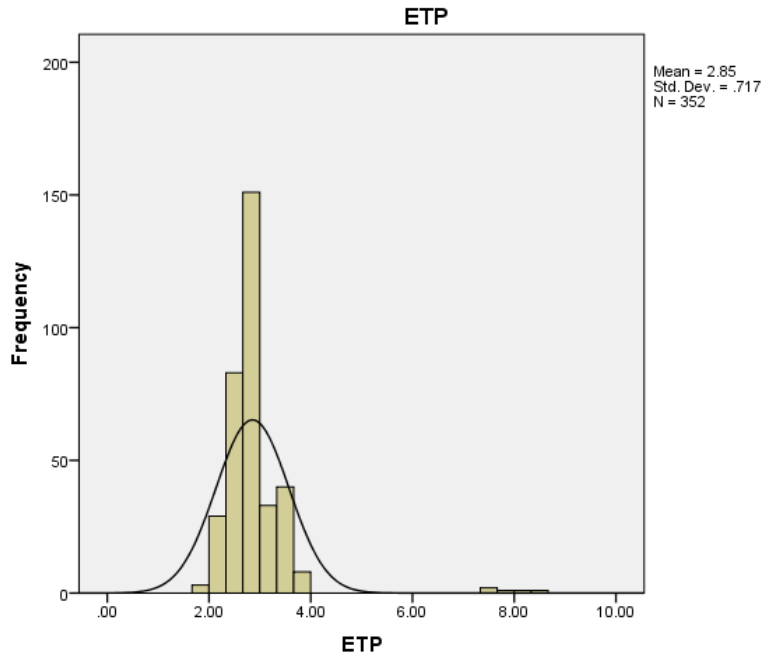
Table 4. 11 Summary Statistics on participation in Extramural tasks

Descriptive	Statistic	Standard error
Mean	2.85	.04
Median	2.83	
Std. Deviation	.72	
Variance	.51	
Skewness	4.75	.13
Kurtosis	1.64	.42
Range	6.67	
Minimum	1.83	
Maximum	8.50	

The results in Table 4.11 show that the mean of2.85 was close to the median of 2.83, indicating normality in the responses. The positive skew (skew = 4.74), further confirmed the normality of the data. The mean close to 3.0 implied that generally, the teachers did not participate in extramural tasks as expected of them, given that on the scale that was used, three represented not sure. The standard deviation of.72 being close to one implied limited dispersion in the responses.

The distribution of data on the level at which teachers participate in Extra mural activities was examined using a histogram. The findings are shown in Figure 4.5 on page 79.

Figure 4. 5 Histogram for Extra Mural performance (ETP)



The curve in Figure 4.5 also confirms that data on teacher participation in extramural tasks were normally distributed and appropriate results could be obtained when data is subjected to linear correlation and regression.

The researcher also examined the general rating of respondents on teacher performance. The average index is summarised in Table 4.12.

Table 4. 12 Summary Statistics on participation in teacher performance

Descriptive	Statistic	Standard error
Mean	3.32	.02
Median	3.30	
Std. Deviation	.45	
Variance	.21	
Skewness	.20	.13
Kurtosis	-.29	-.29

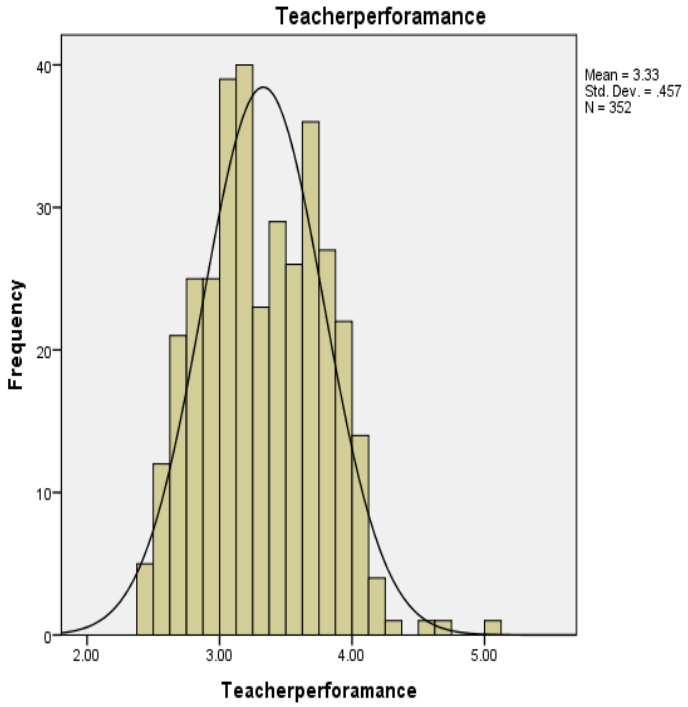
Cont'd

Range	2.61
Minimum	2.42
Maximum	5.03

The results in Table 4.12 show that the mean = 3.32 was close to the median = 3.30 indicating normality in the responses. The positive skew (skew = .20) further confirmed the normality of the data. The mean close to 3.0 implied that generally, the teachers were not very certain that they performed their teaching tasks as expected of them, given that on the scale that was used, three represented not sure. The standard deviation of .45 close to one implied limited dispersion in the responses.

The distribution of data on teacher performance was examined using a histogram. The findings are shown in Figure 4.6.

Figure 4. 6 Histogram for Teacher Performance



The curve in Figure 4.6 confirms that data on teacher performance were normally distributed and appropriate results could be obtained when data is subjected to linear correlation and regression.

The key informants provided more information on the status of teacher performance in their area. The leaders of teachers at the district level, the DEOs and DISs, mainly commented generally on professional competence of teachers. For example, informant KI-DE2 who is a DEO and has served in this capacity for about 12 years, said that "*teachers in my district, prepare in time, have more confidence and are open-minded as a result of the supervision we provide*".

Another informant, KI-DS1 in charge of school inspection in the district, also mentioned teachers in the district, as

> *"Having schemes of work and lesson plans, records of work and a code of conduct. Teachers also use IMS and teaching aids. This has been due to the one-on-one approach, where headteachers draw a program with the teachers and they are guided by mainly deputy headteachers*."

On the other hand, HTs commented specifically on teachers' performance in relation to teaching. Their comments related to the daily teaching tasks of preparing for teaching, learner motivation, reporting learner progress and team spirit. On these issues, Informant KI-HTre2 explained:

> *"Teachers make little research on their teaching and we struggle to promote unity and work together for the good of the pupils. Though we usually send our teachers to seminars during holidays to learn new ways of teaching, it is only after persistent encouragement that they use the skills to improve their performance."*

The views of key informants show that when they talked about the performance of teachers,

headteachers were more performance-focused. They talked about improvement in the quality of teaching and enhancing the Preparation of work, syllabus coverage, and teacher attendance. The district-based supervisors were on the other hand more management-oriented. The supervisors felt that generally, teachers strive to perform their teaching roles with regard to professional expectations, though the teachers themselves felt inadequate.

4.3.1 Supportive Supervision

The first aspect of democratic support supervision was Supportive Supervision and it was measured as headteachers and other supervisors being friendly and understanding to teachers so as to motivate them to listen to their guidance on how their work well. The results are presented in table 4.13.

Table 4. 13 Frequencies, Percentages and Means for Supportive Supervision

Supportive Supervision	F/%	SD	D	U	A	SA	Mean
HT maintains a friendly working relationship with subordinates	F	16	67	70	162	37	3.4
	%	4.5	19.0	19.9	46.0	10.5	
HT does things to make it pleasant to be a member of the group	F	23	86	87	112	44	3.2
	%	6.5	24.4	24.7	31.8	12.5	
HT says things that inspire subordinates	F	24	71	110	110	37	3.2
	%	6.8	20.2	31.3	31.3	10.5	
HT helps subordinates overcome problems that stop them from carrying out the tasks	F	23	54	71	143	61	3.5
	%	6.5	15.3	20.3	40.6	17.3	
HT behaves in a manner that is thoughtful of subordinates' personal needs.	F	19	102	74	130	27	3.1
	%	5.4	29.0	21.0	36.9	7.7	

HT tries to meet my needs	F	29	73	57	142	51	3.3
Cont'd	%	8.2	20.7	16.2	20.2	14.5	
HT knows me well enough to know when I have concerns bothering me	F	43	83	62	125	39	3.1
	%	12.2	23.6	17.6	35.5	11.1	
HT tries to understand my point of view when I speak to him	F	10	52	66	149	75	3.6
	%	2.8	14.8	18.8	42.3	21.3	
HT tries to meet my needs in such ways as informing me of what is expected of me when working	F	18	92	44	138	60	3.3
	%	5.1	26.1	12.5	39.2	17.0	
Can rely on my HT when I ask for help	F	20	110	46	133	43	3.2
	%	5.7	31.3	13.1	37.8	12.2	
Can rely on my HT to be open to any remarks I may make to him/her.	F	32	72	90	123	35	3.2
	%	9.1	20.5	25.6	34.9	9.9	
My HT encourages me even in difficult situations	F	5	101	64	127	55	3.4
	%	1.4	26.7	18.2	36.1	15.6	
My HT makes it a point to express appreciation when I do a good job	F	16	90	96	124	26	3.2
	%	4.5	25.6	27.3	35.2	7.4	
My HT respects me as a person	F	14	58	88	124	68	3.5
	%	4.0	16.5	25.0	35.2	19.3	
My HT makes time to listen to me	F	17	72	94	130	39	3.3
	%	4.8	20.5	26.7	36.9	11.1	
My supervisor recognizes my strengths and areas for development	F	48	110	77	78	39	2.9
	%	13.6	31.3	21.9	22.2	11.1	
Overall mean							3.2

Key: 1=Strongly Disagree (SD), 2=Disagree (D), 3= Not Sure (NS), 4= Agree (A), 5=Strongly Agree (SA)

Mean response=>3.5 they agreed and Mean response <3.4 implies respondents disagreed

In connection with supportive supervision, the findings in Table 4.3 show that respondents were generally unsure of the extent to which supportive supervision was applied in their school (*mean = 3.2*). But, respondents agreed that their headteacher helps subordinates overcome problems that stop them from carrying out the tasks (*mean =3.5*), tries to understand their point of view when they speak to him (*mean response=3.5*) and respects them as a person (*mean response=3.5*). Generally, the findings show that headteachers allowed teachers to try out teaching approaches that they thought would enhance their performance.

The researcher then examined the general rating of respondents on supportive supervision received by teachers. The average index for the five items that measured the variable is summarised in Table 4.14 on page 84.

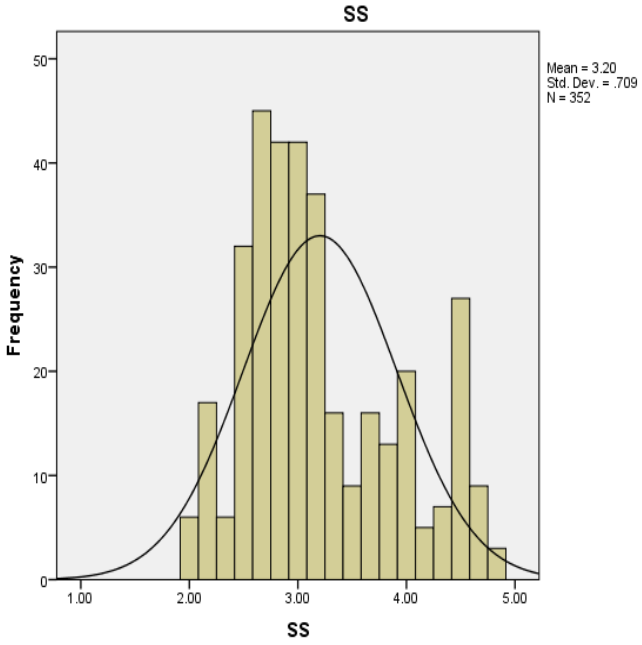
Table 4. 14 Summary Statistics on Supportive Supervision

Descriptive	Statistic	Standard error
Mean	3.29	.03
Median	3.12	
Std. Deviation	.62	
Variance	.38	
Skewness	1.15	.13
Kurtosis	3.18	3.17
Range	4.31	
Minimum	2.06	
Maximum	6.38	

The results in Table 4.11 show that the mean = 3.29 was close to the median = 3.12, indicating normality in the responses. The positive skew (skew = 1.15), further confirmed the normality of the data. The mean being close to 3.0 implied that generally, the teachers did not receive sufficient support supervision, given that on the scale that was used, three represented not sure. The standard deviation = .62 close to one implied limited dispersion in the responses.

The distribution of data on Supportive supervision received by teachers was examined using a histogram. The findings are shown in Figure 4.7 on page 85.

Figure 4. 7 Histogram for Supportive Supervision (SS)



The curve in Figure 4.7 also confirms that data on Supportive supervision received by teachers were normally distributed and appropriate results could be obtained when data is subjected to linear correlation and regression.

Regarding Supportive Supervision *only* one DIS (KI- DS3) mentioned checking teachers' schemes of work and lesson plans as well as observing lessons made and taught by teachers as one of the activities of their supervision when he affirmed: ,

"On some occasions, we also sit and observe teachers while teaching and

ascertain the quality of teachers' preparation for and teaching. However, we do not have a tool and guidelines from MoES to help us see where teachers need improvement and we use this information to mentor our teachers on how to perform better."

Therefore, the DEOs and DISs were more focused on monitoring and perceived it in terms of ensuring effective and efficient service delivery, accountability about project funds and fighting corruption.

4.3.2 Participative Supervision

The second aspect of democratic support supervision was participative Supervision and it was measured as the extent to which teachers are consulted and allowed to make decisions on how to do their work. The results are presented in table 4.15.

Table 4. 15 Frequencies, Percentages and Means for Participative Supervision

Participative Supervision	F/%	SD	D	U	A	SA	Mean
HT encourages work group members to express ideas/suggestions	F	18	84	107	79	64	3.2
	%	5.1	23.9	30.4	22.4	18.2	
Supervisor listens receptively to subordinates' ideas and suggestions	F	42	66	76	98	70	3.3
	%	11.9	18.8	21.6	27.8	19.9	
HT uses my work group's suggestions to make decisions that affect us	F	15	82	90	136	29.2	3.2
	%	4.3	23.3	25.6	38.6	8.2	
HT gives all work group members a chance to voice their opinions	F	30	107	94	103	18	2.9
	%	8.5	30,4	26.7	29.3	5.1	
Cont'd							
HT considers my work group's ideas even when he/ she disagrees with them	F	21	100	69	119	43	3.2
	%	6.0	28.4	19.6	33.8	12.2	

HT takes decisions that are based only on his/her own ideas	F	10	93	89	135	25	3.2
	%	2.8	26.4	25.3	38.4	7.1	
Supervisor consults with subordinates when facing a problem.	F	20	88	82	112	40	3.2
	%	5.7	25.0	26.1	31.8	11.4	
Supervisor asks for suggestions from subordinates concerning how to carry out assignments.	F	13	91	108	113	27	3.1
	%	3.7	25.9	30.7	32.1	7.7	
Supervisor asks for suggestions on what assignments should be given	F	9	112	92	86	53	3.2
	%	2.6	31.8	26.1	24.4	15.1	
HT makes every member of staff equitably involved in the activities of the school	F	17	88	82	116	49	3.3
	%	4.8	25.0	23.3	33.0	13.9	
HT encourages staff members to participate in problem solving matters in the school	F	17	104	72	115	44	3.2
	%	4.8	29.5	20.5	32.7	12.5	
HT promotes open and honest self-expression in the school	F	32	121	63	83	53	3.1
	%	9.1	34.4	17.9	23.6	15.1	
HT involves staff members in different administrative activities	F	37	116	63	95	41	3.0
	%	10.5	33.0	17.9	27.0	11.6	
Overall mean							3.1

Key: 1=Strongly Disagree (SD), 2=Disagree (D), 3= Not Sure (NS), 4= agree (A), 5=Strongly Agree (SA)

Mean response=>3.5 they agreed and Mean response <3.4 implies respondents disagreed

Concerning participative supervision, the results in table 4.15 show that, overall, respondents were uncertain (*mean =3.1)* that it occurred in their schools. They also disagreed with all the 12

aspects that were used to measure participative supervision. For example, they disagreed that supervisors listen receptively to the ideas of all group members (*mean =3.3*), supervisor consults with subordinates when facing (*mean =3.2*), and the headteacher makes every member of staff equitably involved in the activities of the school (*mean =3.3*), and involves staff members in different administrative activities(*mean =3.0*). These findings mean that generally, teachers did not get adequate opportunities to make suggestions on how to better accomplish their job tasks or even participate in administrative activities in the school.

The researcher then examined the general rating of respondents on participative supervision received by teachers. The average index for the five items that measured the variable is summarised in Table 4.16 on page 88.

Table 4. 16 Summary Statistics on Participative Supervision

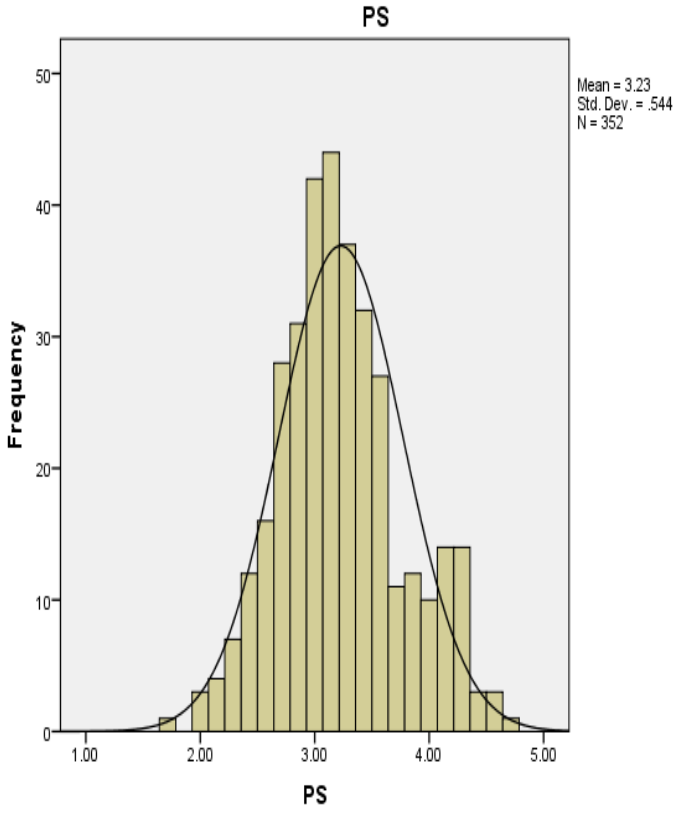
Descriptive	Statistic	Standard error
Mean	3.18	.04
Median	3.08	
Std. Deviation	.71	
Variance	.50	
Skewness	.46	.13
Kurtosis	-.68	.26
Range	3.23	
Minimum	1.77	
Maximum	5.00	

The results in Table 4.16 show that the mean = 3.18 was close to the median = 3.1 indicating normality in the responses. The positive skew (skew = .46), further confirmed the normality of the data. The mean being close to 3.0 implied that generally, the teachers did not receive

sufficient participative supervision, given that on the scale that was used, three represented not sure. The standard deviation = .71 close to one implied limited dispersion in the responses.

The distribution of data on participative supervision received by teachers was examined using a histogram. The findings are shown in Figure 4.8 on page 89.

Figure 4. 8 Histogram for Participative Supervision (PS)



The curve in Figure 4.8 also confirms that data on participative supervision received by teachers were normally distributed and appropriate results could be obtained when data is subjected to linear correlation and regression.

4.3.3 Team work

The third and last aspect of democratic support supervision was teamwork and it was measured as the extent to which teachers are encouraged to work as a team in achieving school objectives. The results are presented in table 4.17 on page 90.

Table 4. 17 Frequencies, Percentages and Means for Teamwork

Team Work	F/%	SD	D	U	A	SA	Mean
HT teacher makes teachers work	F	24	88	84	119	37	3.2
together as a team	%	6.8	25.0	23.9	33.8	10.5	
Teachers are encouraged to help one	F	47	123	62	85	35	2.8
another	%	13.4	34.9	17.6	24.1	9.9	
HT promotes exchanging of creative	F	50	131	43	82	46	2.8
	%	14.2	37.2	12.2	23.3	13.1	
HT promotes cooperation between	F	37	94	76	92	53	3.1
teachers	%	10.5	26.7	21.6	26.1	15.1	
HT promotes team activities	F	15	113	58	114	51	3.2
	%	4.3	32.1	16.8	32.4	14.5	
HT ensures that every teacher	F	20	109	53	115	55	3.2
contributes team goals	%	5.7	31.0	15.1	32.7	15.6	
HT makes sure that teachers respect	F	9	39	58	153	93	3.5
each other's opinions	%	2.6	11.1	16.5	43.5	26.4	
HT ensures that teachers participate	F	37	94	76	92	53	3.8
in suggesting solutions	%	10.5	26.7	21.6	26.1	15.1	
HT is open to varying opinions	F	9	42	69	157	75	3.7
	%	2.6	11.9	19.6	44.6	21.3	
Overall mean							3.3

Key: 1=Strongly Disagree (SD), 2=Disagree (D), 3= Not Sure (NS), 4= Agree (A), 5=Strongly Agree (SA)

Mean response=>3.5 they agreed and Mean response <3.4 implies respondents disagreed

Regarding teamwork, the results in Table 4.17 show that respondents were unsure (*mean =3.3)* whether they had an opportunity to work as a team along with their administrators to accomplish the job tasks.

However, respondents agreed that the headteacher makes sure that teachers respect each other's opinions (*mean =3.5),* teachers participate in suggesting solutions (*mean =3.8)* and that the headteacher is open to varying opinions (*mean =3.7).* Therefore, school-based supervisors put in reasonable effort to motivate teachers to work together to attain school objectives.

The researcher then examined the general rating of respondents on teamwork encouraged in schools. The average index for the five items that measured the variable is summarised in table 4.18.

Table 4. 18 Summary Statistics on Team work

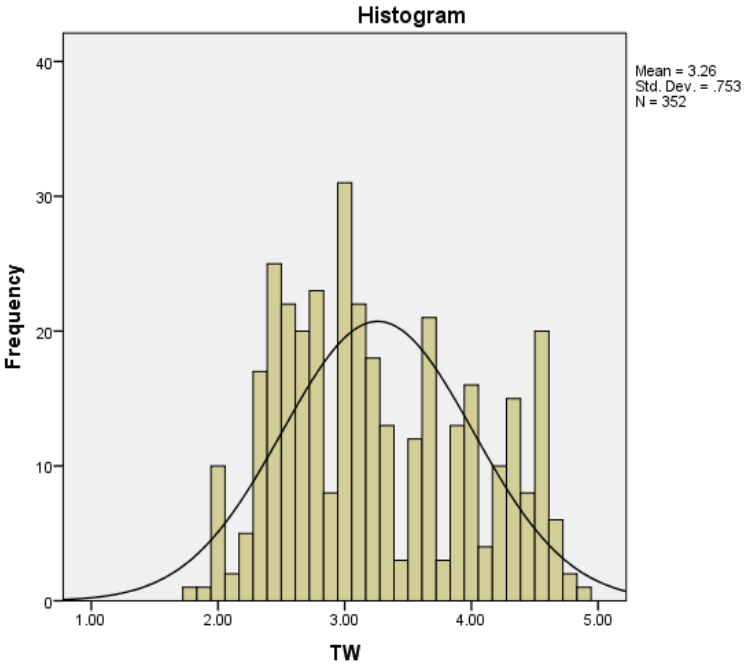
Descriptive	Statistic	Standard error
Mean	3.26	.04
Median	3.11	
Std. Deviation	.75	
Variance	.56	
Skewness	.33	.13
Kurtosis	-.97	-.98
Range	3.11	
Minimum	1.78	
Maximum	4.89	

The results in Table 4.18 show that the mean of 3.26 was close to the median of 3.1, indicating normality in the responses. The positive skew (skew = .33), further confirmed the normality of the data. The mean close to 3.0 implied that generally the teachers were not encouraged to work

as a team, given that on the scale that was used, three represented not sure. The standard deviation = .75 being close to one implied limited dispersion in the responses.

The distribution of data on Team work encouraged in schools was examined using a histogram. The findings are shown in Figure 4.9 on page 92.

Figure 4. 9 Histogram for Team work (TW)



The curve in Figure 4.9 confirm that data on teamwork was normally distributed and appropriate results could be obtained when data is subjected to linear correlation and regression. The researcher also examined the general rating of respondents on democratic support supervision received by teachers. The average index for the five items that measured the variable is summarised in Table 4.19.

Table 4. 19 Summary Statistics on Democratic Support Supervision

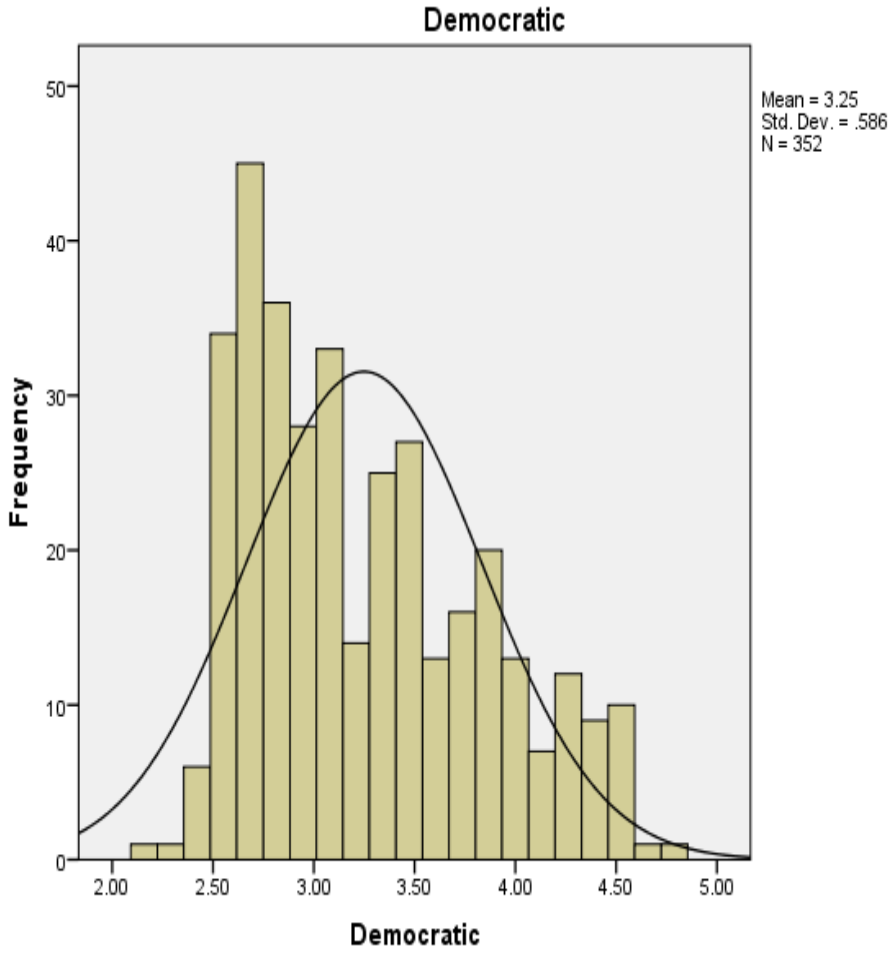
Descriptive	Statistic	Standard error
Mean	3.24	.03
Median	3.10	

Std. Deviation	.58	
Variance	.34	
Skewness	.58	.13
Kurtosis	-.67	.17
Range	2.58	
Minimum	2.16	
Maximum	4.74	

The results in Table 4.19 show that the mean = 3.24 was close to the median = 3.1 indicating normality in the responses. The positive skew (skew = .58), further confirmed the normality of the data. The mean being close to 3.0 implied that generally, the teachers did not receive sufficient democratic supervision, given that on the scale that was used, three represented not sure. The standard deviation = .58 being close to one implied limited dispersion in the responses.

The distribution of data on the level of democratic supervision that exists in schools examined using a histogram. The findings are shown in Figure 4.10.

Figure 4. 10 Histogram for democratic supervision



The curve in Figure 4.10 also confirms that data on democratic supervision was normally distributed and appropriate results could be obtained when data is subjected to linear correlation and regression.

4.3.4 Correlation between Democratic Support Supervision and Teacher Performance

The relationship between democratic support supervision and teacher performance was examined using person correlation. The researcher analysed the relationship between the three aspects of democratic support supervision; supportive supervision environment, participative supervision, teamwork promotion and teacher performance. The findings are summarised in Table 4.20.

Table 4. 20 Correlations of Democratic Support Supervision and Teacher Performance

Variables	Work Performance of Teachers	Supportive supervision environment	Participative Supervision	Teamwork Promotion
Work Performance of Teachers	1			
Supportive supervision environment	0.317** 0.000	1		
Participative Supervision	0.318** 0.000	0.515** 0.000	1	
Teamwork Promotion	0.394** 0.000	0.584** 0.000	0.695** 0.000	1

Key: p<.01**, p<.05*

The results in Table 4.20 suggest that all democratic support supervision aspects; supportive supervision environment (r =0.317, p = 0.000 < 0.01), participative supervision (r =0.318, p = 0.000 < 0.01) and teamwork promotion (r =0.394, p = 0.000 < 0.01) had a positive and significant relationship with the work performance of teachers.

4.3.5 Regression of Democratic Support Supervision on Teacher Performance

To ascertain whether democratic support supervision aspects of supportive supervision, participative supervision and teamwork promotion influenced the performance of teachers, a regression analysis was carried out. The findings are summarised in Table 4.21.

Table 4. 21 Regression of Democratic Support Supervision on Teacher Performance

Democratic Support Supervision	Standardized Coefficients Beta	Significance p
Supportive supervision environment	0.122	0.048
Participative Supervision	0.060	0.386
Teamwork Promotion	0.281	0.000
R^2 = .168		
Adjusted R^2 = 0.161		
F = 23.483, p = 0.000		

a. Dependent Variable: Teacher Performance

The results in Table 4.21 show that Supportive supervision, participative supervision and Teamwork promotion explained 16.1 % of the variation in the performance of teachers (adjusted R2 = 0.161). This means that 83.9% of the variation in the work performance of teachers was accounted for by other factors not considered under this model. However, only teamwork promotion (β =0.281, p = 0.000 < 0.05) had a positive and significant influence on job performance of teachers. The other two aspects, participative supervision (β =0.060, p = 0.386 > 0.05) and supportive supervision environment (β =0.122, p = 0.048 > 0.05) had a positive and insignificant influence on the work performance of teachers.

Given that all the democratic support supervision aspects namely; supportive supervision, participative supervision and team work promotion had a positive and a significant relationship with teacher performance and contributed to 16.1%to teacher performance, the first hypothesis, that there is a positive significant statistical relationship between democratic support supervision and teacher performance was retained.

Interviews with headteachers showed that despite Participative and Supportive supervision being insignificant in primary schools. Democratic support supervision was still the most effective approach to improving teacher performance. Informant KI-HTS2, along serving headteacher affirmed that,

> *"Headteachers encourage teachers to do scheming together with teachers in the same department and then the headteacher arranges a timetable with them for support supervision. This has resulted in greater reflectivity and professional growth among teachers. Though lack of a policy to encourage this good endeavour."*

Another headteacher, who serves in a more rural area intimated,

> *"As headteachers, we have tried to be very friendly to our teachers so that they don't feel like we are policing them. We have also encouraged them to be open to us when they are presenting the challenges they are faced with their work. This will help us find appropriate solutions to those challenges to enable them perform their effectively and efficiently".*

Therefore, the interchange of opinions about problems, and communal generation of possible actions enables teachers to effectively do their job tasks. The sharing, teamwork and conferences with the teachers and supervisors result in a jointly developed and agreed upon position between the supervisor and the supervisee**,** forging a way for better performance.

4.4 Objective two. Directive Support Supervision

The second objective of the study was to establish the relationship between the directive support supervision approach and teacher performance in government-aided primary schools in the Teso Sub-Region. Directive support supervision was the second support supervision that was examined. This variable was conceptualised as teachers receiving structured, prescriptive and

task-oriented supervision. Descriptive results are presented first, followed by inferential results in the tables below.

4.1.1 Structured Supervision

The first aspect of directive support supervision was structured supervision and it was measured as headteachers and other supervisors providing teachers well organised and focused supervision. The results are presented in Table 4.22.

Table 4. 22 Frequencies, Percentages and Means for Structured Supervision

Structured Supervision	F/%	SD	D	U	A	SA	Mean
HT supervises me regularly	F	1	65	154	87	45	3.3
	%	.3	18.5	43.8	24.7	12.8	
supervision sessions my HT holds with me to guide me are well organised	F	13	77	150	75	37	3.1
	%	3.7	21.9	42.6	21.3	10.5	
HT sometimes arranges supervision sessions free from interruptions	F	16	66	74	149	47	3.4
	%	4.5	18.8	21.0	42.2	13.4	
Supervision sessions normally have a specific focus	F	12	55	134	110	41	3.3
	%	3.4	15.6	38.1	31.3	11.6	
Supervision sessions my HT organises to discuss supervision feedback are well organised	F	10	161	25	120	36	3.0
	%	2.8	45.7	7.1	34.1	10.2	
HT arranges supervision sessions requiring interaction with me in advance	F	4	170	34	106	38	3.1
	%	1.1	48.3	9.7	30.1	10.8	
Overall mean							3.1

Key: 1=Strongly Disagree (SD), 2=Disagree (D), 3= Not Sure (NS), 4= Agree (A), 5=Strongly Dgree (SA)

Mean response=>3.5 they agreed and Mean response <3.4 implies respondents disagreed

As far as structured supervision is concerned, the findings in Table 4.21 show that respondents were unsure (*mean =3.1*) whether they receive regularly organised guidance on how to effectively do their work in their schools. They also disagreed with all the six aspects that were used to measure structured supervision. For example, they disagreed that they receive regular, organised guidance (*mean =3.1*), with a specific focus (*mean =3.3*) and meaningful feedback (*mean =3.0*). This implies that responsible persons put forth limited effort to provide specific guidance to teachers on how to accomplish their work roles.

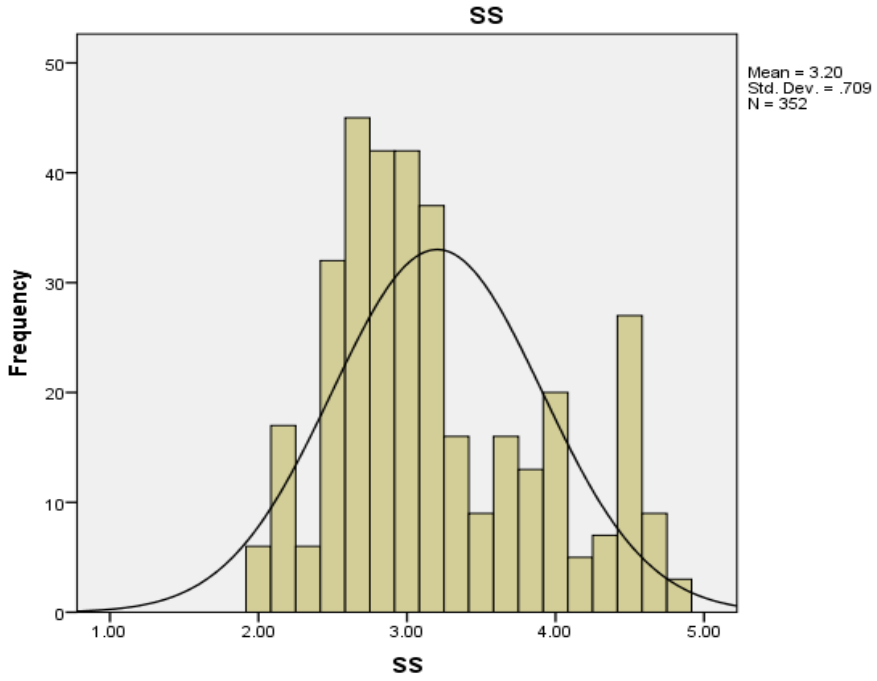
The researcher also examined the general rating of respondents on structured supervision received by teachers. The average index for the five items that measured the variable is summarised in Table 4.23.

Table 4. 23 Summary Statistics on Structured Supervision

Descriptive	Statistic	Standard error
Mean	3.20	.32
Median	3.00	
Std. Deviation	.71	
Variance	.50	
Skewness	.61	.61
Kurtosis	-.57	-.57
Range	2.83	
Minimum	2.00	
Maximum	4.83	

The results in Table 4.23 show that the mean = 3.2 was close to the median = 3.0 indicating normality in the responses. The positive skew (skew = .61), further confirmed the normality of the data. The mean being close to 3.0 implied that generally, the teachers did not receive sufficient structured supervision, given that on the scale that was used, three represented not sure. The standard deviation = .71 being close to one implied limited dispersion in the responses. The distribution of data on Structured Supervision received by teachers was examined using a histogram. The findings are shown in Figure 4.11.

Figure 4. 11 Histogram for Structured Supervision



The curve in Figure 4.11 also confirms that data on structured supervision received by teachers was normally distributed and appropriate results could be obtained when data is subjected to linear correlation and regression.

Interviews revealed the aspects of structured supervision mainly targeted by supervisors. For example, a district inspector of schools mentioned some aspects that are targeted in supervision that may not directly relate to teacher performance. He said,

"When we visit schools, we also examine the performance of school

administration, pupils' attendance and use of government funds by Headteachers. This is the information mainly needed by MoES and politicians, mainly for accountability purposes. So, we have less time to sit down with teachers to understand their performance challenges" (KI- DS2).

Despite being of good intent, including school monitoring and management issues in the same round of supervision may diminish its real intention of improving teacher performance. These findings unfortunately show that teachers are actually receiving minimal assistance and guidance from their leaders aimed at enabling them to perform their teaching roles effectively. In this state of affairs, the supervisors of teachers may not be able to review their practices so as improve their professional competence.

4.4.2 Task-Oriented Supervision

The second aspect of directive support supervision was task-oriented Supervision and it was measured as headteachers giving teachers clear and developmental guidance on how to do their job tasks well. The results are presented in Table 4.24.

Table 4. 24 Frequencies, Percentages and Means for Task-Oriented Supervision

Task-Oriented Supervision	F/%	SD	D	U	A	SA	Mean
With the HT we agree on the task on	F	19	65	71	163	34	3.4
which to be supervised	%	5.4	18.5	20.2	46.3	9.7	
The objectives on which to be	F	21	36	139	136	20	3.3
supervised are thoroughly explained	%	6.0	10.2	39.5	38.8	5.7	
Supervision sessions are laid out	F	11	143	59	118	21	3.0
	%	3.1	40.6	16.8	33.5	6.0	
The activities on which to be	F	14	145	70	109	14	3.3

Cont'd							
supervised are goal driven	%	4.0	41.2	19.9	31.0	4.0	
My headteacher gives me the opportunity to discuss inadequacies in supervision	F	24	38	123	137	30	2.9
	%	6.8	10.8	34.9	38.9	8.5	
The headteacher gives guidance for achieving better work performance	F	22	134	57	117	22	3.3
	%	6.3	38.1	16.2	33.2	6.3	
The HT revolves around how to make this school the best	F	5	53	156	94	44	3.0
	%	1.4	15.1	44.3	26.7	12.5	
The HT focuses on making teachers work hard	F	2	44	179	106	21	3.3
	%	0.6	12.5	50.9	30.1	6.0	
Overall mean							3.2

Key: 1=Strongly Disagree (SD), 2=Disagree (D), 3= Not Sure (NS), 4= Agree (A), 5=Strongly Agree (SA)

Mean response=>3.5 they agreed and Mean response <3.4 implies respondents disagreed

In connection to task oriented supervision, the findings in Table 4.24 show that respondents generally did not commit to accepting that it occurred in their schools. (*Mean=3.1*) They disagreed that their headteacher consults and agrees with them about the task on which to be supervised (*mean =3.4*), activities on which to be supervised are goal driven. (Mean *=3.3*) and gives guidance for achieving better work performance (mean *=3.3*). They also disagreed that their headteacher is very concerned with making the school the best (*mean =3.0*) and focuses on making teachers work hard (*mean =3.3.*). Therefore, headteachers did not do enough to give teachers professional guidance on how to better accomplish their teaching roles.

The researcher also examined the general rating of respondents on task-oriented supervision received by teachers. The average index for the eight items that measured the variable is summarised in Table 4.25.

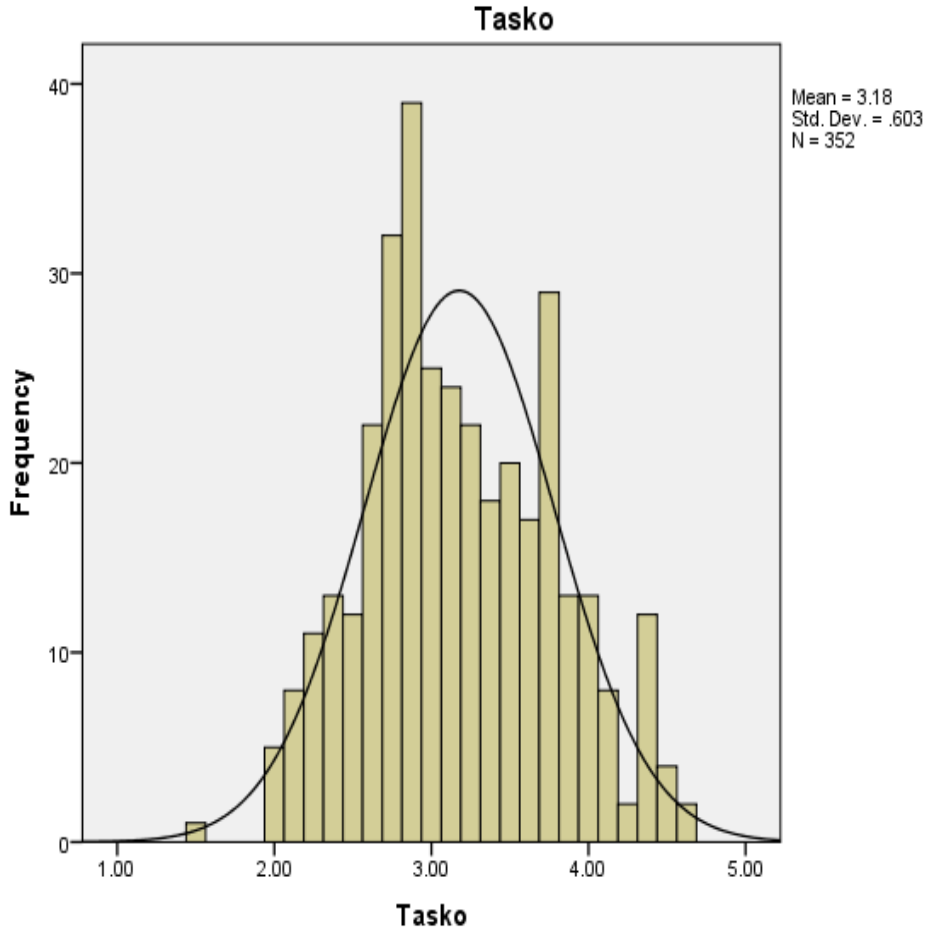
Table 4. 25 Summary Statistics on Task-Oriented Supervision

Descriptive	Statistic	Standard error
Mean	3.17	.32
Median	3.12	
Std. Deviation	.60	
Variance	.36	
Skewness	.21	.31
Kurtosis	-.51	.13
Range	3.13	
Minimum	1.50	
Maximum	4.63	

The results in Table 4.25 show that the mean = 3.17 was close to the median = 3.12 indicating normality in the responses. The positive skew (skew = .21), further confirmed the normality of the data. The mean of close to three implied that generally, the teachers did not receive sufficient task-oriented supervision, given that on the scale that was used, three represented not sure. The standard deviation = .60 close to one implied limited dispersion in the responses.

The distribution of data on Task-oriented supervision received by teachers was examined using a histogram. The findings are shown in Figure 4.12.

Figure 4. 12 Histogram for Task-Oriented supervision (Tasko)



The curve in Figure 4.12 confirms that data on Task-oriented supervision received by teachers was normally distributed and appropriate results could be obtained when data is subjected to linear correlation and regression.

The key informants also agreed that teachers are given little guidance regarding their work roles; while the HTs and CCTs focused mainly on teaching and learning, The DEOs and DIS focused on accountability and responsibility of teachers, which are largely non-teaching tasks. A district education officer intimated that during support supervision,

> *"Teachers are reminded of their code of conduct, effective teaching strategies, their performance is appraised and they are encouraged to carry out planning activities which contribute to effective teaching and learning process such as*

> *making schemes of work, regular lesson preparation, making instructional materials, teaching, assessment of learners and providing feedback."*

(KI-DE1). Another informant, who has served as headteacher for more than nine years, said that supervision is done to, "*Improve teaching and learning, enable teachers to manage challenges, promote school sanitation, ensure good record keeping, good displine for both teachers and learners and this makes various stake holders like the school*". On the other hand, a district inspector of schools, said we do support supervision to ensure that, "*The money sent to schools was properly used, and that government projects are implemented as planned which is one of the ways the school administrators can be tasked to show accountability of government funds and this helps to fight corruption*".

The DEOs and DIS gave broader views on the aims of support supervision including ascertaining whether teachers were fulfilling their responsibilities, school hygiene, management of scholastic materials, and quality of teaching. Informant KI- DS3 a DEO, explained that,

> *"We first check on the hygiene of the schools, monitor pupils' attendance and dropout levels, and use IMS materials. We then check if schemes of work and lesson plans, follow-ups on the recommendations made by District inspectors, and see if the school PTA and SMC are monitoring."*

The involvement of persons who are not teachers such as auditors and councilors reveals that the supervision by the district targets other things apart from teacher performance.

4.4.3 Prescriptive Supervision

The third and last aspect of directive support supervision was prescriptive supervision and it was measured as headteachers directly showing teachers what they have to do to be more effective in doing their work. The results are presented in Table 4.26.

Table 4. 26 Frequencies, Percentages and Means for Prescriptive Supervision

Prescriptive Supervision	F/%	SD	D	U	A	SA	Mean
My HT controls situations	F	2	113	86	130	21	3.2
	%	0.6	32.1	24.0	36.9	6.0	
The HT points out teachers' mistakes	F	33	104	64	115	35	3.0
	%	9.4	29.5	18.2	32.7	10.2	
The HT ensures that teachers follow	F	37	63	46	164	42	3.3
school rules and regulations	%	10.5	17.9	13.1	46.6	11.9	
The HT makes what he expects from	F	10	66	36	188	52	3.6
teachers very clear	%	2.8	18.8	10.2	53.4	14.8	
The HT acts quickly to prevent	F	29	88	63	112	60	3.2
problems from becoming chronic	%	8.2	25.0	17.9	31.8	17.0	
The HT sets standards for us to	F	9	61	65	156	61	3.6
follow while carrying out work	%	2.6	17.3	18.5	44.3	17.3	
The HT sets standards for us to	F	16	169	93	61	13	2.7
follow while carrying out work	%	4.5	48.0	26.4	17.3	3.7	
Overall mean							3.3

Key: 1=Strongly Disagree (SD), 2=Disagree (D), 3= Not Sure (NS), 4= Agree (A), 5=Strongly Agree (SA)

Mean response=>3.5 they agreed and Mean response <3.4 implies respondents disagreed

As far as prescriptive supervision is concerned, the results in Table 4.26 show that respondents felt that it was insufficient (*mean =3.3*). They disagreed that the headteacher controls situations (*mean =3.2*), ensures that teachers follow school rules and regulations (*mean =3.3*) and acts quickly to prevent problems from becoming chronic (*mean =3.2*). But they agreed that makes

what he expects from teachers very clear (*mean =3.6*) and sets standards for us to follow while carrying out work (*mean =3.6*). Therefore, school-based supervisors of teachers were not bent on controlling teachers and hence did not force them to follow school rules.

The researcher also examined the general rating of respondents on prescriptive supervision received by teachers. The average index for the five items that measured the variable is summarised in Table 4.27.

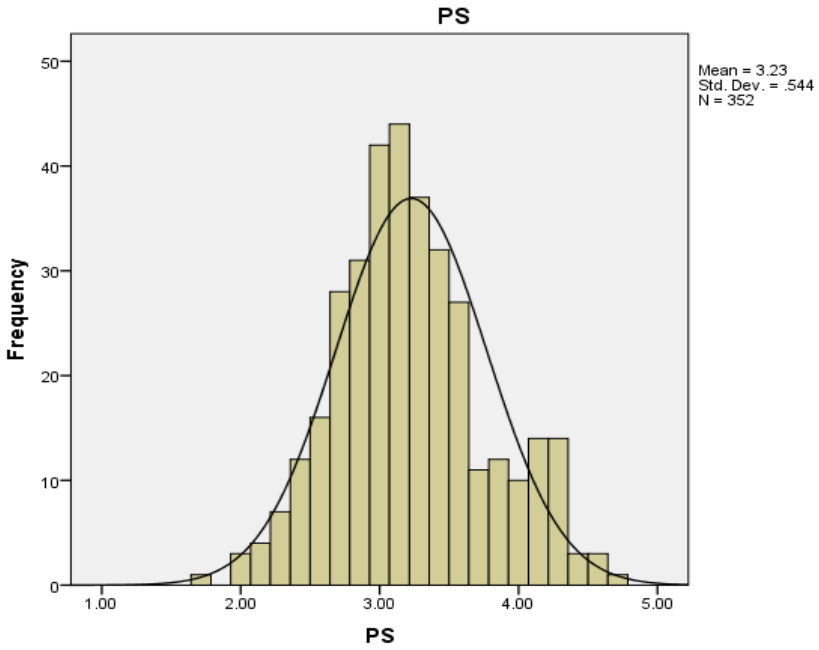
Table 4. 27 Summary Statistics on Prescriptive Supervision

Descriptive	Statistic	Standard error
Mean	3.22	.33
Median	3.14	
Std. Deviation	.54	
Variance	.29	
Skewness	.30	.31
Kurtosis	-.09	.26
Range	3.00	
Minimum	1.71	
Maximum	4.71	

The results in Table 4.27 show that the mean of 3.22 was close to the median of 3.14, indicating normality in the responses. The positive skew (skew = .30), further confirmed the normality of the data. The mean being close to 3.0 implied that generally the teachers only received average prescriptive supervision, given that on the scale that was used, three represented not sure. The standard deviation = .54 being close to one implied limited dispersion in the responses.

The distribution of data on Prescriptive supervision received by teachers was examined using a histogram. The findings are shown in Figure 4.13 on page 106.

Figure 4. 13 Histogram for Prescriptive Supervision



The curve in Figure 4.13 also confirms that data on prescriptive supervision received by teachers was normally distributed and appropriate results could be obtained when data is subjected to linear correlation and regression.

The researcher also examined the general rating of respondents on directive support supervision received by teachers. The average index for the five items that measured the variable is summarised in table 4.28.

Table 4. 28 Summary Statistics on Directive Supervision

Descriptive	Statistic	Standard error
Mean	3.20	.03
Median	3.09	
Std. Deviation	.50	
Variance	.25	
Skewness	.55	.13
Kurtosis	-.45	.26

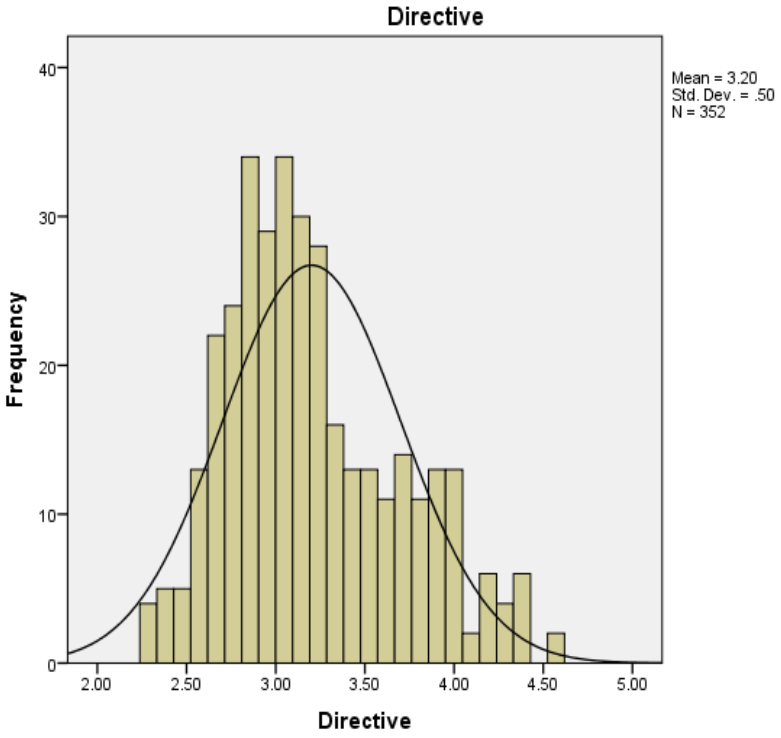
Cont'd

Range	2.29
Minimum	2.29
Maximum	4.57

The results in Table 4.28 show that the mean = 3.20 was close to the median = 3.1, indicating normality in the responses. The positive skew (skew = .55), further confirmed the normality of the data. The mean close to 3.0 implied that generally the teachers only received average directive support supervision, given that on the scale that was used, three represented not sure. The standard deviation = .50 close to one implied limited dispersion in the responses.

The distribution of data on directive supervision received by teachers was examined using a histogram. The findings are shown in Figure 4.14.

Figure 4. 14 Histogram for Directive Support Supervision



The curve in Figure 4.14 also confirms that data on directive support supervision was normally distributed and appropriate results could be obtained when data is subjected to linear correlation and regression.

Regarding the status of directive support supervision in primary schools, the district-based supervisors also concurred with teachers that the district does not provide training and monitoring on standards for teachers to follow while carrying out work. The DEOs and DISs intimated that teachers are not supervised enough to enable them to improve their competence. A DEO reiterated,

> *"We visit schools once a term to establish what is going on there. While the law says that all schools are supposed to be supervised every term, practically some schools are not visited due to the thin staff in the DEO's office. Even the ones we visit we have less time to look into all the performance needs of teachers. We often concentrate on administrative aspects such as pupils' enrolment, and materials usage, needed by politicians" (KI-DE3).*

The DEOs placed the blame on this laxity on lack of personnel. A DEO confided that,

> *"Support supervision has not been very successful in my district because of the small manpower. We are only two staff members inspecting over 90 schools in the district. We have even requested the sports officer and associate assessors to give us a hand in the inspection. Though these officers have been helpful, they sometimes do not do a good job because of their limited experience in primary school teaching issues. We are often forced to go back and recollect the relevant information. In cases where we are not able, we resort to using the incomplete information they bring to us" (KI-DE2).*

To fill in the manpower gap, DEOs and DISs even used other education officers in the district who were not experts in primary education to support supervision. While this serves the purpose of carrying out the task, it may not accomplish the true objective of support supervision; enhancing teachers' performance.

The information from the DEOs indicated that persons who are not education experts also do support supervision for the sake of going through with the exercise. One district inspector of schools intimated,

> *"In our district, the CAO, internal auditors, councilors and associate assessors are sometimes involved in support supervision. Sometimes CCTs, SMC and PTA Executive members also give a hand. The information sometimes brought by these officers is incomplete or irrelevant and unusable" (KI- DS3).*

4.4.4 Correlation between Directive Support Supervision and Teacher Performance

The relationship between Directive support supervision and Teacher performance was examined using person correlation. The findings are summarized in Table 4.29.

Table 4. 29 Correlation of Directive support supervision and Teacher Performance

	Work Performance of Teachers	Structured Supervision	Task oriented	Prescriptive Supervision
Work Performance of Teachers	1			
Structured Supervision	0.240** 0.000	1		
Task oriented	0.245** 0.000	0.544** 0.000	1	
Prescriptive Supervision	0.233** 0.000	0.510** 0.000	0.428** 0.000	1

Key: p<.01**, p<.05*

The results in Table 4.29 suggest that all directive support supervision aspects namely; Structured Supervision (r =0.240, p = 0.000 < 0.01), Task oriented (r =0.245, p = 0.000 < 0.01) and Prescriptive Supervision (r =0.233, p = 0.000 < 0.01) had a positive and significant relationship with teacher performance.

4.4.5 Regression of Directive Support Supervision on Teacher Performance

To ascertain whether directive support supervision aspects namely; structured, task-oriented and prescriptive supervision influenced the performance of teachers, regression analysis was carried out. The findings are summarised in Table 4.30.

Table 4. 30 Regression of Directive Support Supervision and Teacher Performance

Directive Supervision	Standardized Coefficients Beta	Significance p
Structured Supervision	0.104	0.112
Task oriented	0.136	0.030
Prescriptive Supervision	0.121	0.048
$R^2 = 0.087$		
Adjusted $R^2 = 0.079$		
F = 11.003, p = 0.000		

a. Dependent Variable: Teacher Performance.

The results in Table 4.30 show that structured, task-oriented and prescriptive supervision explained 7.9 % of the variation in the performance of teachers (adjusted R2 = .079). This means that 92.1% of the variation in the work performance of teachers was accounted for by other factors not considered under this model. However, only task-oriented (β =0.136, p = 0.030< 0.05) had a positive and significant influence on the performance of teachers. The other two aspects, structured supervision (β =00.104, p = 0.112 > 0.05) and prescriptive supervision (β =0.121, p = 0.048> 0.05) had a positive and insignificant influence on Teacher Performance.

Therefore, all directive support supervision were positively related to teacher performance and contributed 7.9% to it. The second study hypothesis that, directive support supervision has a positive significant statistical relationship with teacher performance was retained.

The views of key informants revealed reasons why only one aspect of directive support supervision, task-oriented had an effect on teacher performance. For example, informant KI-DS2, a district inspector of schools, explained that,

> *"We use associate assessors who include retired headteachers to observe teachers and identify the problems they experience. But we have realised they just give commands to teachers, without showing them how to make improvements. We have concluded, it is better to use officers who personally know the weakness of some teachers."*

Another top officer in education, Informant KI-DE3, added that,

> *"CCTs have been more effective in support supervision because they sit down with teachers and come up with more practical ways of improving their performance. CCTs have been helpful since they willingly collect evidence on performance, guide teachers and provide actionable feedback which enables teachers improve on their performance."*

Another informant, KI-DS1, intimated that,

> *"We use inspector tools, but they are so rigid and insensitive to the local needs of teachers. The inspectors were given a tablet which has a questionnaire they use so they use and their findings are sent directly to the ministry. However, teachers have been reported to be slow in deconstructing teaching practices to improve their own teaching pedagogy."*

On the other hand, the HTs intimated that in cases where they call for class status meetings and annual general meetings where teachers are informed of their performance and what they need

to do to improve it, teachers are less responsive. Informant KI-HTre1said that *"Teachers are given textbooks, prep books and are encouraged to upgrade so that they can add on more knowledge, skills, values and right attitudes to enable them perform their duties as expected of them by various stakeholders".*

On the extent to which directive supervision is used by supervisors, Informant KI-HTbu1revealed that; "*We use the one-on-one approach, where headteachers draw a program with the teachers and they are supervised by heads of department and deputy headteachers in order to find out the strengths and weakness and help them improve on their weaknesses in order to perform their duties effectively*".

Directive supervision made support supervision to be just a ritual and activity for monitoring and standards enforcement rather than being a professional development practice in the eyes of the teachers. Hence the teachers did not take it seriously.

4.5 Objective three. Non-Directive Support Supervision

The third objective of the study was to establish the relationship between the non-directive support supervision approach and teacher performance in government-aided primary schools in the Teso Sub-region. Non-directive support supervision was conceptualised as teachers being able to communicate with their supervisors about their work without fear, and being given the necessary training and opportunity to freely try out new ideas. The descriptive and inferential results are presented in the tables below.

4.5.1 Dialogue

The first aspect of non-directive support supervision that was examined was dialogue and it was measured as headteachers freely sharing ideas on how to be more effective in their teaching roles. The results are summarised in Table 4.31 on page 113.

Table 4. 31 Frequencies, Percentages and Means for Dialogue

Dialogue	F/%	SD	D	U	A	SA	Mean
HT communicates with teachers for	F	19	87	90	102	54	3.2
mutual betterment	%	5.4	24.7	25.6	29.0	15.3	
HT considers opinions of teachers	F	13	93	93	99	54	3.3
worthy of consideration	%	3.7	26.4	26.4	28.1	15.3	
HT tries to establish that teachers are	F	16	73	109	95	59	3.3
correctly understood	%	4.5	20.7	31.0	27.0	16.8	
HT shares common ground of	F	32	88	86	103	43	3.1
communication with teachers	%	9.1	25.0	24.4	29.3	12.3	
My headteacher invites teachers to	F	20	96	83	113	40	3.2
freely communicate their opinions	%	5.7	27.3	23.6	32.1	11.4	
HT is empathic in understanding	F	62	107	71	79	33	2.8
teachers' feelings	%	17.6	30.4	20.2	22.4	9.4	
HT is not authoritative in	F	68	109	55	76	44	2.8
communicating with teachers	%	19.3	31.0	15.6	21.6	12.5	
HT pays attention to what teachers	F	37	91	65	99	60	3.2
say	%	10.5	25.9	18.5	28.1	17.0	
HT recognizes the unique value of	F	12	87	70	131	52	3.4
teacher's opinions	%	3.4	24.7	19.9	37.2	14.8	
HT accommodates teachers'	F	17	94	65	119	57	3.3
feedback	%	4.8	26.7	18.5	33.8	16.2	
Overall mean							3.2

Key: 1=Strongly Disagree (SD), 2=Disagree (D), 3= Not Sure (NS), 4= Agree (A), 5=Strongly Agree (SA)

Mean response=>3.5 they agreed and Mean response <3.4 implies respondents disagreed

As far as dialogue is concerned, the results in Table 4.31 show that respondents generally did not agree (*mean =3.2*) that it happened in their school. They disagreed that HT communicates with teachers for mutual betterment (*mean=3.2*) he is empathic in understanding teachers' feelings (*mean =2.8*) and not authoritative in communicating with teachers (*mean =2.8*). They also disagreed that the headteacher pays attention to what teachers say to accommodate their feedback (*mean =3.3*). The findings reveal that generally, supervisors had little dialogue with teachers about their work roles.

The researcher also examined the general rating of respondents on dialogue received by teachers. The average index for the ten items that measured the variable is summarised in Table 4.32.

Table 4. 32 Summary Statistics on Dialogue

Descriptive	Statistic	Standard error
Mean	3.14	.04
Median	3.00	
Std. Deviation	.81	
Variance	.66	
Skewness	.33	.13
Kurtosis	-.57	.26
Range	3.60	
Minimum	1.40	

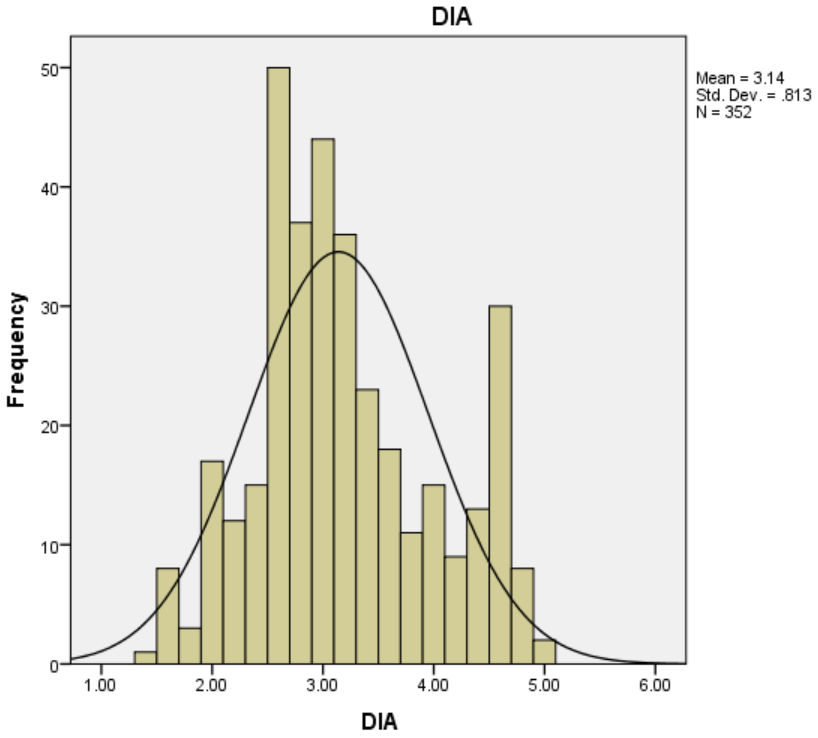
Cont'd

Maximum	5.00

The results in Table 4.32 show that the mean = 3.14 was close to the median = 3.0, indicating normality in the responses. The positive skew (skew = .33), further confirmed the normality of the data. The mean being close to 3.0 implied that generally the teachers only received average dialogue, given that on the scale that was used, three represented not sure. The standard deviation = .81 being close to one implied limited dispersion in the responses.

The distribution of data on dialogue received by teachers was examined using a histogram. The findings are shown in Figure 4.15.

Figure 4. 15 Histogram for Dialogue (DIA)



The curve in Figure 4.15 also confirms that data on dialogue was normally distributed and appropriate results could be obtained when data is subjected to linear correlation and regression.

4.5.2 Reflective Supervision

The second aspect of non-directive support supervision that was examined was reflective supervision and it *was* measured as headteachers offering practical suggestions to teachers on how to work better and allowing teachers to ponder on the efficacy of suggestions. The results are summarised in Table 4.33 on page 116.

Table 4. 33 Frequencies, Percentages and Means for reflective Supervision

Reflective Supervision	F/%	SD	D	U	A	SA	Mean
HT gives me the opportunity to learn	F	13	142	70	112	15	2.9
how to carry out my activities	%	3.7	40.3	19.9	31.8	4.3	
HT encourages me to reflect on the	F	39	170	59	58	26	2.6
way I carry out my work	%	11.1	48.3	16.8	16.5	7.4	
HT pays close attention to the	F	45	177	47	63	20	2.5
process of supervision	%	12.8	50.3	13.4	17.9	5.7	
HT does not emphasise authority	F	5	156	95	66	30	2.9
when guiding me on what to do	%	1.4	44.3	27.8	18.8	8.5	
HT helps me to learn by delegating	F	9	181	94	47	21	2.7
me different responsibilities	%	2.6	51.4	26.7	13.4	6.0	
HT pays attention to my unspoken	F	52	176	47	47	30	2.5
feelings and anxieties at work	%	14.8	50.0	13.4	13.4	8.5	
HT facilitates me in interesting and	F	-	120	149	53	30	2.9
informative discussions	%	-	34.1	42.3	15.1	8.5	
HT I have learnt a great deal from	F	14	133	53	126	26	3.0
observing my headteacher carry out	%	4.0	37.8	15.1	35.8	7.4	
supervision							

Overall mean	2.7

Key: 1=Strongly Disagree (SD), 2=Disagree (D), 3= Not Sure (NS), 4= Agree (A), 5=Strongly Agree (SA)

Mean response=>3.5 they agreed and Mean response <3.4 implies respondents disagreed

In connection to reflective supervision, the results in Table 4.33 show that teachers intimated that it rarely (*mean =2.7*) occurred in their schools. They revealed that the headteacher did not pay close attention to the process of supervision (*mean=2.5*), to teachers' unspoken feelings and anxieties at work (*mean =2.5*) or encouraged teachers to reflect on the way they carry out their work (mean *=2.6*). This means that generally, school-based supervisors did not give teachers support to think of more effective ways of doing their work.

The researcher also examined the general rating of respondents on reflective supervision received by teachers. The average index for the variable is summarised in Table 4.34 on page 117.

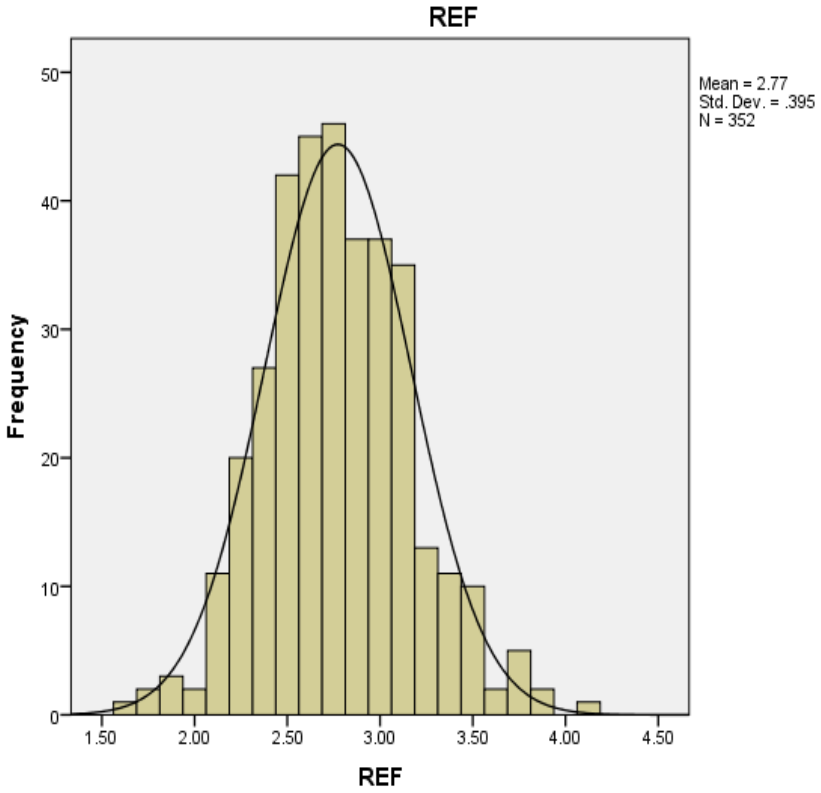
Table 4. 34 Summary Statistics on Reflective Supervision

Descriptive	Statistic	Standard error
Mean	2.77	.02
Median	2.75	
Std. Deviation	.39	
Variance	.15	
Skewness	.25	.13
Kurtosis	.34	.26
Range	2.5	
Minimum	1.63	
Maximum	4.13	

The results in Table 4.34 show that the mean = 2.77 was close to the median = 2.75, indicating normality in the responses. The positive skew (skew = .25), further confirmed the normality of the data. The mean being close to 3.0 implied that generally the teachers only received average reflective supervision given that on the scale that was used, three represented not sure. The standard deviation = .39 being close to one implied limited dispersion in the responses.

The distribution of data on Reflective supervision received by teachers was examined using a histogram. The findings are shown in Figure 4.16 on page 118.

Figure 4. 16 Histogram for Reflective supervision (REF)



The curve in Figure 4.16 also confirms that data on reflective supervision received by teachers was normally distributed and appropriate results could be obtained when data is subjected to linear correlation and regression.

4.5.3 Mentoring

The third aspect of non-directive support supervision that was examined was mentoring and it was measured as headteachers offering practical on-job training and guidance to teachers on how to work better. The results are summarised in Table 4.34 on page 119.

Table 4. 35 Frequencies, Percentages and Means for Mentoring

Mentoring	F/%	SD	D	U	A	SA	Mean
takes a personal interest in my career	F	21	168	110	39	14	2.6
	%	6.0	47.7	31.3	11.1	4.0	
helps me coordinate my professional	F	27	181	66	61	17	2.6
goals	%	7.7	51.4	18.8	17.6	4.8	
devotes special time to my career	F	30	150	78	79	15	2.7
	%	8.5	42.6	22.2	22.4	4.3	
gives special consideration to my	F	48	205	24	63	11	2.4
career	%	13.9	52.8	6.8	17.9	3.1	
I share personal problems with my	F	53	193	38	60	8	2.4
headteacher	%	15.1	54.8	10.8	17.0	2.3	
I confide in my headteacher	F	40	179	57	64	12	2.5
	%	11.4	50.9	16.2	18.2	3.4	
I consider my headteacher to be a	F	34	158	83	62	15	2.6
friend	%	9.7	44.9	23.6	17.6	4.3	
I try to model my behaviour after my	F	20	166	48	93	25	2.8
headteacher	%	5.7	47.2	13.6	26.4	7.1	
I admire my headteacher's ability to	F	25	151	81	76	19	2.8

Cont'd							
motivate others	%	7.1	42.9	23.0	21.6	5.3	
I respect my headteacher's ability to	F	29	190	46	69	18	2.6
teach others	%	8.2	54.0	13.1	19.6	5.1	
Overall mean							2.6

Key: 1=Strongly Disagree (SD), 2=Disagree (D), 3= Not Sure (NS), 4= Agree (A), 5=Strongly Agree (SA)

Mean response=>3.5 they agreed and Mean response <3.4 implies respondents disagreed

In connection to mentoring, the results in Table 4.35 show that respondents were not sure (mean *=2.6)* whether they received training and guidance from their supervisors on how to become better workers. They disagreed that the headteacher gives special consideration to their career (mean *=2.4*), teachers can share their personal problems with them (mean *=2.4*) or can respect their headteacher's ability to teach others (*mean =2.4*). This means that there was very limited mentoring given to teachers by their supervisors.

The researcher also examined the general rating of respondents on mentoring received by teachers. The average index for the variable is summarised in Table 4.36.

Table 4. 36 Summary Statistics on Mentoring

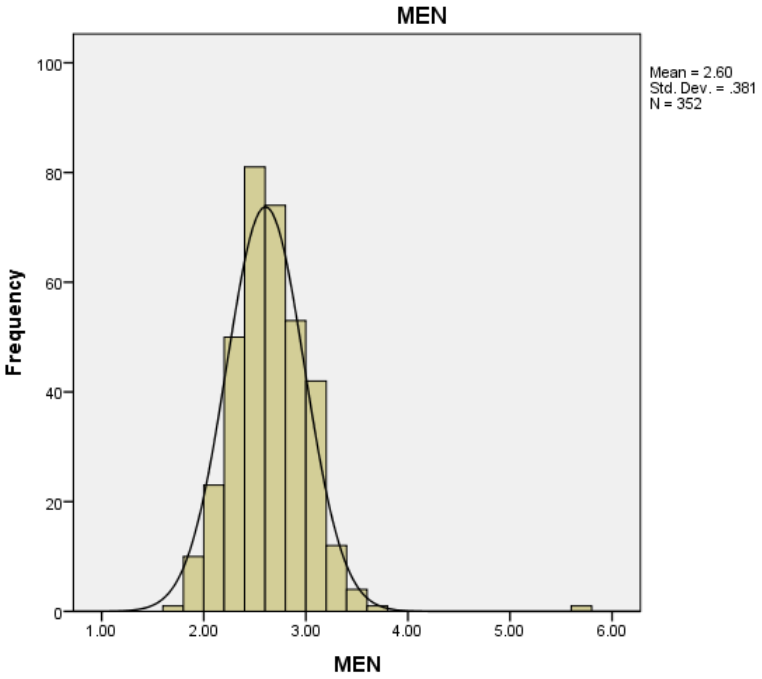
Descriptive	Statistic	Standard error
Mean	2.60	.02
Median	2.60	
Std. Deviation	.38	
Variance	.145	
Skewness	1.39	.13
Cont'd		
Kurtosis	9.96	.26

Range	3.90
Minimum	1.70
Maximum	5.60

The results in Table 4.36 show that the mean = 2.60 was the same as the median = 2.60 indicating normality in the responses. The positive skew (skew = 1.39), further confirmed the normality of the data. The mean of close to three implied that generally the teachers only received average mentoring given that on the scale that was used, three represented not sure. The standard deviation = .38 being close to one implied limited dispersion in the responses.

The distribution of data on Mentoring received by teachers was examined using a histogram. The findings are shown in Figure 4.17 on page 121.

Figure 4. 17 Histogram for Mentoring (MEN)



The curve in Figure 4.17 also confirms that data on mentoring received by teachers was normally distributed and appropriate results could be obtained when data is subjected to linear correlation and regression.

The researcher also examined the general rating of respondents on non-directive supervision received by teachers. The average index for the variable is summarised in Table 4.37.

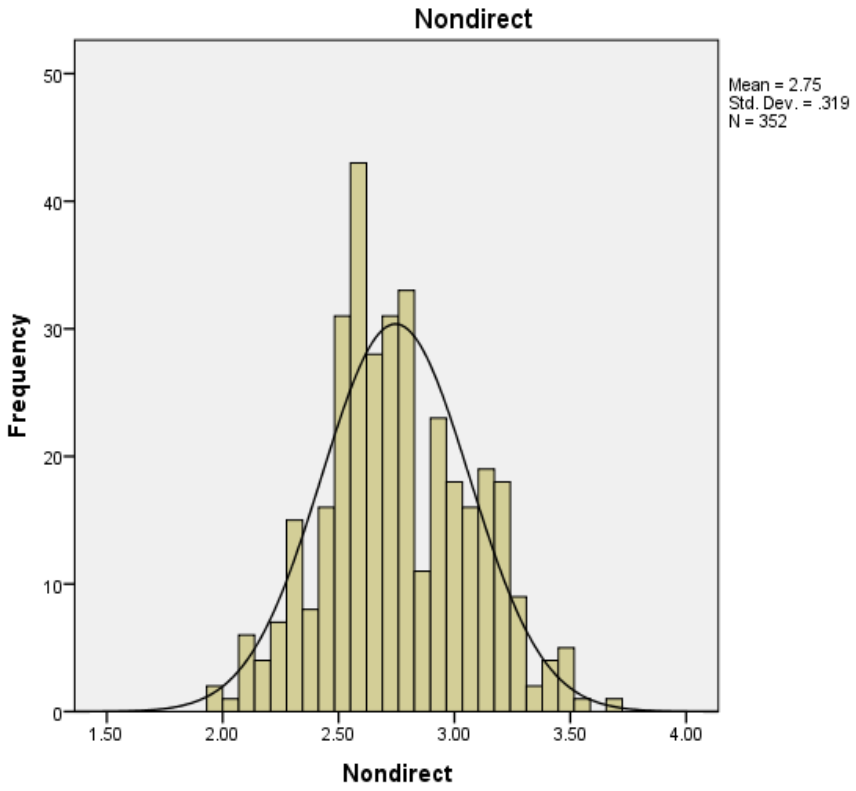
Table 4. 37 Summary Statistics on Non-Directive Support Supervision

Descriptive	Statistic	Standard error
Mean	2.74	.01
Median	2.68	
Std. Deviation	.31	
Variance	.10	
Skewness	.24	.13
Kurtosis	-.31	.26
Range	1.76	
Minimum	1.97	
Maximum	3.72	

The results in Table 4.37 show that the mean = 2.74 was the same as the median = 2.68 indicating normality in the responses. The positive skew (skew = .24), further confirmed the normality of the data. The mean being close to 3.0 implied that generally the teachers only received average non-directive support supervision given that on the scale that was used, three represented not sure. The standard deviation = .32 being close to one implied limited dispersion in the responses.

The distribution of data on Non-directive supervision received by teachers was examined using a histogram. The findings are shown in Figure 4.18.

Figure 4. 18 Histogram for Non-Directive Supervision



The curve in Figure 4.18 shows s that data on non-directive supervision was normally distributed and appropriate results could be obtained when data is subjected to linear correlation and regression.

The key informants also provided their views on the status of non-directive supervision. With regard to mentoring, their responses confirmed those of teachers that teacher mentoring is less frequent and sometimes officers who have little experience in teaching are used. The majority of the HTs interviewed said that they check teachers' schemes and lesson plans once at the beginning of the school term. One headteacher was more specific and mentioned the number of times they generally supervise teachers. He said, "*We supervise our teachers twice in a term, at the beginning and end of term, this the only time we get to do so*" (KI-HTre1). Some HTs

indicated that they have a tight work schedule and do not even support supervision. Some HTs even felt this was the work of district officials. A long-serving headteacher intimated that "*in my area, support supervision is done once in a term by district officials such as DIS, DEO and Associate Assessors. This state of irregular support supervision for teachers in our schools does not help both the teachers and administrators to perform their jobs as expected of them*." (KI-HTAm2).

Generally, support supervision in government-aided primary schools in Teso Sub-region does not focus on the key aspects of teachers' performance. The supervision is more monitoring and standards enforcement oriented and so does not target effectively the key tasks of good professional practice of; teaching preparation, lesson delivery, learner engagement and assessment. Teachers revealed that their leaders both at school and in the district do not look into their schemes and lesson notes to assess the challenges they may be facing in preparing for teaching. They also indicated that their lessons are rarely observed and they do not receive feedback on their quality of teaching. Hence supervision of the teaching and learning activities of teachers (key *resultant area*) is insufficiently done by the school authorities. This state of affairs could have predisposed teachers to employing unproductive pedagogical practices. The findings clearly show that supervision was done mainly as a formality to comply with the Ministry of Education policy rather than as a professional development practice to improve teaching and learning.

4.5.4 The Correlation between Non-Directive Supervision and Teacher Performance

The relationship between non-directive support supervision and teacher performance was examined using person correlation. The relationship between teacher performance and the three aspects of non-directive support supervision namely; dialogue, reflective supervision and mentoring was examined. The findings are summarised in Table 4.38.

Table 4. 38 Correlation of Non-Directive and Teacher Performance

	Work Performance of Teachers	Dialogue	Reflective	Mentoring
Work Performance of Teachers	1			
Dialogue	0.550**	1		
	0.000			
Reflective	0.416**	0.350**	1	
	0.000	0.000		
Mentoring	0.349**	0.299**	0.564**	1
	0.000	0.000	0.000	

Key: p<.01**, p<.05*

The results in Table 4.38 suggest that all non-directive support supervision aspects namely; Dialogue (r =0.550, p = 0.000 < 0.01), Reflective supervision (r =0.416, p = 0.000 < 0.01) and Mentoring (r =0.349, p = 0.000 < 0.01) had a positive and significant relationship with the work performance of teachers.

4.5.5 Regression of Non-Directive Support Supervision on Teacher Performance

To ascertain whether the aspects of nondirective support supervision influenced the performance of teachers, regression analysis was carried out. The findings are summarised in Table 4.39 on page 125.

Table 4. 39 Regression of Teacher Performance on Non-Directive Supervision

Non-Directive Supervision	Standardised Coefficients Beta	Significance p
Dialogue	0.449	0.000
Reflective	0.202	0.000
Mentoring	0.101	0.054
$R^2 = 0.087$		
Adjusted $R^2 = 0.079$		
F = 11.003, p = 0.000		

a. Dependent Variable: Work Performance of Teachers

The results in Table 4.39 show that dialogue, reflective supervision and mentoring explained 7.9 % of the variation in the performance of teachers (adjusted R2 = .079). This means that 92.1% of the variation in the work performance of teachers was accounted for by other factors not considered under this model. Both Dialogue (β =0.449, p = 0.000< 0.05) and Reflective supervision (β =0.202, p = 0.000 <0.05) had a positive and significant influence on the performance of teachers. Mentoring (β =0.101, p = 0.054> 0.05) had a positive and insignificant influence on the work performance of teachers.

Hence, all the three aspects of non-directive support supervision; dialogue, reflective supervision with hypothesis that there is a positive significant statistical relationship between non directive support supervision and teacher performance and improved teacher performance by 7.9% was retained.

4.5.6 Support Supervision and Teacher Performance

Finally, the researcher analysed the relationship between the three aspects of support supervision; democratic, directive and non-directive support supervision on the performance of teachers. The findings are shown in Table 4.40 on page 126.

Table 4. 40 Correlation of Support Supervision and Teacher Performance

	Work Performance of Teachers	Democratic Leadership	Directive Supervision	Non-Directive Supervision
Work Performance of Teachers	1			
Democratic Leadership	0.392** 0.000	1		
Directive Supervision	0.294** 0.000	0.448** 0.000	1	
Non-Directive Supervision	0.581** 0.000	0.324** 0.000	-0.108* 0.043	1

The results in Table 4.40 show that all the three aspects of support supervision; Democratic (r =0.392, p = 0.000 < 0.01), directive (r =0.294, p = 0.000 < 0.01) and non-directive (r =0.581, p = 0.000 < 0.01) had a positive and significant relationship with the work performance of teachers.

To ascertain whether the aspects of support supervision influenced the performance of teachers, regression analysis was carried out. The findings are summarisd in table 4.41.

Table 4. 41 Regression of Teacher Performance on Support Supervision

Support Supervision	Standardized Coefficients Beta	Significance p
Democratic Leadership	0.339	0.000
Directive Supervision	0.045	0.353

Non-Directive Supervision	0.603	0.000

$R^2 = 0.468$

Adjusted $R^2 = 0.463$

F = 101.878, p = 0.000

a. Dependent Variable: Work Performance of Teachers

The results in Table 4.41 show that democratic, directive and non-directive support supervision explained 46.3% of the variation in the performance of teachers (adjusted R2 = .463). This means that 53.7% of the variation in the work performance of teachers was accounted for by other factors not considered under this model. Both Democratic supervision (β =0.339, p = 0.000< 0.05) and Non-Directive Supervision (β =0.603, p = 0.000 <0.05) had a positive and significant influence on the performance of teachers. Directive Supervision (β =0.045, p = 0.353> 0.05) had a positive and insignificant influence on the work performance of teachers.

The key informants gave challenges that were being faced by support supervision in the Teso Sub-region primary schools. For example, a headteacher who has served as head of various schools in Amuria, informant KI-HTAm1, intimated that,

> *'I am unable to discipline teachers who are drunkards, come late and are regularly absent themselves because they have godfathers at the district local government. The DEO is also not able to give us support. My role in the lesson reviewing teachers' lesson preparation and instructional plans has been made very difficult.'*

Another headteacher in Amuria, Informant KI-HTAm2, elaborated that,

> *'Politicians interfere with our work, especially in the transfer of teachers, because they want to please the voters hence making it very difficult to*

accomplish our responsibilities. We are not able to check frequently on how our teachers are organizing content.'

The HTs also complained that they give suggestions on how supervision can be made more effective but they are not implemented.

Informant KI-HTAm2 intimated that *the suggestions of HTs on enhancing support supervision are not usually taken seriously by the MoES. Also, teachers usually feel overworked due to the large student numbers they need to assess and have little recreation to alleviate the pressures. So, it is up to individual teachers to work on improving their performance.* Hence, the headteachers placed the low performance of support supervision in primary schools to political interference that robbed them of their authority to enforce support supervision. They intimated that the interference from the local government politicians prevented them from strongly enforcing change and disciplining teachers.

On the other hand, the CCTs placed the blame on teachers having very low motivation to change from old to more effective teaching practices and education managers in the district not listening to their suggestions.

An experienced CCT, informant KI-CTs said that *most teachers in my area do not have lunch and reference materials, so they feel neglected and thus have low motivation to do any professional development. we usually have many of our teachers needing comfort to cope with poor work relationships and health problems.*

Another CCT, Informant KI-CTAm complained, "*In most cases, the recommendations we make as CCTs are not implemented by the districts or MoES and this lack of responses from our educational officials demotivates us from continuing to send reports to them*". They are in most cases unwilling to be helped. The CCTs also complained of the officials at the district not listening to their suggestions for improving the performance of support supervision.

On the other hand, DEOs and DISs indicated that the challenge was inadequate facilitation and

staff to do a good job of support supervision. For example, informant KI- DS4 who is a district inspector intimated that "*The district takes a long time to provide funds for supervision. This makes works difficult to work without money. Even when the funds are released its inadequate to cover needs such as fuel among others.*"

The informant KI-DE4 added, "*As education department, we only have two motorcycles and when one breaks it is difficult to move to hard to reach areas and this makes schools in those areas not to be supervised. This state of affair affects teacher performance in those areas of the districts to the extent that no serious teaching and learning goes on in those hard to reach areas."* The DEOs and DISs also complained of having thin staff to carry out support supervision. Informant KI- DS4 revealed, *"We have only one DEO, two DIS to serve the so many schools in the district, they just can't cope".*

The key informants also indicated that sometimes the district programmes compete with the central government programmes and they are torn apart. They added that they place more emphasis on central government programs which may not even be targeting teacher performance. Hence the resources such as transport to run daily activities and movement within schools are scanty making it very difficult to visit schools several times. The funds are released late, delaying the supervision work amidst limited manpower.

The key informants gave practical suggestions on what is needed to improve the contribution of support supervision to the performance of teachers in Uganda. Informant KI-HTS1 along with serving headteacher explained that "*Parents should be given simple roles in supervising the activity of schools and teachers*." HTs also wanted community workshops by the district and MoES to train parents on their role in support supervision. An HT from Amuria district advised, "*Parents can be equipped with knowledge and skills of ensuring that teachers teach their children well*".

Another HT, informant KI-HTAm2 *added that, We need training in how to do*

effective supervision since some of our technique has become obsolete. All school administration staff (headteacher, deputies, HODs, DOS) should have the competence to be fully engaged and committed to Solidifying teachers' success."

Informant KI-HTbu2 added that,

"The MoES should give us more authority to discipline; even using the suspension of teachers who fail to implement the suggested changes. Headteachers should be encouraged to have to take a leading role by first being friendly to teachers so that they don't feel like they are policing them."

Hence, HTs wanted the roles of different stakeholders to be clarified and given autonomy and support to do their work. HTs advised that parents who are the major stakeholders in the education of children should be empowered to participate. But the HTs felt less able to do effective supervision and had limited confidence to perform this role.

The CCTs advised that the Ministry of Education should come down on the ground, monitor several supervisions, and supervise with some HTs, DEOs and DIS so that they get a feel of the challenges facing support supervision. Informant KI-CT Am added, "*Regular involvement of MoES officials in support supervision would improve the importance of the activity as far as helping the teachers to carry their out their work effectively is concerned. The teachers can be motivated because they would know what the ministry has foundout about their performance when feedback is given to them* ".

This would give more authority to HTs and DHTs in doing this work and ensure that the teaching and learning in primary schools are effectively supervised.

The DEOs and DISs advised that the government needs to provide the districts with more motorcycles to ease transport in difficult-to-reach areas. Informant KI- DS4intimated that,

"Schools in hard-to-reach areas do what they want because they do not

> *anticipate visits from MoES and district officials. Schools need to have internal initiatives once a very term to help junior teachers maintain a positive attitude and energy."*

The DEOs also advised that they needed to train more associate assessors to act as a backup to handle the supervision of the schools more regularly. Informant KI-DE4 suggested that,

> *"We need to have a joint workshop at a sub-county status where schools come together and discuss issues affecting their performance and get solutions. Experienced staff should also be brought on board to provide strategies junior teachers can use to have work-life roles balanced to ensure the high status of engagement in work at a quality standard."*

The key informants further suggested that teachers and parents should be sensitized to the importance of support supervision in the teaching and learning of pupils, so that they give wholehearted support to this activity. The DEOs and DISs further advised that the government and districts should improve on the allocation of funds to cover all the schools in a given term. They also said that stakeholders should equally be sensitized like PTA, SMC and politicians to provide immediate feedback when they participate in supervision instead of just looking at the monetary benefits.

It is concluded that the performance of teachers in government-aided primary schools in the Teso Sub-region is dependent on the status of support supervision they receive, other factors notwithstanding. Support supervision is a crucial factor in enhancing teachers' performance. Supervisors encouraging, teachers to work as a team and with their departments, keen supervision and mentoring of the development of teachers' schemes of work and lesson plans preparation to ensure relatedness to the national curriculum and syllabus coverage, and teachers to adhere to modern and professional teaching standards.

4.6 Summary

This chapter presents the status of support supervision in the Teso sub-region. The district leaders assert that they do supervision and it has improved teachers' preparation, competence amongst school managers and has involved parents. Headteachers believe that teachers are now able to perform well in aspects such as lesson preparation, learners' assessment and professional conduct. However, teachers believe that they have not put enough effort to improve learning despite the little support offered by various leaders. The results also showed that democratic support supervision increased teacher performance greatly while directive supervision which seemed to be more commonly practised in government-aided primary schools, did not contribute to teacher performance, hence it is not an appropriate method. Non-directive supervision was found to be a more effective and appropriate method of teacher support supervision.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a discussion, conclusions and recommendations of the study, which examined the relationship between support supervision and teacher performance in government-aided primary schools in the Teso Sub-region in Uganda. The study analysed the relationship between democratic support supervision, directive support supervision and non-directive support supervision and teacher performance. The chapter gives a detailed discussion of results based on the study objectives and hypotheses first, followed by a conclusion and recommendations. The implications and contribution of the study are also given.

5.1. Discussion

5.1.1. The work performance of teachers in Government-Aided Primary Schools in Teso Sub-region

The dependent variable of this study was teacher performance in government-aided primary schools. The findings revealed that teachers endeavored to perform their teaching roles concerning the professional expectations, though they felt inadequate and thus their work performance was average. While teachers endeavored to prepare for teaching, conduct engaging lessons, and manage learners well, they also strived to, assess and evaluate learners and also participate in extramural tasks, it was done perfunctorily. The findings revealed that teachers had little time to always prepare for their teaching. They further intimated that they did not find time to organise their classroom to encourage a positive learning environment by creating learning resources and displays that make learning interesting. On lesson delivery, it was discovered that the teachers rarely delivered engaging lessons. These findings conflict with

Malunda et al. (2016) who had said that teacher performance in Uganda is teaching to standards, meaning a teacher effectively doing his/her teaching roles as set out by the administrators of education. The teachers were not even able to meet the expectations of the teacher profile of Uganda, which according to Kagoda et al, (2013) infers teaching performance as effective teaching preparation and lesson delivery.

It was also found that the teachers had the challenge to track individual children's learning progress. The headteachers informed that most of the teachers did very little Planning to manage extra curricula events and projects to broaden student development and help pupils to learn how to become lifelong learners. The site-based supervisors and the headteachers further intimated that the teachers have difficulty in catering for the needs of the whole ability range of pupils within the class by using a variety of creative and interactive teaching methods to increase comprehension and critical thinking. Therefore, the teachers lacked what Le Maistre and Paré (2016) called Merit performance, which is a teacher measuring up on some scale of desirable characteristics. The teachers agreed to have challenges and lack of motivation to keep up to date with changes and developments in the structure of the curriculum and provide necessary feedback, encouragement and support to improve student achievement. They also did very little guidance and counseling to help pupils to set personal goals to guide their learning. This means that as indicated by Cross and Ndofirepi (2015) given that the teachers in government-aided primary schools in Teso Sub-region did not exhibit motivating behaviour in the classroom or even take advantage of opportunities to continue professional development, their performance was not up to standard.

There were strong indications that the teachers in government-aided primary schools in Teso Sub-region did not have positive and stimulating work experiences and so were not motivated to put forth optimum effort to get the job done. In line with Stronge, et al (2011), the teachers did not engage in the job and or go beyond what is necessary to facilitate professionally relevant

outcomes. Therefore, the teachers in government-aided primary schools in Teso Sub-region, not being cognitively, emotionally, and behaviourally connected to their teaching roles shown by limited willingness to invest time, physical, and mental energy into their key job tasks was inadequate performance.

5.1.2. Democratic Support Supervision and Teacher Performance in Government-Aided Primary Schools in the Teso Sub-Region

The first objective of the study was to find out the relationship between democratic support supervision, and teacher performance in government-aided primary schools in Teso Sub-Region. The researcher hypothesized that democratic support supervision was positively related to teacher performance. The findings showed that all democratic support supervision aspects namely; supportive supervision, participative supervision and teamwork promotion had a positive and significant relationship with the work performance of teachers and it contributed to about 16.1 % of the variation in the performance of teachers. Therefore, the first study hypothesis was retained that, there is a significant statistical relationship between democratic support supervision and Teacher Performance in Government Aided Primary Schools in Teso Sub Region. This was partly due to the teamwork that existed between the teachers and their heads of departments. This was evidenced by the majority of respondents asserting that they make departmental schemes, and jointly make lesson plans and instructional materials. In fact, among the three aspects of democratic support supervision that were examined, it was only teamwork promotion that had a positive and significant influence on the performance of teachers.

It was also revealed that the support rendered to the teacher during the planning stage of the lesson helps him/her improve on the scheming skills in relation to the curriculum interpretation and the specific content to be taught. According to Mizzi (2013), through support supervision, they can transform the curriculum content into pedagogical content

knowledge appropriate for effective instruction through the formulation of schemes of work that guide the effective teaching and learning process. Olorode and Adeyemo (2012) advise that well-planned and supervised schemes of work make the teaching easier in terms of delivery since suitable activities, analogies and demonstrations can be agreed upon to cater for the different cognitive abilities of learners. The actual planning process according to Wilson (2016) is complex because it demands the teacher to become familiar with and make decisions over a range of various curriculum resources, content and practices before lesson implementation can take place.

It was, however, discovered that there was limited joint development and agreement upon the course of action between the supervisor and the supervisee. This role was not even well done by resident supervisors such as the head of the department, headteacher, or any other resource person. This finding agreed with Osae-Apenteng (2012) who said that supervisors were mandated to develop programmes of instructional supervision and also provide opportunities for departmental members to improve their instructional process. Since the HODs are squarely responsible for coordinating curriculum implementation in schools and ensuring performance in the teaching and learning process (Manaseh, 2016), they play pivotal roles in ensuring that teachers within the department are supported professionally at school so that learning outcomes are improved.

Resident administrators in a primary school such as the headteacher, deputies and the heads of departments were not seen to use their senior staff roles to give the needed support supervision. Waswas and Jwaifell (2019) suggest that the principal and the senior staff have a mandate to generate policies for their staff development and also create an inviting school atmosphere that enhances trust amongst teachers and administrators so that ownership of the programmes by teachers is exercised. According to Zepeda and Mayers (2014), the core of their effective role is the provision of best care to supervisees and communicate clearly and

regularly with the teachers otherwise frustration and disappointment for both parties will arise. The provision of excellent support supervision services also requires experienced and knowledgeable administrators whose trust should be influential in the teacher's classroom practices. Research according to Murphy and Torff (2012) also suggests that principals need to be confident in their abilities as supervisors if they are to foster the effective classroom performance of their teachers.

In Teso Sub-region primary schools, it was manifested that school leadership was rarely involved in attending to the teachers' challenges. Yet Sule et al (2015) advise that instructional leadership in schools is effective when the senior teachers and administrators monitor teachers by formally and informally visiting their classrooms while collecting information about their performance and then meeting to discuss with them and align identified teacher needs towards their professional development (Awiti & Raburu, 2013). Hence for this collaborative approach to take course, it is prudent for the duo to embrace teamwork and ensure that shared values in an organization result in collaboration, collegiality and interaction.

In Uganda, the school management committee (SMC) is composed of an executive committee duly elected by the parents to coordinate and monitor the activities and welfare of teachers in the school. The Board of Governors (BOG) has an ownership hand of the school they are leading and is responsible for effective governance, discipline and welfare of teachers and students (Education Act, 2008) together with the appropriate implementation of the policies by the ministry in the school. According to Mutinda (2015), the members of the BOG are mandated to follow the implementation of the curriculum and ensure adequate provision of physical and material resources to the teachers for effective implementation of the curriculum. The SMC has the mandate to oversee the overall administration of the primary school at local status including the development and improvement of projects

(Namukasa & Buye, 2007). Therefore, both the SMC and the BOG have a duty to offer expert support to the management of the school including providing professional and technical advice to the teachers so that their classroom practices improve.

Teachers were seldom empowered to perform their duties and neither did they have interactions with the school management committee on matters pertaining to teachers' challenges in executing their duties diligently. This could have had adverse effects on the teacher's self-esteem which directly retards morale in performing well. Supervisors in the Teso Sub-region need to place importance on goal setting before supervision. As shown by Hoojqan et al (2015), the one–to–one goal discussion with the supervisor helps the teachers understand their professional demands. Supervisors should be able to jointly set goals with the teachers so that teachers are made aware of what is expected of them to perform highly. Supervision should therefore be based on set goals for effective evaluation of performance. This agrees also with the path goals theory which emphasizes a specifically defined role for every individual within a social system with specific expectations which influence the way an individual behaves and performs within the system. School administration and management must clearly define roles and expectations for individual teachers and play their supervisory role to enhance teacher performance.

5.2.4. Directive Support Supervision and Teacher Performance in Government-Aided Primary Schools in the Teso Sub-region

The second objective of the study was to investigate the relationship between the directive support supervision approach and teacher performance in government-aided primary schools in Teso Sub-Region. The researcher hypothesized that there is a significant statistical relationship between directive support supervision and teacher performance in Government aided primary schools in Teso SubRegion. The findings revealed that all the directive support supervision aspects that were examined; Structured, Task-oriented and Prescriptive

Supervision was positively related to the work performance of teachers and contributed about 7.9 % to the performance of teachers. So, the second study hypothesis which said directive support supervision positively affected teacher performance was retained.

Therefore, supervisors in Teso Sub-region were intent on identifying the performance problems of teachers and proposing solutions to them. In consonant with Phillips et al (2014), this type of supervisor was more common because it is easier to use and, when teachers are given directives by their supervisors or superiors to improve their performance, they are more inclined to listen sometimes because of fear.

But as indicated by Ekpoh (2018) its contribution to teacher performance was not significant because while teachers listen, they do not implement. This is likely to be resulting in teachers not being motivated to implement the given suggestions.

Hence the directive support supervision approach was still suitable for teachers in Teso- Sub-region. Even when they had sufficient experience as primary school teachers. The demographic results showed that the majority of teachers had taught for 10 years and above, but still needed reminders on how they are supposed to do things so that they feel more adequate. This finding agrees with Sule et al (2015) who say that this approach is more useful when mentoring teachers who are new to certain ideologies such as new examiners of a subject so that they get acquainted with the norms of the exercise. Segoni (2017) also adds that such an approach can be employed by the supervisor when dealing with novice teachers, teachers with formal plans of improvement and teachers in need of using the new instructional strategies regardless of their experience where the supervisor directs or shares information with the teachers.

However, it should be noted that task-oriented supervision was more effective than the other two aspects, structured and prescriptive supervision. Therefore, supervisors doing problem identification and giving problem solutions with the involvement of teachers can be an

appropriate method of enhancing the performance of teachers even when teachers have been in service for a long. However, caution should be taken in using this approach with long-serving teachers. As indicated by Hoojqan et al (2015) using this approach on more experienced teachers may indicate to them that you perceive them as being struggling teachers with no or little experience in teaching. This negative frame of mind may prevent the supervisee from seeing the need to improve and instead be more defensive.

5.1.4 Non-Directive Support Supervision Approach and Teacher Performance in Government-Aided Primary Schools in the Teso Sub-Region

The third objective of the study was to establish the relationship between the non-directive support supervision approach and teacher performance in government-aided primary schools in Teso Sub-region. The researcher hypothesised there is significant statistical relationship between non directive support supervision and teacher performance in Government Aided Primary Schools in Teso Sub Region. The findings showed all three aspects of non-directive supervision, dialogue, reflective supervision and mentoring had a positive and significant relationship with the work performance of teachers and they improved teacher performance by about 7.9%. The third study hypothesis that the non-directive support supervision approach was positively related to teacher performance in government-aided primary schools in Teso Sub-Region was retained.

This contribution resulted from the dialogue and reflective supervision that were provided by experienced colleagues, orientation on the culture of the school and identification of individual points of improvement. This means that active facilitation by the supervisor of the teachers' perceptions of instructional concerns and probing the teacher about the likely consequences enhances the performance of teachers.

When coming up with the course of action, they own it and feel responsible for implementing something they have suggested. This approach was more helpful to teachers who have

mastered their content and are well trained to guide learners to develop knowledge through their own experiences, which was the case in the study sample.

In line with the above, when teachers receive non-directive supervision, they perceive it as facilitation by the supervisor to manage some of their instructional concerns. This finding agrees with Strieker et al. (2016) who said that non-directive supervision gives constructive feedback to the teachers, especially novices, on their strengths and weaknesses and they are more receptive and do improve their pedagogical approaches. Therefore, positive feedback is treasured by teachers, since their classroom practices require adequate guidance. Segoni (2017) advises that non-directive supervision is very effective because it provides mentoring which results in career and human resource development. In relation to path-goal motivational theory to leadership, teacher mentoring programs provide novice teachers with a strong start to their careers while experienced classroom teachers serving as mentors receive recognition and incentives (Kalule & Bouchamma, 2013).

However, headteachers did not have the time to regularly supervise teaching due to the heavy workload. These findings confirm that an overwhelming workload affects headteachers' supervision in all school contexts, hence the need to relax headteachers' workload to allow time for instructional supervision which is crucial in enhancing teacher performance in schools.

This implies that leaders of teachers in the Teso Sub-region have the responsibility of helping the teachers improve their practices and holding them accountable for meeting their commitments to teaching and learning (Gomendio, 2017). Coaching and mentoring through non-directive supervision should be used as it provides support and training to the teachers both in and out of the classroom, aids colleagues in expanding their knowledge and skills and also encourages colleagues to reflect and adapt their practices when necessary (Darling-Hammond et al., 2020), hence improved teacher performance. It is therefore important for the

school administration and management to intensify supervision of actual teaching to improve teacher performance in the schools which will result in better learners' achievements desired by the Teso Sub-region.

The three supervision approaches combined, made a positive contribution to teacher performance and improved teacher performance by about 46.3%. This further confirms that supervision of actual teaching activities improves teacher performance in actual teaching. Therefore, when DEOs, DISs and headteachers devote time for classroom supervision and give feedback to teachers, they help them identify their weaknesses and improve their performance for the greater benefit of the learners. This is consistent with the argument by Sule et al. (2015) that if teachers are not well supervised, performance in instruction will be adversely affected and the instructional purposes will not be well realized. It further confirms findings by Segoni (2017), which revealed that interaction between teachers and instructional supervisors to a great extent influences teachers' classroom performance. Therefore, the lacking performance of teachers presented in the problem statement requires intensive supervision of teachers so that improvement in their performance will lead to improved overall school performance which stakeholders are concerned about in Teso Sub-region.

It was noted that inadequate facilitation, insufficient monitoring, and political interference may have negatively affected the overall contribution of the three forms of support supervision to the performance of teachers.

The above factors usually reduce collaboration, engagement and coordination among stakeholders. Inadequate facilitation and political interference were very evident in most of the schools that participated in the study. This prevents support supervision from highly impacting teachers' performance.

5.3. Conclusion

The discussion in section 5.2 led to the following conclusions on support supervision and the performance of teachers.

1. The performance of teachers in government-aided primary schools in the Teso Sub-region was average. But support supervision can enable teachers to be more cognitively, emotionally, and behaviourally connected to their teaching roles. The teachers can be encouraged to invest enough time and physical and mental energy into their key job tasks. Thus teachers can devote more time to preparing for their teaching and did not always organise their classroom to encourage a positive learning environment by creating learning resources and displays that make learning interesting.
2. Support supervision in Teso Sub-region has room to fully contribute to effective teacher performance. When support supervision is perceived as professional development practice rather than a ritual, a monitoring and standards enforcement activity of government, it will be done more effectively by stakeholders and teachers will take it seriously. Interchange of opinions about problems and generation of possible actions by both the supervisor and the teachers during supervision enables teachers to understand how to and the importance of effectively doing their key job tasks. Concerted joint development and agreement upon the course of action between the supervisor and the supervisee in most schools can lead to better work performance among teachers.

3. The persons entrusted with the responsibility of supervising teachers at the district status when more active can give adequate guidance and assistance to the teachers. The superior officer from MOES headquarters can ensure that effective supervision is done within the district. District officials need to supervise headteachers and headteachers

need to supervise their heads of departments too. CCTs are always empowered to do the work of supervision in designated areas but no follow-up is done to ensure that adherence to the policies is respected. Unqualified personnel sometimes get involved in offering supervision services to teachers in the schools (from the district management). The district leadership tries to involve the SMC and PTA executive in supporting the teachers though they are not technical in a majority of the aspects.

5.3. Recommendations

5.3.1 Improving the effectiveness of democratic supervision in enhancing teacher performance

School leaders and teachers need coaching in form of in-service training to acquire better approaches to conducting more collegial performance-enhancing supervision. This will make supervision more professional development rather than compliance minded. It will thus build provide positive work environment by building trust between the supervisor and supervisee, hence empowerment of a teacher builds up his/her capacity to perform his/her duties with little or no supervision.

District and site supervisors such as the SMC and BOG need training in providing performance enhancing supervision using appropriate democratic methods of supervision to achieve their cardinal roles in the management of schools. The MoES should ensure that democratic practices of supervision are implemented and each officer fulfils his/her role. This will ensure that collaborative support from both the school leaders and parent leaders is felt by the teacher while executing his/her duties both in class and outside class.

5.3.2 Improving the effectiveness of directive supervision in enhancing teacher performance

The persons mandated to carry out support supervision need to carry out more instructional supervision through engaging in both formal and informal visits to the schools. This facilitates

obtaining reliable information that can be based on while carrying out support to novice teachers. The outcome of such supervision is usually beneficial in checking on the teacher's weaknesses and self-awareness hence improving their performance.

Performance-focused directive supervision should be emphasized in government-aided primary schools in Teso Sub-region. In order to build intrinsic behaviors in teachers that are performance oriented, there should be a frequent and cordial interchange of opinions about teacher performance problems and a generation of possible actions by both the supervisors and the teachers. The supervisor should seek and listen to the teachers' perceptions of performance concerns and finally suggest a better course of action acceptable to the teachers. In this way, teachers will be more concerned with being professional rather than just doing what the administrators of education want.

To further provide an enabling job performance environment, the overall system of supervision should be changed from being compliance to standards-driven to professional development orientation. The ministry of education and sports needs to change policy guidelines, offer training to supervising officers and increase the budgetary allocations to district education offices to facilitate their duties. The government also needs to do regular monitoring of the status of support supervision rather than leaving this task to the DEOs. The supervision finances would help other people involved in monitoring and supporting teachers like the CCTs to do their work effectively.

To promote better collaboration and coordination of supervision, the department in charge of inspection at national status should derive ways of ensuring that supervisors in the district are also supervised. This will ensure that no wastage of resources is experienced and desk top reports made at both school and district status are checked and discouraged.

5.3.3 Improving the effectiveness of Non-directive supervision in enhancing teacher performance

Mentoring should be used as a key support supervision method. The school leadership from the outset should be involved in informing all staff about the nature and content of the mentoring program so that informed choices are made by the teachers voluntarily.

The culture of critical discussion of learning and teaching should be fostered within a school-based context. Teachers should be allowed to choose their critical friends and their focus for development. The analysis of learning and teaching should be evidence-based (not on hearsay which prevents some findings from being generalised) not only by the teacher but also by the evaluation by the critical friend, the pupils' work and the teacher's reflective journal.

There is a need to promote competence-driven support supervision by emphasizing teacher mentoring and professional development. All support supervision practices should be more democratic, allowing teachers to work as a team with supervisors and their local school department to achieve group outcomes. There should be a frequent and cordial interchange of opinions about teacher performance problems and a generation of possible actions by both the supervisors and the teachers. The supervisor should seek and listen to the teachers' perceptions of performance concerns and finally suggest a better course of action acceptable to the teachers. This will be achieved if the MOES reviews and enforces appropriate support supervision policy guidelines offer training to supervising officers and increase the budgetary allocations to district education offices to facilitate their duties. The aspect of political interference by the leadership of the district on the school leadership should be completely encouraged in the Teso Sub-region since it does not only affect their performance but also puts little confidence in the headteacher by the teachers. Headteachers should be allowed to perform their independent duties since they are antagonistic to the political roles of the district leadership.

5.4. Implications of the Study

Support supervision when performance and professional development focused can play a significant role in improving the performance of primary school teachers in Uganda. Therefore, responsible officers from the MoES, District administration and school-based supervisors should focus more on mentoring, competence building and professional development rather than only on compliance with educational standards. The Ministry of Education and Sports should play a major role in ensuring that there is effective support supervision of teachers in schools, by doing regular monitoring and effectively funding the operational costs of the activity to allow district education departments to perform their roles more effectively and efficiently.

5.5. Contribution to New Knowledge

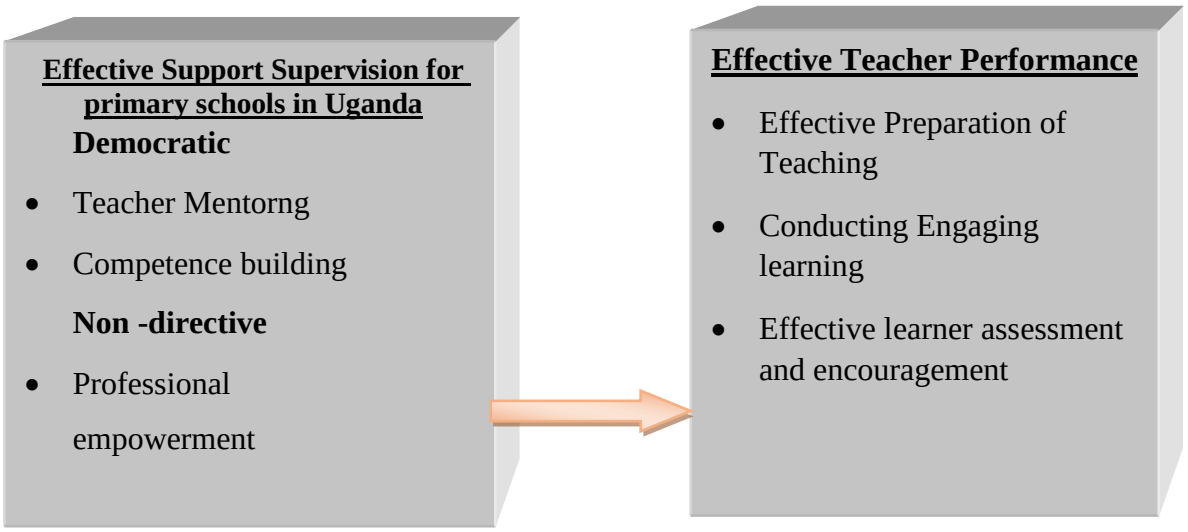
The first significant contribution of the study is bringing to the attention of the academic world that support supervision is a key factor in enhancing the performance of primary school teachers. It is very relevant in improving the learning and academic performance of learners in government-aided primary schools in Uganda.

The second contribution of the study was on revealing the sufficient conditions for support supervision to lead to more positive results in teacher performance. It has to be less compliance and more competence driven. Competence-driven support supervision is centered on mentoring and professional development and is more effective in improving the professional competence of teachers. This kind of supervision empowers teachers to deepen their knowledge of standards and content and thus motivates them to better their instructional pedagogy.

The third contribution of the study is a model for effective support supervision for primary school teachers in Uganda. This model is based on support supervision in government-aided

primary schools in Uganda implementing more democratic and non-directive supervision aspects.

Figure 5. 1 Performance enhancement model for primary school teachers in Uganda



Source. Developed by the researcher

According to the figure 5.1, support supervision, where supervisors provide, mentoring, professional empowerment and competence to teachers by cordially exchanging opinions about performance problems and generating relevant actions by both the supervisors and teachers, develops teachers' competence in preparing and delivering engaging lessons and developing the life skills of learners.

5.6. Suggestions for Further Research

The researcher suggests the following further research areas in the field of support supervision and teacher performance professional development.

- Support supervision and teacher professional development in Uganda's education system.
- Support supervision and teacher performance in private primary schools in Uganda.

- The role of the School Management Committee (SMC) in the era of support supervision paradigm in education.
- Teacher collaborative support supervision and improvement of teacher performance in primary schools in Uganda.
- This study used the Concurrent Triangulation research design. Other studies could use other study designs to investigate the problem.
- The study focused on the investigation of support supervision and teacher performance in government-aided primary schools in Teso sub-region, other studies could consider investigating other sub-regions.

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APPENDICES

Appendix A: Cover Letter for the Research Questionnaires

OKIA HENRY STANLEY
E-mail: okiahenrystanley@gmail.com
Mobile: +256772681911
Date: 11th June 2019

Dear Respondent,

RE: THE RELATIONSHIP BETWEEN SUPPORT SUPERVISION AND TEACHER PERFORMANCE IN GOVERNMENT-AIDED PRIMARY SCHOOLS IN TESO SUB-REGION IN UGANDA

My name is Okia Henry Stanley, a PhD candidate at Kyambogo University**.** I am conducting a study that intends to provide empirical information on improving support supervision in primary schools and the quality of our primary education. The information you will provide will be of great value to me in completing my research. Your responses will be strictly private and confidential. Your name will not appear on the questionnaire, so your participation will be completely anonymous. The results of this study will be summarized and sent to all interested participants.

The questionnaire is divided into Section A, Section B, Section C and Section D. It is important that you attempt all questions. The questionnaire should take around 15 minutes to complete. I am aware that your time is valuable and I would like to thank you in advance for your support and co-operation in completing the questionnaire. Your help will be much appreciated. If you have any queries regarding this, please do not hesitate to contact me at the above mobile number or email address.

Yours

faithfy,

OKIA HENRY STANLEY

Appendix B: Questionnaire for Teachers

Dear Respondent,

My name is Okia Henry Stanley, a PhD candidate at Kyambogo University**.** I am conducting a study titled: **The Relationship Between Support Supervision and Teacher Performance in Government-Aided Primary Schools in Teso Sub-Region in Uganda**. You have been selected to participate in this study. I request you to kindly and candidly complete this questionnaire. The information you give will be treated with utmost confidentiality and it will be used strictly for the purpose for which it was collected. The study findings are vital as it is anticipated that they will help in improving the performance of primary school teachers and subsequently the quality of primary school education.

Thank you.

SECTION A: PERSONAL INFORMATION

Please indicate the correct option by ticking in the box (□)

1. What is your gender?

   Male ☐ Female ☐

2. For how long have you been working as a primary school teacher?

   a) Less than a year ☐
   b) 1-4 years ☐
   c) 5-8 years ☐
   d) 8-10 years ☐
   e) More than 10 years ☐

3. In which district is your school found?

   Bukedea ☐ Serere ☐ Soroti ☐ Amuria ☐

4. What is your highest level of education?

   a) Certificate ☐
   b) Diploma ☐
   d) Bachelors ☐
   e) Others ☐

In this other section, please tick the appropriate response(s) in the box

1. I am always supervised

   Yes ☐ No ☐

2. I am usually supervised by;

   The Headteacher ☐ The DIS ☐

   The Deputy Headteacher ☐ The DEO ☐

   The Head of Department ☐ The CCT ☐

   Fellow teacher ☐

   Once a week ☐ Once a term ☐

   Once a month ☐ Not all ☐

SECTION B: SUPPORT SUPERVISSION

B1: Democratic supervision

SSP	**Supportive Supervision environment**	**SD**	**D**	**UN**	**A**	**SA**
		1	**2**	**3**	**4**	**5**
SSP.1	My headteacher maintains a friendly working relationship with subordinates.	**1**	**2**	**3**	**4**	**5**
SSP.2	My headteacher does things to make it pleasant to be a member of the group	**1**	**2**	**3**	**4**	**5**
SSP.3	My headteacher says things that inspire subordinates	**1**	**2**	**3**	**4**	**5**
SSP.4	My headteacher helps subordinates overcome problems that stop them from carrying out the tasks	**1**	**2**	**3**	**4**	**5**

SSP.5	My headteacher behaves in a manner that is thoughtful of subordinates' personal needs.	**1**	**2**	**3**	**4**	**5**
SSP.6	My headteacher tries to meet my needs	**1**	**2**	**3**	**4**	**5**
SSP.7	My headteacher knows me well enough to know when I have concerns bothering me	**1**	**2**	**3**	**4**	**5**
SSP.8	My headteacher tries to understand my point of view when I speak to him	**1**	**2**	**3**	**4**	**5**
SSP.9	My headteacher tries to meet my needs in such ways as informing me of what is expected of me when working	**1**	**2**	**3**	**4**	**5**
SSP.10	I can rely on my headteacher when I ask for help, for example, if things are not going well between me and my colleagues	**1**	**2**	**3**	**4**	**5**
SSP.11	I can rely on my headteacher to be open to any remarks I may make to him/her.	**1**	**2**	**3**	**4**	**5**
SSP.12	My headteacher encourages me even in difficult situations					
SSP.13	My headteacher makes it a point to express appreciation when I do a good job					
SSP.14	My headteacher respects me as a person					
SSP.15	My headteacher makes time to listen to me					
SSP.16	My supervisor recognises my strengths and areas for development					
PP	**Participative Supervision**	**SD**	**D**	**UN**	**A**	**SA**
		1	**2**	**3**	**4**	**5**

PP.1	My headteacher encourages work group members to express ideas/suggestions	**1**	**2**	**3**	**4**	**5**
PP.2	My supervisor listens receptively to subordinates' ideas and suggestions	**1**	**2**	**3**	**4**	**5**
PP.3	My headteacher uses my work group's suggestions to make decisions that affect us	**1**	**2**	**3**	**4**	**5**
PP.4	My headteacher gives all work group members a chance to voice their opinions	**1**	**2**	**3**	**4**	**5**
PP.5	My headteacher considers my work group's ideas even when he/ she disagrees with them	**1**	**2**	**3**	**4**	**5**
PP.6	My headteacher takes decisions that are based only on his/her own ideas	**1**	**2**	**3**	**4**	**5**
PP.7	My supervisor consults with subordinates when facing a problem.	**1**	**2**	**3**	**4**	**5**
PP.8	My supervisor asks for suggestions from subordinates concerning how to carry out assignments.	**1**	**2**	**3**	**4**	**5**
PP.9	My supervisor asks for suggestions on what assignments should be given	**1**	**2**	**3**	**4**	**5**
PP.10	The headteacher makes every member of staff equitably involved in the activities of the school	**1**	**2**	**3**	**4**	**5**
PP.11	The headteacher encourages staff members to participate in problem solving matters in the school	**1**	**2**	**3**	**4**	**5**
PP.12	The headteacher promotes open and honest self-	**1**	**2**	**3**	**4**	**5**

	expression in the school					
PP.13	The headteacher involves staff members in different administrative activities					
TEA	**Teamwork**	**SD**	**D**	**UN**	**A**	**SA**
		1	**2**	**3**	**4**	**5**
TEA.1	My headteacher makes teachers work together as a team	**1**	**2**	**3**	**4**	**5**
TEA.2	Teachers are encouraged to help one another	**1**	**2**	**3**	**4**	**5**
TEA.3	My headteacher promotes exchanging of creative	**1**	**2**	**3**	**4**	**5**
TEA.4	My headteacher promotes cooperation between teachers	**1**	**2**	**3**	**4**	**5**
TEA.5	My headteacher promotes team activities	**1**	**2**	**3**	**4**	**5**
TEA.6	My headteacher ensures that every teacher contributes team goals	**1**	**2**	**3**	**4**	**5**
TEA.7	My headteacher makes sure that teachers respect each other's opinions	**1**	**2**	**3**	**4**	**5**
TEA.8	My headteacher ensures that teachers participate in suggesting solutions	**1**	**2**	**3**	**4**	**5**
TEA.9	My headteacher is open to varying opinions					

B2: Directive supervision

	Directive Leadership					
SS	**Structured Supervision**	**SD**	**D**	**UN**	**A**	**SA**
		1	**2**	**3**	**4**	**5**
SS.1	The headteacher supervises me regularly	**1**	**2**	**3**	**4**	**5**

SS.2	The supervision sessions my headteacher holds with me to guide me on what to do normally, are well organised/ structured	**1**	**2**	**3**	**4**	**5**
SS.3	My headteacher sometimes arranges supervision sessions free from interruptions	**1**	**2**	**3**	**4**	**5**
SS.4	Supervision sessions normally have a specific focus	**1**	**2**	**3**	**4**	**5**
SS.5	The supervision sessions my headteacher organises to discuss supervision feedback or give me guidelines are well organised					
SS.6	The headteacher arranges supervision sessions requiring interaction with me in advance					
TO	**Task oriented**	**SD**	**D**	**UN**	**A**	**SA**
		1	**2**	**3**	**4**	**5**
TO.1	With the headteacher we agree on the objectives (task) on which to be supervised	**1**	**2**	**3**	**4**	**5**
TO.2	The objectives on which to be supervised are thoroughly explained	**1**	**2**	**3**	**4**	**5**
TO.3	Supervision sessions are laid out	**1**	**2**	**3**	**4**	**5**
TO.4	The activities on which supervised are goal driven	**1**	**2**	**3**	**4**	**5**
TO.5	My headteacher gives me the opportunity to discuss in adequacies in supervision	**1**	**2**	**3**	**4**	**5**
TO.6	The headteacher gives guidance for achieving better work performance	**1**	**2**	**3**	**4**	**5**
TO.7	The headteachers revolve around how to make this	**1**	**2**	**3**	**4**	**5**

	school the best					
TO.8	The headteachers focus on making teachers work hard	**1**	**2**	**3**	**4**	**5**
PS	**Prescriptive Supervision**	**SD**	**D**	**UN**	**A**	**SA**
		1	**2**	**3**	**4**	**5**
PS.1	My headteacher controls situations	**1**	**2**	**3**	**4**	**5**
PS.2	The headteacher points out teachers mistakes	**1**	**2**	**3**	**4**	**5**
PS.3	The headteacher ensures that teachers follow school rules and regulations	**1**	**2**	**3**	**4**	**5**
PS.4	The headteacher makes what he expects from teachers very clear	**1**	**2**	**3**	**4**	**5**
PS.5	The headteacher acts quickly to prevent problems from becoming chronic	**1**	**2**	**3**	**4**	**5**
PS.6	The headteacher sets standards for us to follow while carrying out work	**1**	**2**	**3**	**4**	**5**
PS.7	The headteacher sets standards for us to follow while carrying out work	**1**	**2**	**3**	**4**	**5**

B3: Non-Directive supervision

	Non-Directive Supervision					
DIA.1	**Dialogue**	**SD**	**D**	**UN**	**A**	**SA**
		1	**2**	**3**	**4**	**5**
DIA.2	My headteacher communicates with teachers for mutual betterment	**1**	**2**	**3**	**4**	**5**
DIA.3	My headteacher considers opinions of teachers	**1**	**2**	**3**	**4**	**5**

	worthy of consideration					
DIA.4	My headteacher tries to establish that teachers are correctly understood	**1**	**2**	**3**	**4**	**5**
DIA.5	My headteacher invites teachers to communicate	**1**	**2**	**3**	**4**	**5**
DIA.6	My headteacher shares common ground of communication with teachers	**1**	**2**	**3**	**4**	**5**
DIA.7	My headteacher is empathic in understanding teachers' feelings	**1**	**2**	**3**	**4**	**5**
DIA.8	My headteacher is not authoritative in communicating with teachers	**1**	**2**	**3**	**4**	**5**
DIA.9	My headteacher pays attention to what teachers say	**1**	**2**	**3**	**4**	**5**
DIA.10	My headteacher recognizes the unique value of teacher's opinions	**1**	**2**	**3**	**4**	**5**
DIA.11	My headteacher accommodates teachers' feedback					
REF	**Reflective**	**SD**	**D**	**UN**	**A**	**SA**
		1	**2**	**3**	**4**	**5**
REF.1	My headteacher gives me the opportunity to learn how to carry out my activities	**1**	**2**	**3**	**4**	**5**
REF.2	My headteacher encourages me to reflect on the way I carry out my work	**1**	**2**	**3**	**4**	**5**
REF.3	My headteacher pays close attention to the process of supervision	**1**	**2**	**3**	**4**	**5**
REF.4	My headteacher does not emphasise authority when guiding me on what to do	**1**	**2**	**3**	**4**	**5**

REF.5	My headteacher helps me to learn by delegating me different responsibilities	**1**	**2**	**3**	**4**	**5**
REF.6	My headteacher pays attention to my unspoken feelings and anxieties at work	**1**	**2**	**3**	**4**	**5**
REF.7	My headteacher facilitates me in interesting and informative discussions					
REF.8	I have learnt a great deal from observing my headteacher carry out supervision					
MEN	**Mentoring**	**SD**	**D**	**UN**	**A**	**SA**
		1	**2**	**3**	**4**	**5**
MEN.1	My headteacher takes a personal interest in my career	**1**	**2**	**3**	**4**	**5**
MEN.2	My headteacher helps me coordinate my professional goals	**1**	**2**	**3**	**4**	**5**
MEN.3	My headteacher devotes special time to my career	**1**	**2**	**3**	**4**	**5**
MEN.4	My headteacher gives special consideration to my career	**1**	**2**	**3**	**4**	**5**
MEN.5	I share personal problems with my headteacher	**1**	**2**	**3**	**4**	**5**
MEN.6	I confide in my headteacher	**1**	**2**	**3**	**4**	**5**
MEN.7	I consider my headteacher to be a friend	**1**	**2**	**3**	**4**	**5**
MEN.8	I try to model my behaviour after my headteacher	**1**	**2**	**3**	**4**	**5**
MEN.9	I admire my headteacher's ability to motivate others	**1**	**2**	**3**	**4**	**5**
MEN.10	I respect my headteacher's ability to teach others					

Section C: Work Performance of Teachers

WP	**Work Performance of Teachers**					
TP	**Teaching Preparation**	**SD**	**D**	**UN**	**A**	**SA**
		1	**2**	**3**	**4**	**5**
TP.1	I am always well-prepared for the classes I teach	**1**	**2**	**3**	**4**	**5**
TP.2	I have been able to prepare all notes for the subjects I teach	**1**	**2**	**3**	**4**	**5**
TP.3	At the beginning of each term I prepare schemes of work	**1**	**2**	**3**	**4**	**5**
TP.4	I ensure that for each lesson I teach I have a lesson plan	**1**	**2**	**3**	**4**	**5**
TP.5	In all honesty, I make lesson preparations before going to class all the time	**1**	**2**	**3**	**4**	**5**
TP.6	For every lesson, I prepare the resources necessary for effective teaching	**1**	**2**	**3**	**4**	**5**
TP.7	I am always punctual for lessons and other school activities					
LD	**Lesson Delivery**	**SD**	**D**	**UN**	**A**	**SA**
		1	**2**	**3**	**4**	**5**
LD.1	I rarely miss teaching my lessons	**1**	**2**	**3**	**4**	**5**
LD.2	When I teaching it is a must to support lessons with useful classroom discussions	**1**	**2**	**3**	**4**	**5**
LD.3	I ensure that I give individual support to each learner when needed	**1**	**2**	**3**	**4**	**5**
LD.4	I make sure that I use of different teaching					

	techniques to ensure learners understand					
LD.5	I take extra steps to help all learners learn and achieve success	**1**	**2**	**3**	**4**	**5**
LD.6	I make it a point to ensure that I simplify subject matter for learners	**1**	**2**	**3**	**4**	**5**
LD.7	I make it a point to ensure that I simplify subject matter for learners	**1**	**2**	**3**	**4**	**5**
LD.8	The subject I teach makes it easy for me to support lessons with useful class work					
ML	**Management of Learners**	**SD**	**D**	**UN**	**A**	**SA**
		1	**2**	**3**	**4**	**5**
ML.1	I am very effective when it comes to carrying out the duty of directing learners	**1**	**2**	**3**	**4**	**5**
ML.2	I am always available to fulfil the responsibility of supervising learners	**1**	**2**	**3**	**4**	**5**
ML.3	I effectively participate in managing learners to accomplish tasks required of them	**1**	**2**	**3**	**4**	**5**
ML.4	I always monitor learners to ensure that they come to school regularly	**1**	**2**	**3**	**4**	**5**
ML.5	Teachers effectively attend on their classes on time in this school	**1**	**2**	**3**	**4**	**5**
ML.6	In this school teachers carry out relevant activities to regulate learners	**1**	**2**	**3**	**4**	**5**
ML.7	In this school teachers fulfil their assigned activities to maintain discipline	**1**	**2**	**3**	**4**	**5**

AE	**Assessment and Evaluation**	**SD**	**D**	**UN**	**A**	**SA**
		1	**2**	**3**	**4**	**5**
AE.1	I regularly give homework to the learners	**1**	**2**	**3**	**4**	**5**
AE.2	For every home work or assignment I give feedback to learners	**1**	**2**	**3**	**4**	**5**
AE.3	Assess and track student achievement	**1**	**2**	**3**	**4**	**5**
AE.4	I give learners a variety of assignments to enhance their learning					
AE.5	I am confident that my assessment of formative and summative of learners' assignments strictly reflects learners' abilities					
ETP	**Extramural tasks performance**	**SD**	**D**	**UN**	**A**	**SA**
		1	**2**	**3**	**4**	**5**
ETP.1	I make it a point to attend meetings organised at school	**1**	**2**	**3**	**4**	**5**
ETP.2	I make sure that I attend functions organized at school	**1**	**2**	**3**	**4**	**5**
ETP.3	I am involved in ensuring that learners participate in co-curricular activities	**1**	**2**	**3**	**4**	**5**
ETP.4	I fulfil the activities of the committees to which I a member					
ETP.5	Participate in community activities involving the school					
ETP.6	I actively engage in organising functions that take place in the school					

Apendix C: Interview Guide for Headteachers

INTERVIEW GUIDELINES

Dear Sir/ Madam

My name is Okia Henry Stanley, a PhD candidate at Kyambogo University**.** I am conducting a study titled: **The relationship between support supervision and teacher performance in government-aided primary schools in Teso Sub-region in Uganda**. I have identified you as a key informant in my study hence I am kindly requesting you to participate in my research. Considering your experience and expertise in primary school administration, your input will be of immense value to this academic endeavour. Kindly note that, the questions that you will be requested to respond to will be in line with the given objectives of this study. You should feel free to honestly answer the questions to the best of your knowledge. Any information that is obtained in connection with this study remains confidential and can only be disclosed with your permission and will be used for academic purposes only.

Section A

1. To what extent is support supervision done in your school?
2. How are usually involved in doing support supervision done in your school?
3. What is the Purpose of support supervision?
4. What are the Key aspects of teachers' professional practice supervised?
5. What strategies are used in providing support supervision in your school?
6. What do you think is the effectives of this support supervision?
7. How has support supervision influenced the performance of teachers in your school?
8. What aspects of teacher performance to do you think has been enhanced by support supervision in your school?
9. To what extent is support supervision influencing the academic performance of pupils in your school?

10. What challenges in terms of stakeholder collaboration are you facing while carrying out support supervision in your school?
11. What strategies have you employed to address challenges preventing support supervision activities from more positively affecting teacher performance?
12. What do you think is needed to enhance the performance of support supervision in primary schools in Teso sub region?

Apendix D: Interview guide for DISs and CCTs

My name is Okia Henry Stanley, a PhD candidate at Kyambogo University**.** I am conducting a study titled: **The relationship between support supervision and teacher performance in government-aided primary schools in Teso Sub-region in Uganda**. I have identified you as a key informant in my study hence I am kindly requesting you to participate in my research. Considering your experience and expertise in primary school administration, your input will be of immense value to this academic endeavour. Kindly note that, the questions that you will be requested to respond to will be in line with the given objectives of this study. You should feel free to honestly answer the questions to the best of your knowledge. Any information that is obtained in connection with this study remains confidential and can only be disclosed with your permission and will be used for academic purposes only.

Section A

1. How often do you visit your schools in the district?
2. What activities do you always perform during such visits?
3. To what extent is support supervision done in the schools in your area?
4. What is the Purpose of support supervision?
5. What are the Key aspects of teachers' professional practice supervised?
6. What strategies are used in providing support supervision in the schools in your area?
7. What do you think is the effectives of this support supervision in your area?
8. How has support supervision influenced the performance of teachers in your area?
9. What aspects of teacher performance to do you think have been enhanced by support supervision?

10. What challenges in terms of stakeholder collaboration are you facing while carrying out support supervision in your school?
11. What strategies have you employed to address challenges preventing support supervision activities from more positively affecting teacher performance?
12. What do you think is needed to enhance the performance of support supervision in primary schools in Teso sub region?

Appendix E: Guiding questions to Documentary Review

DOCUMENTS REVIEW GUIDE

1. Level of support supervision done in schools
2. Officers who do support supervision
3. Purpose of support supervision
4. Key aspects of teachers' professional practice supervised
5. Strategies used in providing support supervision
6. Performance of support supervision
7. Influence of support supervision on the performance of teachers
8. Aspects of teacher performance so far enhanced by support supervision
10. Collaboration, engagement and coordination related challenges faced while carrying out support supervision
11. Strategies employed to address challenges
12. Suggestions on making support supervision more effective

Appendix F: Krejcie and Morgan Sample Table

N	S	N	S	N	S	N	S	N	S
10	**10**	**100**	**80**	**280**	**162**	**800**	**260**	**2800**	**338**
15	**14**	**110**	**86**	**290**	**165**	**850**	**265**	**3000**	**341**
20	**19**	**120**	**92**	**300**	**169**	**900**	**269**	**3500**	**246**
25	**24**	**130**	**97**	**320**	**175**	**950**	**274**	**4000**	**351**
30	**28**	**140**	**103**	**340**	**181**	**1000**	**278**	**4500**	**351**
35	**32**	**150**	**108**	**360**	**186**	**1100**	**285**	**5000**	**357**
40	**36**	**160**	**113**	**380**	**181**	**1200**	**291**	**6000**	**361**
45	**40**	**180**	**118**	**400**	**196**	**1300**	**297**	**7000**	**364**
50	**44**	**190**	**123**	**420**	**201**	**1400**	**302**	**8000**	**367**
55	**48**	**200**	**127**	**440**	**205**	**1500**	**306**	**9000**	**368**
60	**52**	**210**	**132**	**460**	**210**	**1600**	**310**	**10000**	**373**
65	**56**	**220**	**136**	**480**	**214**	**1700**	**313**	**15000**	**375**
70	**59**	**230**	**140**	**500**	**217**	**1800**	**317**	**20000**	**377**
75	**63**	**240**	**144**	**550**	**225**	**1900**	**320**	**30000**	**379**
80	**66**	**250**	**148**	**600**	**234**	**2000**	**322**	**40000**	**380**
85	**70**	**260**	**152**	**650**	**242**	**2200**	**327**	**50000**	**381**
90	**73**	**270**	**155**	**700**	**248**	**2400**	**331**	**75000**	**382**
95	**76**	**270**	**159**	**750**	**256**	**2600**	**335**	**100000**	**384**

Note: ‘N’ is population size ‘S’ is sample size

Appendix G: Similarity Index Report

SUPPORT SUPERVISION AND TEACHER PERFORMANCE IN GOVERNMENT- AIDED PRIMARY SCHOOLS IN TESO SUB-REGION, UGANDA

ORIGINALITY REPORT

19%	17%	3%	11%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	utamu.ac.ug Internet Source	2%
2	Submitted to Mount Kenya University Student Paper	1%
3	erepository.uoeld.ac.ke Internet Source	1%
4	Submitted to Kampala International University Student Paper	1%
5	erepository.uonbi.ac.ke Internet Source	1%

Appendix H: Approval of Henry Stanley Okia's research proposal

KYAMBOGO UNIVERSITY

P. O. BOX 1 KYAMBOGO
Tel: 041 - 4286792 Fax: 256-41-220464
Website: www.kyu.ac.ug

Office of the Dean, Graduate School

28th August 2019

The Chairperson,
Gulu University Research Ethics Committee

Dear Sir/Madam

Re: Approval of Mr. Okia Henry Stanley's Research Proposal

This is to inform you that the above named person is a PhD student at Kyambogo University pursuing a programme leading to the award of a PhD in Educational Management of Kyambogo University. He has submitted a Research proposal that has been approved at the Departmental and Faculty Higher Degrees Committees. During the 3rd session of the 51st Graduate Board, his request to full admission and subsequently start to collect data for his research was approved.

The purpose of this communication is therefore to request your Research Ethics Committee to consider his request as requirement to enable him conduct the research for his PhD.

Thank you.

KYAMBOGO UNIVERSITY
★ 2 AUG 2019 ★
OFFICE OF THE
DEAN GRADUATE SCHOOL

Yours faithfully

Assoc. Prof Nabalegwa M. Wambedde
DEAN

Appendix I: Ethical consideration letter from research ethics Committee Gulu University

GULU UNIVERSITY
P.O. Box 166 Gulu Uganda
Website: www.gu.ac
Email: guluuniversity.rec@gmail.com
Tel: +256-4714-32096
Fax: +256-4714-32913
Mob: +256772305821/776812147

RESEARCH ETHICS COMMITTEE

January 27, 2020

APPROVAL NOTICE

Mr. Stanley Okia,
Kyambogo University,
Uganda

Re: Application No. GUREC-006-20

Type of review:
[X] Initial review
[ ] Amendment
[ ] Continuing review
[ ] Termination of study
[ ] SAEs
[ ] Other, Specify:_____

Title of Proposal: "SUPPORT SUPERVISION AND TEACHER PERFORMANCE IN GOVERNMENT AIDED PRIMARY SCHOOLS IN TESO SUB REGION, UGANDA "

I am pleased to inform you that at the 56th convened meeting on 19th September 2019, the Gulu University Research Ethics Committee (GUREC) voted to approve the above referenced application.

Approval of the research is for the period of 19th September 2019 to 18th September 2020

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the GUREC for re-review and approval prior to the activation of the changes. The GUREC application number assigned to the research should be cited in any correspondence.

GULU UNIVERSITY
INSTITUTIONAL REVIEW COMMITTEE
APPROVED
27 JAN 2020
FACULTY OF MEDICINE
P. O. Box 166, Gulu

3. Any unanticipated problems involving risks to participants must be promptly reported to the GUREC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for the GUREC review.

4. Only approved and stamped consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The GUREC may conduct audits of all study records, and consent documentation may be part of such audits.

5. Regulations require review of an approved study not less than once per 12-month period. Therefore, a continuing review application must be submitted to the GUREC eight (8) weeks prior to the above expiration date of 18th September 2020 in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely manner may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.

6. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following documents have been approved in this application by the GUREC:

	Document	Language	Version	Version Date
1	Protocol	English	Version 3.0	14th December 2019
2	Data Collection Tools	English	Version 3.0	14th December 2019
3	Informed consent Document	English	Version 3.0	14th December 2019

GULU UNIVERSITY
INSTITUTIONAL REVIEW COMMITTEE
APPROVED
★ 27 JAN 2020 ★
FACULTY OF MEDICINE
P. O. Box 166, Gulu

Signed,

Dr. Gerald Obai
Chairperson
Gulu University Research Ethics Committee

Appendix J: Research approval letter from Uganda national council for science and technology

Uganda National Council for Science and Technology
(Established by Act of Parliament of the Republic of Uganda)

Our Ref: SS 5219

16th March 2020

Mr. Henry Stanley Okia
Principal Investigator
C/o Kyambogo University
Kampala

Dear Mr. Okia,

Re: Research Approval: **Support Supervision and Teacher Performance in Government Aided Primary Schools in Teso Sub Region, Uganda**

I am pleased to inform you that on 06/03/2020, the Uganda National Council for Science and Technology (UNCST) approved the above referenced research project. The Approval of the research project is for the period of **06/03/2020** to **06/03/2021.**

Your research registration number with the UNCST is **SS 5219.** Please, cite this number in all your future correspondences with UNCST in respect of the above research project. As the Principal Investigator of the research project, you are responsible for fulfilling the following requirements of approval:

1. Keeping all co-investigators informed of the status of the research.
2. Submitting all changes, amendments, and addenda to the research protocol or the consent form (where applicable) to the designated Research Ethics Committee (REC) or Lead Agency for re-review and approval prior to the activation of the changes. UNCST must be notified of the approved changes within five working days.
3. For clinical trials, all serious adverse events must be reported promptly to the designated local REC for review with copies to the National Drug Authority and a notification to the UNCST.
4. Unanticipated problems involving risks to research participants or other must be reported promptly to the UNCST. New information that becomes available which could change the risk/benefit ratio must be submitted promptly for UNCST notification after review by the REC.

LOCATION/CORRESPONDENCE
Plot 6 Kimera Road, Ntinda
P.O.Box 6884
KAMPALA, UGANDA

COMMUNICATION
TEL: (256) 414 705500
FAX: (256) 414-234579
EMAIL: info@uncst.go.ug
WEBSITE: http://www.uncst.go.ug

Uganda National Council for Science and Technology
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5. Only approved study procedures are to be implemented. The UNCST may conduct impromptu audits of all study records.
6. An annual progress report and approval letter of continuation from the REC must be submitted electronically to UNCST. Failure to do so may result in termination of the research project.

Please note that this approval includes all study related tools submitted as part of the application as shown below:

No.	Document Title	Language	Version Number	Version Date
1.	Research proposal	English	3.0	December 2019
2.	Informed consent document for questionnaires	English	N/A	N/A
3.	Questionnaire for teachers	English	3.0	December 2019

ISAAC MAKHUWA
For: Executive Secretary
UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Copied: Chair, Gulu University, Research Ethics Committee

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Appendix K: Acceptance letters from the District Education Officers

KYAMBOGO UNIVERSITY
P.O. BOX 1
KAMPALA UGANDA
12TH AUGUST 2019

THE DISTRICT EDUCATION OFFICER
SERERE DISTRICT

THRU THE HEAD OF DEPARTMENT EDUCATIONAL PLANNING AND
MANAGEMENT KYAMGOGO UNIVERSITY

Dear sir/madam.

RE: REQUEST TO CONDUCT RESEARCH IN YOUR DISTRICT

I am a third-year student pursuing a doctor of philosophy studies at Kyambogo University. My area of study is "**Support Supervision and Teacher Performance in Government Aided Primary Schools in Teso Sub Region.**" This research is purely academic and any information availed to me will be used with at most confidentiality.

I want to establish from the district officials, Centre Coordinating tutors, headteachers/deputy headteachers, and teachers about the support supervision activity which helps to enhance teacher performance in their schools.

Findings from this study may help the education officials, school administrators, teachers and policymakers and planners in providing 'Support Supervision to teachers' which is considered as one of the fundamental interventions to enhance teachers' performance.

The purpose of this communication is to request your office to permit me to carry out research in your district. I shall be grateful for your consideration on this matter.

Yours faithfully

OKIA HENRY STANLEY
PhD student at Kyambogo University
+256 772681911

Kyambogo University
FACULTY OF EDUCATION
HEAD OF DEPT.
EDUCATIONAL PLANNING & MGT.

DISTRICT EDUCATION OFFICER
SERERE DISTRICT