MANAGEMENT OF INSTRUCTIONAL SUPERVISION AND TEACHER PROFESSIONAL DEVELOPMENT IN SECONDARY SCHOOOLS IN SOROTI DISTRICT, UGANDA

Omaali David
14/U/12842/GMED/PE

A Research Dissertation Submitted to the Graduate School in Partial Fulfillment of the Requirement for the Award of the Degree of Master of Education in Policy Planning and Management of

KYAMBOGO UNIVERSITY

December, 2017

DECLARATION

I, Omaali David, declare that this research report is my original work and has never been submitted to any University or Institution of learning for any award.

Signed..... **DATE**.....04/12/2017

OMAALI DAVID

APPROVAL

This research report has been submitted to Kyambogo University graduate school with our approval as supervisors.

Signed..... **DATE** 4/12/2017

DR. LAWRENCE KALULE

SUPERVISOR

Kyambogo University

Signed..... **DATE** 5/12/17

DR. ALI BAGUWEMU

SUPERVISOR

Kyambogo University

DEDICATION

This project is dedicated to my beloved wife Miriam, children; Ian, Malcolm, Michael, and Edith, my brother Moses, sister Grace and not forgetting my dear mother Edith Enwaku.

ACKNOWLEDGEMENT

I wish to register my sincere gratitude to the almighty God for seeing me through the life changing task of writing this project and for granting me the knowledge and good health. I am also grateful to the Belgian Government for the scholarship to peruse this program. I must acknowledge that without this scholarship it would have been so difficult for me.

I also wish to appreciate the wisdom, time and tireless effort put in place by my supervisors for guiding me through this project. My sincere thanks go to Dr. Lawrence Kalule and Dr. Ali Baguwemu of Kyambogo University. I am really humbled by your professional guidance, suggestions, constructive criticism and the desire you had for me to clearly understand what was expected of me in the course of writing this project.

My sincere thanks also go to Prof. Deo Olila the director of Olila high school for recommending me for the scholarship, as well as supporting and granting me a study leave, and to Mr Okwakol Solomon my headteacher, Mr. Adunya D. Marcel and Mr. Namakola Sam for their encouragement. To my colleagues Mr. Eboku Simon Egesu, and Mr. Okure John Robert, thank you so much for substituting whenever I was absent from duty to peruse studies, not forgetting my brother Mr. Oluka Simon for the guidance.

Special thanks go to my dad (RIP) for the good education foundation he gave me, may he be blessed abundantly. To my mother, thank you for the moral and spiritual support, I know you blessed and always prayed for me and above all to my wife, if it was not because of you, I wouldn't have got this scholarship.

May the almighty God bless all of you abundantly!

LIST OF ABBREVIATIONS & ACRONYMS

BOG	Board of Governors
DEO	District Education Officer
DES	Directorate of Education Standards
DIS	District Inspector of School
DOS	Director of Studies
EFA	Education for All
ESC	Education Service Commission
HOD	Head of Department
MoESTS	Ministry of Education, Science, Technology and Sports
NCDC	National Curriculum Development Centre
UACE	Uganda Advanced Certificate of Education
UCE	Uganda Certificate of Education
UNEB	Uganda National Examinations Board
UNESCO	United Nations Educational Scientific and Cultural Organizations
UPE	Universal Primary Education
USE	Universal Secondary Education
SPSS	Statistical Package for Social Sciences

TABLE OF CONTENTS

DECLARATION ii
APPROVAL iii
DEDICATION iv
ACKNOWLEDGEMENT v
LIST OF ABBREVIATIONS & ACRONNYMS vi
TABLE OF CONTENTS vii
LIST OF TABLES x
LIST OF FIGURES xii
ABSTRACT xiii
CHAPTER ONE 1
INTRODUCTION 1
1.0. Introduction 1
1.1. Background 1
1.2. Statement of the problem 7
1.3. Purpose 7
1.4. Objectives 7
1.5. Research questions 8
1.6. Scope of the study 8
1.6.1. Geographical scope 8
1.6. 2. Content scope 8
1.6.3. Time scope 8
1.7. Significance of the study 8
1.8. Conceptual framework 10
CHAPTER TWO 12
LITERATURE REVIEW 12
2.0. Introduction 12
2.1. Headteachers' perception of their roles in instructional supervision. 12

2.2. Relationship between the headteachers' level of participation in the management of instructional supervision and identification of new teaching techniques.....16
2.3. Relationship between headteachers' management of instructional supervision and teacher professional development.....18
2.4. Summary of literature review.....22
CHAPTER THREE.....23
METHODOLOGY.....23
3.0. Introduction.....23
3.1. Research design.....23
3.2. Population of Study.....23
3.3. Sample Size.....23
3.4. Sampling Procedure.....24
3.5. Data Collection Technique.....24
3.6. Data Collection Instruments.....24
3.7. Validity and reliability of research instruments.....25
3.8. Data collection procedures.....27
3.9. Data analysis and presentation techniques.....28
4.0. Ethical considerations.....28
CHAPTER FOUR.....29
DATA PRESENTATION, ANALYSIS AND INTERPRETATION.....29
4.0. Introduction.....29
4.1. Questionnaire return rate.....29
4.2. Background information about the schools and respondents.....30
4.3.0 Presentation of findings.....35
4.3.1 Research question one:.....35
4.3.2 Research Question Two:.....38
4.3.3 Research question three:.....42

CHAPTER FIVE 44
DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS 44
5.0. Introduction 44
5.1. Discussion of study findings 44
5.2. Conclusion 51
5.3. Recommendations 51
5.4. Areas for further research 52
REFERENCES 53
APPENDICES 63
Appendix 1 QUESTIONNAIRE FOR HEADTEACHERS AND DEPUTY HEADTEACHERS 63
Appendix 2 QUESTIONAIRE FOR TEACHERS 67
Appendix 3 DOCUMENT ANALYSIS CHECKLIST 71
Appendix 4 MORGAN TABLE FOR DETERMINING SAMPLE SIZE 72
Appendix 5 TABLES SHOWING RESULTS OF DATA ANALYSIS 74
Appendix 6 REGRESSION AND CORRELATION ANALYSIS 80
Appendix 7 INTRODUCTORY LETTER 81

LIST OF TABLES

Table 3.1a	Rating of items to determine validity of instruments.....	25
Table 3.1b	Ranking of items in the instruments to determine reliability.....	26
Table 4.1	The questionnaires presented, returned with and without responses per category of respondents.....	29
Table 4.2a:	Distribution of respondents who participated in the study by gender.....	30
Table 4.2b	Distribution of respondents by their age group.....	31
Table 4.2c	Distribution of schools and teachers by status.....	31
Table 4.2d	Distribution of respondents by position, experience and training in instructional supervision management.....	32
Table 4.2e	Distribution of teachers by total number of lessons per week and responsibilities..	33
Table 4.2f	Distribution of respondents by those ever been supervised by headteachers.....	34
Table 4.2g	Distribution of respondents by level of education	35
Table 4.3.1a	Perception of teachers on headteachers and deputy headteachers' on awareness of their instructional supervision management responsibilities.....	36
Table 4.3.1b	Perception of headteachers and deputy headteachers on awareness of management of instructional supervision responsibilities.....	37
Table 4.3.2a	Extent of agreement by teachers on headteachers and deputy headteachers' participation in the management of instructional supervision activities.....	38
Table 4.3.2b	Extent of agreement by headteachers and deputy headteachers towards their level of participation in the management of instructional supervision activities.....	40
Table 4.3.2c	Shows the indicators of headteachers' and deputy headteachers' management of	41

instructional supervision in secondary schools.....

able 4.3.3a Shows a regression model summery of the headteachers' level of participation in the management of instructional supervision practices..... 42

'able 4.3.3b Shows the Pearson correlation between instructional supervision management practices and teacher professional development in secondary schools in Soroti district..... 43

LIST OF FIGURES

Figure 1.1 conceptual framework..... 10

ABSTRACT

This study investigated the relationship between headteachers' management of instructional supervision and teacher professional development in government aided and private secondary schools in Soroti district. The sample consisted of 20 school administrators and 100 teachers from 10 randomly selected secondary schools in Soroti district. Data was collected using questionnaires and document analysis. A descriptive cross sectional survey research design was used and data was analyzed using frequencies and percentages. The findings from the study established that; headteachers had a low perception of their roles as instructional supervisors, headteachers did not adequately participate in the management of instructional supervision and that headteachers' participation in the management instructional supervision had little positive influence on the professional development of teachers in secondary schools in Soroti district. The following conclusions were made: headteachers level of participation in the management of instructional supervision did not contribute to effective teaching and learning, instructional supervision did not significantly enhance the professional development of teachers; headteachers had a low perception, experience and commitment to their instructional roles. Thus, MoESTS should create awareness on management of instructional supervision through training to enhance participation of headteachers in supervision, headteachers should be appointed basing on relevant training to enable them produce the desired effect on teachers and finally, MoESTS should create professional development opportunities for both school administrators and teachers so as to enhance efficiency in the management of instructional supervision, teaching and learning in secondary schools.

CHAPTER ONE

INTRODUCTION

1.0. Introduction

The study was intended to find out the relationship between headteachers' management of instructional supervision and teacher professional development in public and private secondary schools in Soroti district with specific interest in the headteachers' contribution towards the professional growth of teachers that results in enhancing efficiency in the teaching and learning process, leading to student achievement. The study was prompted by the realization that headteachers as instructional supervisors lacked knowledge and competence to effectively carry out the supervisory exercise (Ajayi & Ayodele, 2006; Eya & Leonard, 2012). Kandasamay & Blaton (2004) and Khan (2015) confirm that instructional supervisors in schools are appointed basing on the number of years they have served as teachers (seniority) and on the technical knowhow, but not necessarily as a result of the supervisory skills they possess. Inadequate instructional supervision leads to laxity among teachers and this negatively affects the teaching and learning process as well as the academic performance of students. This also affects every headteachers' dream of getting his school ranked among the best in national examinations results (Chitiavi, 2002). A low level of teacher professional development has remained an issue in a number of secondary schools in Soroti district. In addition, lack of opportunities for professional development among teachers and headteachers has persisted in the context of an educational system that acknowledges the supervisory role of headteachers in schools. This chapter presents the historical, conceptual, theoretical and contextual perspectives, and statement of the problem, purpose, objectives, research questions, scope and the significance of the study.

1.1 Background

Historical perspective

Education has remained a significant instrument for individual academic progress, social-economic and sustainable development and the transformation of nations and societies. In today's globalized society, knowledge and skills increasingly hold the key to a country's productive future (World Bank, 2005). The positive relationship between education and economic development of a country can be traced as far back as the Egyptian civilization in Africa, the industrial revolution in Europe and Asia (Harmon, Oosterbeek & Walkers, 2000). Thus, various organizations and individual scholars have emphasized the strengthening of

instructional supervision in schools as a professional development strategy for effective teaching and learning (UNESCO, 2000; World Bank, 2010).

Supervision, as a distinct practice, emerged slowly always in relation to the institutional, academic, cultural, and professional dynamics that have historically generated the complex agenda of schooling (Sergiovanni & Starrat, 2002). The history of management of instructional supervision as a formal activity exercised by educational administrators within a system of schools did not begin until the formation of the common school in the 1830s in the United States, which necessitated the formation of city school systems. While superintendents initially inspected schools to see if teachers were following the prescribed curriculum and that students were able to recite their lessons, the multiplication of schools eventually made this an impossible task for superintendents and the job was delegated to the school principals (Godhammer, Anderson & Krowokoi, 1980; Mavindu, 2013). Supervision was mainly handled by lay men who included the clergy, school wardens, trustees, handpicked men and citizen committees (Burke & Krey, 2005, Mavindu, 2013). These supervisors had nearly unlimited power to establish criteria for effective instruction and to hire and fire teachers. There was no necessary agreement regarding the importance or nature of pedagogical proficiency. Consequently the quality and type of feedback given to teachers was highly diverse.

Autocratic in nature, supervision activities which were generally referred to as inspection, were mainly concerned with the management of schools and the fulfillment of the prescribed curricular needs rather than the improvement of teaching and learning. The autocratic relationships between supervisors and teachers begun to decline giving way to a period of cooperative group effort between 1937 and 1957 as a result of growth of towns and upsurge in population. This resulted in a shortage of trained teachers which made it necessary to employ more teachers some of whom were untrained (Mavindu, 2013).

In Uganda, management of instructional supervision in schools started with the arrival of voluntary Missionaries who introduced formal education in the 1880's. At that time, supervisory duties were entrusted to religious leaders, since schools belonged to Missionaries (Alimi, Olatunji, Akifolarin & Ayandonja, 2012). Years later, the department of education was established at Makerere University in 1925 (Ssekamwa, 1997). The department had the responsibility of developing syllabi and supervised how the syllabi were being followed in schools. This marked the beginning of management of instructional supervision in Uganda. The Phelps Stock Commission of 1925 also emphasized the need for government control, supervision

of schools and the training of supervisors (Muni, 2002). Similarly, the Binns study group of 1952 also recommended strict supervision and control of education (Muni, 2002).

In the beginning, supervision was meant to make judgment about the teacher but not the teaching and learning of the pupils. However, later on supervisors started looking at physical infrastructure like classrooms to make sure they are conducive for learning, pupils control and the teaching process. The supervisor was feared by both headteachers and teachers because in case of any mistake, supervisors could recommend demotion or dismissal from the job.

Currently, the Ugandan Ministry of Education, Science, Technology and Sports (MoESTS) maintains its supervisory function through the directorate of education standards (DES). This supervisory responsibility is shared by district education officers (DEO's), district inspectors of schools (DIS), and the headteachers. Supervisors are expected to exhibit competence, faithfulness, sincerity and integrity in the management of instructional supervision (Nambassa, 2003).

Theoretical perspective

This research was guided by Theory X and Theory Y of motivation and management which was advanced by Douglas McGregor (1960). The theory has its roots in the human relations approach to management, where superiors need to cultivate and support their employees. These two theories are based on assumptions that managers have about their workers.

Theory X

Theory X assumes that employees dislike work; they want to avoid it and do not want to take responsibility, in addition they are naturally unmotivated. Theory X encourages an authoritarian style of management and emphasizes supervision of employees so as to enable them handle their duties efficiently and effectively. This justifies the need for headteachers to carry out adequate instructional supervision in their schools. According to this view secondary school headteachers must ensure proficient management of instructional supervision characterized by improvement of teaching and learning and thus contributing to teacher professional development. In a school setting, headteachers must ensure good staffing, identification of work-force requirements, inventory of people available; recruitment, selection, placement, promotion and appraisal of the teachers to enable them accomplish their tasks effectively and efficiently. Headteachers should ensure that they do not entirely delegate their supervisory roles to their subordinates such as deputies, heads of department (HODs) and directors of study programs (DOS).

Theory Y

Theory Y assumes that the people are self-motivated, consider work as a natural part of life and thrive on responsibility. Theory Y encourages a participative style of management that is de-centralized. According to this view employees are happy to work, are self-motivated and creative, and they enjoy working with greater responsibility. In this type of organizations, managers (supervisors) involve employees at lower levels in decision making and have more responsibility, but retain power to implement decisions.

In a school setting, secondary school headteachers must foster a positive working attitude among their staff (teachers). A culture that is self-motivating to the teachers to perform effectively with minimum supervision and with a greater sense of responsibility should be developed. This can be done by involving all teachers in planning and decision making. These theories were chosen in an endeavor to explain the relationship between the headteachers' management of instructional supervision and teacher professional development since they are most likely to meet the two categories of teachers in their schools.

Conceptual perspective

The Collins English Dictionary (2014) defines a headteacher as someone who is in charge of a school. According to this study, a headteacher (also known as school principal, headmistress or school head), is the teacher who has the highest responsibility for the management of a school.

Management is an activity of controlling and organizing the work that an organization does (The Oxford Advanced Learner's Dictionary, 2010). According to this study management is the process by which headteachers work through their teachers with the aim of achieving the curriculum goals and the general objectives of the school for the benefit of learners.

Headteachers' management of instructional supervision is the ability of the headteachers to assess teachers in order to help them perform better (Glickman et al, 2001; Sergiovanni & Starratt, 2002). Headteachers' management of instructional supervision in this study refers to the ability of the school head to effectively accomplish and actively participate in the instructional activities of the school. These activities may include being able to effectively carryout planning with teachers before classroom teaching, analysis of how teachers have taught and sharing of knowledge with the teachers after they have taught.

Supervision is defined as a process of making adequate provision for all conditions which are essential for effective learning through effective teaching (Maicibi, 2005). The purpose of

managing the instructional supervision process is therefore to provide close assistance and guidance to teachers so as to improve the teaching and learning (Glickman, Gordon and Ross-Gordon, 2001). This is basically done through planning conferences with teachers, classroom observation and analyzing how teachers have taught, giving feedback and sharing experiences as well as attending to opinions, needs and concerns of teachers among others. Management of instructional supervision is aimed at promoting professional growth of teachers by focusing on improving their professional competence (Kalule & Bouchamma, (2013).

In Uganda, a secondary school is divided into the Ordinary level and Advanced level. Ordinary level (lower) secondary consists of 4 years of schooling while advanced level (upper) secondary consists of 2 years of schooling. It is a level of education which takes place after completion of primary school and before pursuing higher education (NCDC).

Teacher professional development is a process by which a person systematically gains increased experience in one's teaching role through examination of their ability to teach (Glattenhorn, 1987). This experience enables teachers to acquire new teaching techniques, develop new problem solving strategies, understand well how students learn and be able to realize their prerequisite to perform instructional duties better. Kalule and Bouchamma (2014) argue that instructional supervision goes hand in hand with teacher professional development because it helps teachers improve their teaching practices and understand better how students learn.

Contextual perspective

The context of this study is Soroti district secondary schools. The district was selected because the researcher acknowledged that several schools were performing poorly in the national examinations and headteachers as instructional supervisors were blamed for not caring out the supervisory duty. The situation has contributed to the poor performance of students (Ojore, 2016). In some schools enrolment of students went down while in others headteachers have either been replaced or have been transferred for poor student results in the UNEB examinations.

The overall performance of students in the final national examinations (UCE and UACE) dropped from 94.1% in 2012 to 91.2% in 2013, representing 2.9% decline in the UCE examinations (Ahimbisibwe, 2016). Similarly' there was an increase in the failure rate of students from 6.6% in 2014 to 9.7% in 2015 UCE examinations (Nangonzi, 2016). The report further indicated that out of the 306,507 candidates who sat, 29,593 failed the exams compared to 20,167 candidates in 2014. Further the percentage pass levels of students remained low in

2015 UCE examinations, with almost 60% of the candidates unable to demonstrate the minimum competency required to be graded (Ahimbisibwe, 2016).

In Soroti district the state of affairs is worse, for example in 2015 out of 2,209 registered UCE candidates, who sat for the national examinations, only 185 (8.3%) passed in division one. The situation was the same in the 2015 UACE examinations where the first school in Mukono district was ranked at average points 14.263 while the first school in Soroti district was ranked at an average of 8.384 making it number 233 in the science subjects (Nangonzi, 2016). Similarly, performance was poor in 2016, while the best school in Wakiso was ranked at average points 14.612; Soroti district was ranked at an average of 8.022 points in 2016 UACE examinations. In 2014, 2015 and 2016, respectively the overall average ranking for Soroti district still shows that it lags way behind many districts, for instance the best school in Uganda was ranked first with average points of 14.612 while the best in Soroti had only an average of 8.022 points and was positioned number 264 (Saturday Vision, 25.02. 2017).

Bentley (2005) & Buregeya (2011) observe that the decline in performance of students is due to the ongoing decline of teacher supervision in schools throughout the globe today which has affected the professional development of teachers. In Uganda the responsibility of carrying out supervision is bestowed upon the directorate of education standards (DES), the district education officers (DEO's), district inspectors of schools (DIS), and headteachers. Olaleye (2013) emphasizes that there is correlation between the school organizational management and teacher professional development. This is because one of the duties of the headteachers is to supervise teachers (Kalule & Bouchamma, 2013). As a result of this task, headteachers are placed at the center of instructional supervision in schools. Consequently, the Uganda National Examinations Board (UNEB) emphasizes that headteachers are critical in determining how a school performs academically (Ahimbisibwe, 2016). Therefore headteachers are held responsible for the academic performance of students in their schools whether good or bad. This explains why most often in Ugandan public secondary schools factors such as competence or incompetence and sometimes academic performance of students are considered when transferring a headteacher from one school to another. This is generally done basing on the school's history of academic performance. School boards of governors (BOGs) often dictate who gets transferred to their schools grounded on the technical competence of the person. It is against this background that education stakeholders, parents, the general public and academicians have expressed concern and dissatisfaction towards headteachers' pedagogical leadership role in secondary schools in Soroti district.

1.2 Statement of the problem

Instructional supervision, as one of the teacher professional development strategies, aims at the improvement of teaching skills leading to students' academic achievement. MoESTS in Uganda emphasizes the need for teacher professional development to improve teaching and learning (The republic of Uganda, 2008). However students' academic performance in Soroti district has been declining and does not reflect the efficiency of instructional supervision. For example out of 2,209 registered candidates who sat for UCE national examinations in 2015, only 185(8.3%) passed in division one (Ojore, 2016). Similarly, in the 2015 UACE examinations Soroti district was ranked at average points 8.384 making it number 233 while the first school in Mukono district was ranked at average points 14.263 in the sciences, 16.600 and 11.500 average points in the Arts respectively (Nangonzi, 2016, Sunday Vision 25.02.2017). Academic performance by students has been a great challenge in many schools in Soroti despite the fact that every headteachers' dream is to get his school ranked among the best in the national examinations (Chitiavi, 2002). The persistence of the challenge to improve students' achievement in Soroti district prompted us to undertake this study in an endeavor to find out the relationship between the management of instructional supervision and teacher professional development in secondary schools in Soroti.

1.3 Purpose

The purpose of this study was to find out the relationship between the management of instructional supervision and teacher professional development in secondary schools in Soroti district.

1.4 Objectives

i. To determine the headteachers' perception of their roles in instructional supervision.
ii. To find out the relationship between the headteachers level of participation in the management of instructional supervision and the identification of new teaching techniques.
iii. To establish the relationship between headteachers' management of instructional supervision and teacher professional development.

1.5 Research questions

i. What is the headteachers' perception of their roles in instructional supervision?
ii. What is the relationship between the headteachers level of participation in the management of instructional supervision and identification of new teaching techniques?
iii. What is the relationship between the headteachers' management of instructional supervision and teacher professional development?

1.6 Scope of the study

1.6.1. Geographical scope

The study was carried out in Soroti district which covers; Soroti county and Dakabela county. The district is bordered by Serere in the South, Ngora in the East, Kaberamaido in the North West, Amuria in the North, Katakwi in the North East. This area was purposely selected due to its proximity and convenience in terms of accessibility of information for the researcher.

1.6. 2. Content scope

The study covered the relationship between the management of instructional supervision and teacher professional development in Soroti district. Specifically, the study centers on the management of phases of supervision in relation to the identification of new teaching techniques, development of new problem solving strategies and the realization of the prerequisites to perform duties better.

1.6.3. Time scope

The period of study was from 2014 to 2016. This period of time is where very poor performance was registered in the district.

1.7. Significance of the study

i. The study is expected to be a source of knowledge, skills and insights to school administrators as instructional leaders on the importance of competence in promoting teacher professional development in schools.
ii. The study will be beneficial to the education service commission (ESC) in helping to improve on the criteria in the recruitment process of staff. This is in addition to appointment, retention and promotion of school headteachers, their deputies and teachers respectively into various positions of service based on competence in school

administration in general and teacher professional development.

iii. The study will offer information to stakeholders including; policy makers at MoESTS, directorate of education standards (DES), deputy headteachers, directors of study (DOS), heads of department (HODs) and teachers on the level of involvement of headteachers in teacher professional development, while indicating what heightens or hinders effective teacher professional development in schools.

iv. The findings and recommendations of the study will be of help to teacher training institutions like universities in evaluating and developing a curriculum that suits the needs of teacher trainees.

v. The study will also be very useful to academicians and scholars who would wish to carry out further studies in related areas.

1.8 Conceptual framework

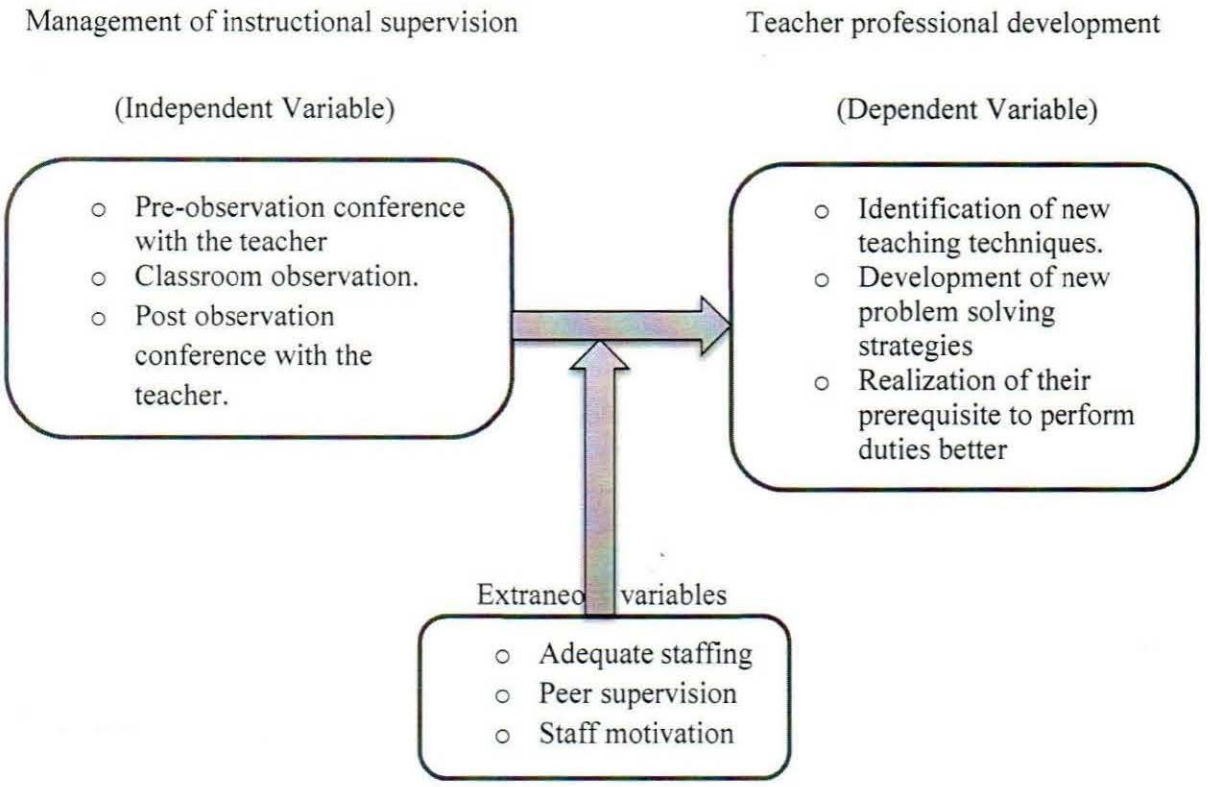

Figure.1.1. The relationship between management of instructional supervision and teacher professional development in secondary schools.

This conceptual framework indicates that the management of instructional supervision is related to teacher professional development. The model considers the headteachers' participation in the management of the instructional supervision activities and the extent to which these activities enhance teachers' professional development in terms of improving their efficiency in the teaching and learning process which eventually leads to student academic achievement.

The instructional supervision management activities which lead to the enhancement of teacher professional development include; carrying out proper planning for classroom observation, collection and analysis of data during the classroom observation sessions and giving feedback to the supervised teacher. Feedback entails sharing experiences and attending to opinions, needs and concerns of the supervised teacher. All these phases in the management of instructional supervision offer opportunities for active learning, content knowledge, development of teachers' capacity to effectively teach learners that manifests itself in the professional development of the supervised teachers.

With proper participation of headteachers' in management of instructional supervision, the positive aspects are: teachers are able to identify new teaching techniques, develop new problem solving strategies, and better understand how students learn and to realize their prerequisite to perform duties well. In addition, the interaction between the headteacher and the teachers provides an opportunity for the headteacher to discover what the teachers need to perform their instructional duties. When the teachers professionally develop, their performance is improved which would lead to student academic achievement. The conceptual framework also depicts that the professional capacity of teachers may possibly be improved by other factors (extraneous variables) such as; adequate staffing, peer supervision and staff motivation contributing to high levels of teacher professional development leading to student achievement.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter comprises of review of studies or researches by other authors related to management of instructional supervision and teacher professional development. The chapter first of all discusses the headteachers' perception of their roles in instructional supervision, followed by the relationship between headteachers level of participation in the management of instructional supervision and lastly the relationship between the headteachers' management of instructional supervision and teacher professional development.

2.1. Headteachers' perception of their roles in instructional supervision.

Headteachers play a number of roles in school management; that range from general management of the school like; maintaining order, public relations, and finance; safety of school property and maintaining discipline among staff and students as well as instructional supervision (Ekundayo, et al, 2013). Findle & Findley (1992) reveal that the quality of education depends primarily on the way schools are managed, more than on the abundance of available resources and that the capacity of schools to improve teaching and learning is strongly influenced by the quality of the leadership provided by the headteacher. If the Headteachers know their instructional responsibilities, they would be able to enhance efficiency in teaching among teachers leading to improved academic performance.

Oyewole & Ethinola (2014) observed that the role of the headteacher as an instructional supervisor has in recent years been regarded as more important than ever before. This is because success of what is done in the school is attributed to the headteacher, since he is the person in charge of the entire school activities, be it academic or administrative (Lydiah & Nasongo, 2009). The headteachers have the responsibility of holding teachers accountable for what they do in class which includes ensuring better delivery through efficient and proper supervision. Sushila (2004) confirms that the headteachers' role in a school is critical in determining academic performance. Headteachers define the institution's mission, provide the instructional resources, and supervise teaching and learning as well as monitoring students' progress. Kramer, Blake & Rexach (2005) carried out a study in the United States of America which revealed that teachers in high performing secondary schools viewed instructional supervision as a friendly exercise while those in poor performing schools looked at

instructional supervision, especially teacher observation, as witch-hunt. Headteachers should therefore ensure that they build rapport with the teachers in order to avoid creating fear and misinterpretation of the purpose of supervision among them. The role of the school principal focuses predominately on coordinating, controlling, supervising, and developing curriculum and instruction in the school (Hellinger, 2003). Blase & Blase (2002) also found that the principal's use of direct controlling strategies to influence teacher' instruction-related behavior outcomes leads to teacher compliance or resistance. Headteachers should therefore be supportive and use strategies which empower teachers in order to enhance their commitment and compliance to teach. However, researchers have identified numerous gaps that minimize the vitality of principals in schools, such as inadequate induction on instructional roles, poor preparation, and selection processes of headteachers among others (Khan, 2004). This is in addition to the headteachers' vague understanding about the concept of management and limited supervisory role (Warwick & Reimers, 1995). Due to these circumstances, one can assume that the contribution of headteachers towards instructional improvement in their schools is insignificant. It is therefore important that teachers are given enough time to prepare and also contribute their views in the planning process before supervision is conducted to avoid suspicion which would cause resistance.

According to Kirui & Osman (2012) the headteachers perceived their role as top priority in the school in ensuring that the curriculum is implemented well as stipulated by the MoESTS. They are aware that the headteacher's role is to ensure that teaching and learning went on well in their schools. This is what Stronge (1988) believes is being an instructional supervisor. Therefore to be an effective instructional leader, headteachers must have a vision for the institution that is clearly focused upon desired outcomes like ensuring academic excellence. In addition Glanz (2006) stated that principals must pay attention to their roles as instructional leaders, which is paramount in as far as positive effect on teaching and learning is concerned. However, headteachers in non-competitive schools have failed to put an effort in the supervision of instruction and spent more time performing other administrative roles coupled with residing far away from their schools. This has negatively affected teaching in schools leading to inefficiency in teaching, hence poor performance of students.

Reitzug (1989) perceives that effective principals (headteachers) assume a proactive role in supporting teachers' instructional efforts. They communicate directly and frequently with teachers about instruction and student needs, for example they make a conscious effort to interact in a positive manner with teachers on a daily basis. This view is shared by Andrews, Soder & Jacoby (1986) who argue that effective principals consistently communicate that

academic gains are a priority in their schools. This demand has been greatly compromised by headteachers who most times absentee from school but prefer to delegate much of their duties to their subordinates such as deputies and directors of studies. Too much delegation cuts of the headteacher from the true realities on the ground and attainment the institutions' goals. Reitzug's (1989) analysis of teacher and principal interactions revealed that in the schools where students were performing well, there were more interactions on instructional matters between headteachers and teachers.

Venezky & Winfield (1979) state that headteachers should not only discuss academic issues, but also guide, encourage, reinforce, and promote teachers' instructional efforts. Cuban (1989) found out that such principals were flexible and supportive to teachers' efforts to adapt, modify, or adjust instructional approaches to meet the needs of students. This is because headteachers provide a service to teachers' basic instructional needs by allocating resources and materials for them. This is what Andrews, Soder, and Jacoby (1986) called mobilizing resources and described it as rallying personnel and public resources, as well as information. While agreeing with the authors, the study was intended to discuss what might happen to teaching and learning if headteachers do not know their responsibilities and if they do not actively participate in the management of instructional supervision related roles in schools.

Heck, Larsen, and Marcoulides (1990) reported that one of the factors determining high school achievement was the principal's support to teacher professional growth and acquisition of needed instructional resources. Attending to the materials needed, and the utilization of instructional resources to achieve greatest student outcomes was a characteristic identified by Venezky and Winfield (1979) as very significant in management. They showed that, providing the assured availability of materials by designating personnel to provide the necessary materials to individual teachers was a management behavior that leads to success. Providing the necessary resources by headteachers is an important aspect which promotes teacher professional development because it aids efficiency in the teaching and learning process, and also the realization of the school's academic goals. Sizemore, Brossard and Harrigan (1983) argue that effective principals frequently visit classrooms for instructional purposes. This is intended to provide attention to teachers' efforts and progress in instructional matters. Effective headteachers should therefore carry out instructional supervision by conducting private meetings, prompt evaluations and provision of assistance to teachers. Heck et al, (1990) in their study reported that one of the management behaviors common in high achieving schools was the principals' direct supervision of instructional strategies.

Effective headteachers implore and provide feedback on instructional methods and techniques. Reitzug's, (1989) in his analysis of teacher and principal interactions demonstrated that teachers in schools with improved student performance requested more frequently the principals to help them on instructional issues compared to teachers in low performing schools. On the other hand providing follow-up after interactions help teachers improve on their teaching ability. This is one of the aspects that characterise high achieving school according to (Heck et al, 1990). Effective headteachers also use information to determine areas of need for staff development activities. This can be achieved through providing teachers with clear performance expectations in an environment where communication and innovation is encouraged. That is why Sizemore et al (1983) argue that prompt evaluation of teacher and staff performance, and the provision of assistance for in-service training are necessary to improve teaching. Training ensures systematic acquisition of knowledge and skills required by teachers to perform given tasks effectively. Hence headteachers can make a very significant contribution in helping teachers develop professionally, if they are effectively trained on aspects of management of instructional supervision. Venezky & Winfield (1979) when describing the activities reported by the principal of high achieving schools noted that emphasis on staff development was found to improve teachers' instructional skills.

Headteachers usually plan to evaluate and monitor students' progress, and lead staff efforts in designing focused instructional approaches to meet the special and specific needs of students (Sizemore et al, 1983). They work in accordance with the teachers to review, modify, and adjust their instructional efforts, by consistently monitoring and evaluating their instructional methods so as to improve teaching. Venezky and Winfield (1979) acknowledge that in successful schools careful monitoring of student progress took place. To Kirui & Osman (2012) principals perceive their roles as identifying and procuring in time resources necessary for the successful achievement of school objectives such as academic performance. Okumbe (1998) holds the same view; he argues that the headteachers' role is regarded as that of an agent of supervision on behalf of the inspectorate at the school level, who is expected to have superior knowledge about the core curriculum and to supervise instruction. On the other hand Kiamba (2011), points out that the headteachers' role is that of checking on teachers' class work and to assess their overall performance from time to time. He adds that headteachers are supposed to provide the right motivation and stimulation for the staff and pupils to enhance staff performance in teaching so as to achieve improved academic performance of students. It should however be noted that it would be a challenge if headteachers lacked skills and experience to enable them carryout their instructional duties effectively.

2.2. Relationship between the headteachers' level of participation in the management of instructional supervision and identification of new teaching techniques.

Although the instructional dimensions of the school headteacher are emphasized, they are hardly practiced. Stronge (1988) as cited in Kirui and Osman (2012) calculated that elementary school headteachers in Kericho county in Kenya spent 62.2% of their time on managerial issues and only 11% on teacher professional development issues, even after undergoing in-service training in instructional management. Kirui (2012) on the other hand found out that headteachers delegated their roles to other member such as attending to the admission register for students, the attendance register for students, the log book detailing all happenings in the school, visitors' book and punishment book. According to Fullan (1991) a majority of headteachers are not effectively carrying out instructional supervision, despite the fact that improving the quality of teaching in schools remains high on the agenda by governments all over the world. As a result, more efforts have been put in recent years on the improvement of school managements and strengthening the role of the headteachers in teacher professional development initiatives (Karui & Osman, 2012). This would help in the improvement of teachers' pedagogical skills. To effectively strengthen teacher professional development, headteachers should also supply teachers with the necessary instructional resources. The lack of resources may be a hindrance to achieving some instructional strategies by teachers that will hamper the identification of new teaching techniques since they may require rare teaching aids.

Mbiti (1974) perceives that the role of the headteacher as a chief executive officer in any given school is important due to their skills in school management. As a result, therefore, the headteacher influences the way teachers teach, the learning process and hence the general academic performance of students. Headteachers can positively influence teaching through conducting instructional conferences with teachers to discuss classroom strategies and assess their techniques so as to improve teaching. Research carried out by Tyagi (2011), and Khan, Saeed and Fatima (2009) found out that high achieving schools are positively correlated with strong instructional leaders who affect the quality of individual teacher instruction, the height of pupil academic achievement and level of internal efficiency within the institution. Due to this interconnectedness, Kalule, & Bouchamma (2014) emphasize, the need for principals to provide an instructional guidance to teachers in order to motivate them to effectively work. However for teachers to effectively work, headteachers should have the awareness about the curriculum demands and effective teaching and learning methods. It is on this note that the World Bank (2005) recommends principals to be leaders who can motivate and coordinate instructional activities so as to assist teachers develop new teaching methodologies in schools.

In order for headteachers to effectively manage their instructional supervisory roles, they must apply all managerial decisions and strategies so as to generate instructional effectiveness in the classroom by ensuring that teachers adapt new teaching approaches. Instructional supervision is therefore a significant aspect of good management skills possessed by the headteacher (Kirui & Osman, 2012). This is the reason why Kiamba (2011) emphasizes that headteachers should have competence in checking on teachers' class work and have the ability to assess their overall performance from time to time. This can be achieved by providing the right motivation and stimulation for the staff and students in view of enhancing the performance of students.

Studies by Kiamba (2011) also reveal that most headteachers do not meaningfully supervise and evaluate teachers; plan and co-ordinate curriculum activities manage innovation and spend time to carry out classroom visits. In addition, a report on management of instructional supervision found out that supervisors are more ignorant than the teachers on how to handle certain instructional issues, as a result limiting innovation on new techniques of teaching (UNESCO, 2005). The report also lays emphasis on providing expert guidance to teachers by headteachers. This is because effective guidance and supervision boosts teamwork and individual performance among all members in a school setting leading to adaptation of new teaching techniques thus, creating efficiency in teaching and learning in schools. This role should be taken seriously since one of the most important duties of the headteacher is to supervise his staff. This is the reason why Ogunrinde (2004); Oyewole & Ethinola (2014) emphasize that headteachers should occasionally visit teachers and examine their work while on duty, as a strategy of encouraging innovation in the techniques used in teaching in their schools to avoid monotony which will cause boredom among learners.

Sergiovanni and Starrat (1979) identified constant appraisal of the curriculum and management of instructional supervision as of vital a sub-roles of the headteacher. He is concerned with the evaluation of instructional resources and the overall assessment of the curriculum and instructional programmes which involves visiting, observing and keeping records of learning sessions in classrooms as well as periodically checking students' exercise books to ensure their systematic use in guiding learning. In order to perform these role effectively, headteachers as instructional supervisors should be trained to improve their supervisory skills through in service training and workshops. Training of headteachers and teachers ensures systematic development of knowledge and skills required to perform tasks effectively, which will help teachers improve on their techniques of teaching and hence delivery in class leading to student academic achievement. This why Ekundayo, Oyerinde & Kolawole (2013) perceive the headteachers' roles as being knowledgeable of the performance of teachers who are recruited to teach in the

school, determining whether a teacher should be transferred, promoted, retrained or dismissed, providing professional information to teachers, assisting incompetent teachers to improve their techniques, discovering special abilities or qualities possessed by teachers guiding teachers in accessing instructional materials among others.

Ankomah (2002) found out that success in private schools in the Upper West Coast of Ghana was due to strong leadership exhibited through management of instructional supervision. For instance, in most successful schools the headteachers sits in the classroom during instructional time and notes down aspects which they later discuss with the teachers. On a regular basis, the headteacher also samples out some of the exercises done by children to find out the extent to which teachers are teaching and how they do it. The headteacher also inspects the lesson plans of teachers and scrutinizes them every week to find out if teachers are using the appropriate techniques in the delivery of subject content in class. Similarly, Alhassan (2015) observed that headteachers in the private schools paid regular visits to other school premises, such as the library and the bookshop facilities. This exercise familiarizes headteachers with the state of affairs in these areas. In addition these strategies positively affect teachers by increasing their use of thoughtfully informed teaching techniques, which places more emphasis on instructional delivery in class. All these efforts help to boost the morale and knowledge of teachers prompting them to develop a variety of new approaches in teaching learners.

2.3. Relationship between headteachers' management of instructional supervision and teacher professional development

The headteachers' management of instructional supervision is extensively regarded as a critical source of competitive advantage in the ever changing demands of a school setting (Karui & Osman, 2012). The exercise helps in the development of teachers' capacity to improve in their instructional obligations. Consequently, other education management scholars such as Ehren & Visscher (2008), Ololube, and Nanighe (2013), Onasanya (2008) and West-Burnham (1994) point out that instructional supervision competence is one of the most important components of headteachers' productivity and teacher professional performance in a school. This is because headteachers instructional supervision management skills have a positive effect on the improvement of classroom instruction. For example, the insufficient human and material resources in schools may well be wasted if their utilization is not properly supervised by headteachers (Ololube and Nanigbe, 2013). Therefore headteachers have a task of ensuring that they avail the necessary materials and appropriately place teachers to support instruction. When supervision of these resources is effectively done, schools are able to their educational goals.

Headteachers in Kitui district of Kenya influenced teachers' professionalism by supplying teachers with the necessary resources such as textbooks, and purchasing necessary materials to support instruction and their professional growth (Nzile, 2012). McGhee & Lew (2007) propose that providing resources is viewed by teachers as an essential characteristic of effective leadership by principals. For example, teachers perceived that principals improved their writing skills by providing resources such as technology. It is because of this that Smith and Andrews (1989) argue that a majority of strong professionals were given positive ratings as resource providers when they were seen as possessing competence in the management of instructional supervision and mobilization of resources among other things to achieve teacher professional development so as to attain academic goals of a school.

Headteachers who are competent in carrying out their instructional roles influence the professional performance of teachers. For example, classroom visits, observation of teachers in class, control of stock and monitoring of teachers' attendance makes them comply with the professional goals which lead to high academic achievement (Nzile, 2012). Practicing such roles positively affects teachers' performance by increasing their use of informed instructional decisions, different instructional approaches, and placing more emphasis on instructional planning (Blase & Blase, 1998). However, incompetent principals were found to have a negative effect on teachers' professional performance. For example acts such as ignoring teachers' needs, isolating teachers, withholding resources from teachers, spying on teachers, overloading teachers with duties, giving teachers unfair appraisals, and preventing them from advancing professionally had a negative impact on teacher professional performance (Blase & Blase, 2004). On the other hand, Kiamba (2011) points out that since the headteacher has the authority to make administrative changes in a school, he is able to improve on the teaching and learning situations as well. This can be through working very closely with individual teachers to improve their professional development in the school. Headteachers can also achieve this goal by offering incentives such as recognition of good classroom performance and offering a conducive working environment to motivate teachers since the monetary aspect is usually inadequate.

Effective management of instructional supervision helps teachers to improve on their duties. This places secondary school headteachers at the helm of all academic programs and teacher professional development initiatives (Glickman, Gordon and Ross-Gordon, 2001). This demand, explains why UNEB emphasizes that school heads are critical in determining how a school performs academically and the professional capacity of teachers (Talemwa & Mwesigye, 2010). Similarly, Sergiovanni and Starratt (2007) argue that when a teacher's

professional capacity improves; teaching improves, leading to improvements in student performance. However, Ogunrinde (2004); Oyewole et al (2014) found out that when headteachers occasionally participate in class visits and scrutinize teachers work while on duty, this strategy helps teachers achieve effective teaching and learning in the school since their professional capacity is improved. Ekundayo et al (2013) argue that professionalism in secondary schools ensures that things are done in an expected way so as to achieve the stated objectives. Data should be collected from schools in order to establish the relationship between headteachers' management of instructional supervision and its effectiveness in contributing to teacher professionalism in schools.

The influence of the headteachers' management of instructional supervision on teacher professional development is viewed as having a direct positive impact on performance of teachers by enabling them realize the need to perform duties better and better understand how students learn (Makokha, 2015). This can be achieved in a school through providing teachers with clear performance expectations, fair and consistent feedback and career development opportunities. Similarly Buregeya, (2011) observes that instructional supervision contributes to teacher professionalism leading to student achievement, however, he notes that currently there is an ongoing decline of teacher supervision in schools globally which has led to low student out comes. All these scholars have emphasized the importance of the need for effectiveness of headteachers in the management of instructional supervision as a way of encouraging teacher professional development. However, they did not state the competencies that headteachers should possess for effective teacher professional development to occur.

World Bank report (2010) considers management of instructional supervision systems to be the frequent areas of reform employed by world nations to improve their education outcomes and to alleviate education challenges associated with global education policies. Oyewole et al (2014) point out that the success of an educational program especially in the achievement of effective learning depends largely on the job professional performance of the teachers. They emphasize that poor performance of public secondary school students can be solved through intensive of instructional instructional supervision in order to realize school goals and objectives. On the other hand, Ogunrinde (2004) noted that the critical goal of the subject teacher in secondary schools is to prepare and present their students to pass well both at internal and external examinations. Similarly, it is every headteachers' dream to get his school ranked among the best in the national examinations; this makes instructional improvement a joint responsibility by all members in schools. Therefore, since teacher professional development is an important aspect in schools, headteachers must possess competence in management of

instructional supervision if they are to successfully have an impact on teachers' performance.

As a chief executive officer in any given school, headteachers are considered very important due to their skills in school management, which skills affect the teaching process (Mbiti, 1974). The school management affects the performance of the school in terms of how teachers teach, how much pupils learn and the overall school academic performance. Headteachers are therefore expected to effectively supervise teachers and promote their motivation for them to teach as required (Kalule and Bouchamma, 2014). Similarly, providing incentives such as material rewards and praises influences innovations among teachers in the classroom leading to efficiency in delivery since it improves on their commitment to work.

Management of instructional supervision in a school is seen as an important contributory factor for the success of educational institutions (Atakpa & Ankomah, 1998). Studies by Alhassan (2015) found out that effectively controlled schools had good headteachers who perform their managerial tasks effectively and efficiently by supervising their teachers work. While in ineffectively managed schools, the headteachers hardly carry out support supervision of their teachers in the day to day running of the school. Similarly, Leithwood and Riehl (2003) point out that those administrators in excellent schools perform their supervisory roles very well, as compared to failing schools whose administrators are weak and pay little attention towards supervising their teachers. Looking at the position teachers hold in schools one realizes that headteachers cannot achieved any academic goal without them. We also realize that teachers are the pivot around which quality education revolves hence they should be supported by headteachers in all the work they do.

Other studies have confirmed that good supervisors (headteachers) have positive effects on teachers and school performance. For example, Leithwood and Riehl (2003) point out that effective headteachers direct their efforts towards mobilizing their teachers for effective teaching and learning in the school. However, the contributions of teachers do not only depend on their strength to perform instructional roles but also on the satisfaction they derive from their work. Headteachers as instructional leaders should create a sense of satisfaction and belonging among teachers by involving them in planning and decision making. This encourages effective participation with minimum supervision and greater responsibility by teachers hence improving their professional development, leading to academic performance of students. Thus, a teacher who is satisfied with work conditions is most likely to perform better than a teacher who is not contented with work conditions (Ankomah and Amoako, 2002). Therefore if head teachers lack the management proficiency to carryout instructional supervision in their schools, then it is

likely that the expected school outcomes will not be achieved.

Professional development is an essential element for the continued effective performance of teachers in a school (Knezevich, 1984). This is because it enables teachers to improve instruction for the benefit of students and attainment of the schools' curriculum objectives. It is for this reason that Owolabi, and Edzii (2000) note that without support supervision, teachers are most unlikely to deliver whatever quality they desire in teaching which may negatively affect the teaching process. Therefore, in order to effectively manage teachers and improve students' outcomes, headteachers should consider teacher professional development as both ongoing and recurring in their schools (Zepeda, 2006). It should therefore be appreciated that, without effective management of instructional supervision, it will not be surprising for schools to continuously experience inefficiency in teaching and poor performance of students which may negatively affect the credibility of headteachers as instructional managers in schools.

2.4. Summary of literature review

This section reviewed literature on the relationship between the headtaechers' management of instructional supervision and teacher professional development in secondary schools in Soroti district. Among the roles played by the headteacher as an instructional supervisor is to help teachers to systematically gain increased experience in teaching through improvement of their teaching skills. This is in agreement with (Kalule and Bouchamma, 2014) who stated that management of instructional supervision enhances teacher professional development because it helps teachers improve their teaching practices. Headteachers should therefore consider teacher professional development as an ongoing process by providing close assistance and guidance to teachers in order to ensure that effective teaching and learning takes place in their schools (Zepeda, 2006). However this can only be achieved if headteachers possess the prerequisite instructional supervisory skills (Okumbe, 1998). Studies carried out by Tyagi (2011), Khan et al (2009) found out that high achieving schools were positively correlated with strong instructional leaders who influence the quality of teaching, leading to students' academic performance. This can only be achieved through supporting teacher professional development in schools. Thus, the study intended to investigate whether there was a relationship between the literatures reviewed on headteachers' role in the management of instructional supervision and whether it had a positive influence on teacher professional development in secondary schools in Soroti district.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter presents the research design, population, sample size, sampling techniques and procedure, data collection instruments, validity and reliability of research instruments, data collection procedures, and ethical considerations, data analysis and data presentation techniques.

3.1. Research design

A descriptive cross sectional survey research design was used. This is because it specifies the nature of given information without altering its natural context, given that the researcher was interested in reporting things the way they are (Oppenheim, 1996). According to Amin (2005) this is one of the most commonly used research methods in social sciences and is used to gather data from a sample of a population at a particular time. Quantitative method was used in order to establish the extent of the problem.

3.2. Population of Study

Best and Kahn (2004) assert that the target population comprises of all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the study. The study population included 120 members out of which 10 were headteachers, 10 deputy headteachers and 100 teachers drawn from 14 secondary schools in Soroti district. The target population was 185 members. Headteachers and deputy headteachers participated because they are directly involved in the management of instructional supervision while teachers were involved because they were considered as key informants. Teachers were chosen because they could have been supervised or have witnessed headteachers participate in the management of instructional supervision activities.

3.3. Sample Size

The study was carried out in ten (10) selected secondary schools out of fourteen (14). Stratified random sampling was used to select five (5) schools from each of the two (2) counties in Soroti district. Stratified random sampling was used to ensure equal representation of the counties and to eliminate bias in the selection process.

Selecting an appropriate sample size is critical in research with particular reference to this study. This sample was arrived at using Morgan and Krejcie (1970) table for determining sample size in education research.

3.4. Sampling Procedure

Stratified random sampling was used to select schools to participate in the study. The schools were grouped according to the two counties that make up the district, that is Dakabela County and Soroti County. Five (5) schools were randomly selected form each group giving a total sample of 10 schools. Headteachers and deputy headteachers were purposive selected from the (2) two groups. Teachers were selected using convenience sampling where the first (10) ten respondents the researcher met in each school participated in the study. This was preferred especially in rural schools where there was difficulty in finding all the ten respondents available at the time of study. Simple random sampling was used for schools where the researcher would find many respondents available at the time of data collection.

3.5. Data Collection Technique

In this study, the researcher used questionnaire survey and analysis of instructional supervision documents as data collection techniques. The selection of these techniques was guided by the nature of the data, the time available, the respondents and the objectives of the study. Questionnaire survey was used because the population under study was large, they were literate and it collects data easily from a large number of respondents (Amin, 2005).

Analysis of documents such as appraisal forms, schemes of work, lesson plans, teachers' supervision forms, record of work covered, and teachers' arrival book were also used to obtain old data other than literature review. These records were analyzed so as to find out any evidence of management of instructional supervision for the years 2014 to 2016 that headteachers possessed. This technique was used because it allows the researcher to scrutinize and record data for himself (Creswell, 2003).

3.6. Data Collection Instruments

Research instruments are tools used by the researcher to translate and transform attributes into measurable entities (Bailey, 1994). They are tools used to collect data to answer research questions. Self-constructed instruments were used to collect data. The instruments which were used in this study included questionnaires and document sources. Questionnaires were used because they ensure confidentiality of the respondents and they enable the researcher to obtain

results within a considerably short time. Amin (2005) confirms the usefulness of questionnaires in terms of their simplicity to use, time saving and easy to administer by the researcher. Questionnaires were used for data collection from headteachers, deputy headteachers and teachers, with questions and statements related to the objectives of the study. The questionnaires had closed ended questions to guide respondent's views to instructional management practices. The headteachers, deputy headteachers and teachers' questionnaires were divided into 4 sections marked A to D. Section A solicited for personal and background information while sections B to D was used to collect data for answering research questions for objective one to three. The responses were measured with a modified four-point Likert-type rating scale. Where; Strongly Agree (SA) = 1; Agree (A) = 2; Disagree (SD) = 3; Strongly Disagree (D) = 4.

The researcher also used existing records and documents that were related to the study objectives such as schemes of work, lesson plans, and record of work covered, appraisal forms, teacher supervision reports and teachers' arrival books. This was in order to get evidence of documented instructional supervision practices being used in schools under study.

3.7. Validity and reliability of research instruments

Validity of a test is a measure of how well an instrument measures what it is supposed to measure (Best and Kahn, 2004; Amin, 2005). To ensure the validity of research instruments, pilot testing of questionnaires was carried out. This was useful in assessing the appropriateness of sentence construction, comprehension, language clarity, acceptability in terms of length and ethical considerations from the respondents. Supervisors were consulted to validate the research instruments and their comments were used in designing the final instruments that were used in data collection.

In order to establish validity of content in the instruments, two experts were also asked to judge items in the instruments in order to find out their validity. The experts were asked to comment whether items in the instruments were relevant or irrelevant. The results of the judgment were summarized as in table 3.1a.

Table 3.1a: Rating of items to determine validity of the instruments

Responses	Judge 1	Judge 2
Relevant	23	26
Irrelevant	8	5

Responses from the ratings were used to compute content validity index (CVI) using the following formula:

$$CVI = \frac{Average\ number\ of\ items\ judged\ relevant\ by\ both\ experts}{Total\ number\ of\ items\ in\ the\ instruments} x\ 100$$

Total number of items = 31

Judge 1= 23

Judge 2= 26

$$Average\ number\ of\ items\ judged\ relevant = \frac{23 + 26}{2}$$

$$= \frac{49}{2}$$

$$= \mathbf{24.5}$$

$$CVI = \frac{24.5}{31} x100$$

Content Validity Index = **79%**

Therefore since CVI percentage was more than 50%, the instruments were considered effective and valid.

The reliability of instruments was established using the Inter-rater reliability index (IRRI) after the items in the instruments were ranked by different raters. The raters were given the scale for rating items as; Very good 5, Good 4, fairly good 3, Weak 2 and Very weak 1.

Table 3.1b: Ranking of items in the instruments to determine reliability

Item	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
Rater 1	5	4	2	4	3	4	5	5	4	5	3	4	5	5	4	3	5	4
Rater 2	5	4	2	5	3	4	4	5	4	4	3	4	5	5	4	3	5	4
Item	**19**	**20**	**21**	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**	**31**					
Rater 1	4	5	4	3	5	4	5	4	2	5	5	5	5					
Rater 2	4	5	4	3	5	5	5	4	2	4	5	4	5					

Summary of items given similar ranking

Very good	10
Good	08
Fairly good	05
Weak	02
Very week	00
Total	**25**

The reliability of the instruments was calculated using the formula given below:

$$IRRI = \frac{Number\ of\ items\ given\ similar\ ranking}{Number\ of\ items\ in\ the\ instruments}\ x\ 100$$

Total number of items with similar ranking = 25

Total number of items in the instrument = 31

$$IRRI = \frac{25}{31}\ x\ 100$$

$$\boldsymbol{IRRI = 81\%}$$

Since the IRRI was 81%, the instruments used in the study were reliable because it was above average.

3.8. Data collection procedures

The researcher obtained an introductory letter from the Dean Graduate School Kyambogo University, Department of Education Planning and Management to introduce him to the respective school headteachers seeking to undertake this study. With permission, the researcher visited secondary schools within the study area in order to access document sources and circulate questionnaires to the respondents so as to collect the required data. The researcher clarified to the respondents the intention of the study and with permission, administered questionnaires which were then collected immediately after they were filled. Each questionnaire was cross checked for completeness of information before leaving the respondents. The researcher assured respondents that their responses were confidential and would be used only for academic purpose. Relevant instructional supervision documents such as schemes of work, lesson plans and record of work covered, supervision reports and appraisal forms were also consulted for triangulation purposes. A document analysis checklist was filled

and comments were made to enable correlation with information collected through the questionnaires. The data was coded and tabulated using frequency tables.

3.9. Data analysis and presentation techniques

The responses to the close-ended items in the data collection instruments were assigned codes and labels using SPSS package program (version 22). Frequency counts of the responses were obtained to generate descriptive information about the respondents who participated in the study and to illustrate the general trend of findings on the various variables that were under investigation. This involved the use of frequency tables and percentages. According to Mugenda and Mugenda (2003) they help to summarize large quantities of data whilst making the report reader friendly. Regressions analysis and Pearson correlation were used to determine the degree of relationship between headteachers' level of participation in the management of instructional supervision and teacher professional development.

4.0. Ethical considerations

Before administering questionnaires and checking instructional supervision documents, the researcher ensured that the participants fully understood the objectives of the study and the fact that participation was voluntary. Respondents were also assured of the confidentiality of the information they provided. Furthermore, the researcher fully observed the right of respondents to privacy and anonymity by not asking them to write or mention their names and the names of their schools.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the findings of the study which was carried out to establish the relationship between headteachers' management of instructional supervision and teachers' professional development in secondary schools in Soroti district. The study focused on three research questions; however, response rate and background information about the respondents was presented because it was important in interpreting the data. The findings were presented in tables. Therefore, this chapter is divided into three sub sections namely: response rate, background information about the respondents and the research questions.

4.1. Questionnaire return rate

Analysis of documents which included schemes of work, lesson plans, record of work covered, teachers supervision records, appraisal forms and teachers' arrival books was conducted inthe 10 selected secondary schools for 2014, 2015 and 2016 academic years respectively. Some schools presented the required documents for analysis to the researcher while others did not (table 4.3.2c).

A total of 120 questionnaires were presented to the respondents. Since the researcher had to wait for the respondents to fill out the questionnaires before leaving, the researcher cross checked and requested the respondents to complete filling those that were incomplete. All questionnaires were therefore returned with responses. The summery of the return rate of questionnaires is presented in table 4.1.

Table 4.1: The questionnaires presented, returned with and without responses per category of respondents.

Category of respondents	**Questionnaires returned with responses (N)**	**%**	**Questionnaires returned without responses (N)**	**%**
Headteachers and deputy headteachers	20	100	00	00
Teachers	100	100	00	00

In summary, views from all the 120 respondents targeted were obtained. This represented 100% of the respondents which gives very high presentation of the opinions of the target population.

4.2 Background information about the schools and respondents

Relevant background information about the respondents helped to explain the extent to which respondents especially headteachers were knowledgeable about management of instructional supervision and their influence in the supervision of teachers. Information on headteachers' instructional supervision management history was relevant in confirming the existence of gaps in management of instructional supervision practices. Therefore the information involving these variables was obtained and the findings were summarized as follows:

4.2a. Gender of respondents

In order to find out the gender of the respondents, they were asked to indicate in the questionnaire their age groups. The responses were summarized as shown in the table 4.2a:

Table 4.2a: Distribution of respondents who participated in the study by gender

Gender	**Headteachers/ Deputy Headteachers**		**Teachers**	
	N	**%**	**N**	**%**
Male	16	80	79	79
Female	4	20	21	21
Total	20	100	100	100

Findings in table 4.2a shows that there were more male headteachers and deputy headteachers 16(80%) as compared to their female counterparts, 4(20%). In addition, there were also more male teachers 79(79%) than females who were at 21(21%). This implies that a majority of respondents that participated in the study were males. Females should be encouraged and given opportunity to take up leadership positions as well as train as teachers.

4.2b Age of Respondents

The respondents were asked to indicate their age groups. The responses were summarized as shown in the table 4.2b:

Table 4.2b Distribution of respondents by their age group

Age	Headteachers / Deputy Headteachers		Teachers	
	N	%	N	%
25- 30 Years	1	5	63	63
31-40 Years	6	30	25	25
41-50 Years	9	45	11	11
51- 60 Year	4	20	1	1.0
Total	20	100	100	100

Findings reveal that majority 9(45%) of the headteachers were aged 41-50 years, 6(30%) were aged 31-40 years, 4(20%) were aged between 51-60 years, while only 1(5%) were aged 25-30 years. This implies that the majority of headteachers and their deputies 9(45%) were mature enough to give objective information on the study variables. On the other hand, majority of the teachers 63(63%) were aged below 30 years, while 37(37%) of them were aged between 31-60 years. These findings are attributed to the fact that many of the teachers have just completed their college and university education from the numerous public and private teacher training institutions producing diploma and graduate (degree holder) teachers.

The respondents were asked to indicate the status of their schools and status of teachers in terms of contract. The responses were summarized as shown in the table 4.2c:

Table 4.2c Distribution of schools and teachers by status

Variable	Category	N	%
Schools	Public	5	50
	Private	5	50
	Total	10	100
Teachers' status	Full time	52	52
	Part time	48	48
	Total	100	100

In table 4.2c, findings show that 5(50%) of schools were public and 5(50%) private. This reinforces the expectations that the data collected is dependable since these schools are managed by different governing bodies. It also helped to obtain balanced information on management of instructional supervision initiatives being put in place by headteachers to promote teacher professional development in their schools.

The study also found out that majority of teachers 52(52%) in both public and private secondary schools were employed on full time basis while 48(48%) were on part time. This could be attributed to the fact that many private schools have been established and have absorbed many teachers, in addition to the ongoing recruitment of teachers in government aided secondary schools. Findings also reveal that some of these teachers on part time are science based and teach in more than three schools.

The respondents were requested to indicate their position of responsibility in the school, years of service in the current position and any further training in management of instructional supervision. Their responses were summarized as indicated in table 4.2d.

Table 4.2d Distribution of respondents by position, experience and training in management of instructional supervision

Variable	**Category**	**n**	**%**
Position of responsibility	Headteachers	10	50
	Deputy headteachers	10	50
	Total	**20**	**100**
Years in current position	1 to 3	8	40
	4 to 6	6	30
	7 to 10	5	25
	10 and above	1	5
Total		20	100
Training on teacher supervision	Yes	11	55
	No	9	45
	Total	**100**	**100**

Table 4.2d shows the major respondents of the study, where 10(50%) were headteachers. To confirm information given by the headteachers, deputy head teachers 10(50%) were also

involved in the study so as to reveal any information the serving respondents could hide and to act as a control group. This is because they are considered to be key stakeholders in the general school management in addition to being knowledgeable about management of instructional supervision. This implies that the conclusions based on the data that they provide were credible.

Findings also reveal that majority of the respondents had stayed longer in their current positions; 8(40%) for a period of 1 to 3 years, 6(30%) for a period of 4 to 6 years, 5(25%) had stayed much longer 7 to 10 years and 1(5%) 10 years and above. This therefore can be seen that most headteachers and deputy teadteachers have some exposure in management and are expected to understand the instructional supervision process as required of them to enhance teacher professional development leading to student academic achievement. This reinforces the expectations that the data they provided is dependable since some of them had stayed in their respective positions for a long time to give relevant information for the study.

In order to confirm the findings reported in the literature review by different authors about lack of knowledge and competence to carry out instructional supervision in schools, 9(45%) of headteachers and deputy headteachers reported that they had never received any formal training on management of instructional supervision since they assumed their current responsibilities, table 4.2e.

Table 4.2e Distribution of teachers by total number of lessons per week and responsibilities

Variables	**F**	**%**
8 periods	17	17
12 periods	26	26
16 periods	27	27
20 periods	24	24
24 periods and above	6	6
Total	**100**	**100**
1 Responsibility	42	42
2 Responsibilities	28	28

3 Responsibilities	19	19
More than 3 Responsibilities	5	5
None	6	6
Total	**100**	**100**

Findings in table 4.2e show that majority 77(24%-27%) of teachers have weekly teaching loads of between (12-20) periods per week. This indicates that headteachers over loaded teachers and this did not give them enough time to plan and prepare well for teaching. On the other hand 48(48%), table 4.1c of the teachers were on part-time programme and can only accept to teach a smaller load so that they find time to teach in other schools. This explains why 17(17%) of teachers taught a much smaller load of 8 periods per week. While 6(6%) of teachers had a very heavy work load of 24 periods per week, which caused in efficiency in teaching.

On responsibilities besides teaching, majority of teachers 42(42%) had only one responsibility, 28(28%) two responsibilities while 19(19%) had three responsibilities, only 11(11%) had more than three responsibilities. This was attributed to the fact that many teachers 63(63%) aged between 25- 30, (table 4.1c) had limited experience in teaching since they had just completed their University studies. In addition, due to part timing other teachers did not want responsibilities since such responsibilities would confine them to one school.

Table 4.2f Distribution of respondents by those ever been supervised by headteachers

Variable	**Category**	**F**	**%**
Supervision	Yes	88	88
	No	12	12
	Total	**100**	**100**
Number of times of supervision	Once	26	26
	Twice	18	18
	Three times	19	19
	Four and above	37	37
	Total	**100**	**100**

Findings show that majority 88(88%) of teachers indicated that they have ever been supervised but not necessarily by their current headteacher while 12(12%) indicated they had never been supervised since completing school. Those who had been supervised indicated 26(26%) once, 18(18%) twice, 19(19%) thrice and majority 37(37%) more than four times. These findings

therefore show that headteachers try to put in place some effort in management of instructional supervision to promote teacher professional development which could lead to high student academic performance. Therefore, if indeed headteachers supervise teachers, it is important to find out whether they follow the right procedure as expected.

The respondents were also asked to indicate their level of education. Their responses were summarized in table 4.2g:

Table 4.2g Distribution of respondents by level Education

Variable	Category	Headteachers/ D/headteachers		Teachers	
		n	%	n	%
Qualifications	Certificate	-	-	4	4
	Diploma	3	15	54	54
	Degree	13	65	39	39
	Masters	4	20	3	3
	Total	**20**	**100**	**100**	**100**

Findings show that majority 13(65%) of headteachers and deputy headteachers involved in the study had bachelor's degrees while 4(20%) of them were master's holders and 3(15%) diploma which was below the minimum requirements set by the Ministry of Education Science Technology and Sports while none had certificates. On the other hand finings reveal that majority of teachers 54(54%) were diploma holders while 39(39%) had attained degrees, 3(3%) masters degrees with only 4(4%) certificate holders. This was important in knowing the extent to which respondents were knowledgeable about the variables that were involved in the study and the extent to which the data they provided could be generalized to the population.

4.3.0 Presentation of findings

This section presents data from all the instruments used starting with survey data followed by document review data respectively. Data were presented question by question starting with research question one.

4.3.1 Research question one: What is the headteachers' perception of their roles in instructional supervision?

To find out headteachers' perception of their responsibilities in management of instructional supervision duties in secondary schools in Soroti district, the researcher administered questionnaires to teachers so as to determine what they perceived about their headteachers

awareness of instructional responsibilities. The responses were summarized as given in table 4.3.1a:

Table 4.3.1a: Perception of teachers on headteachers and deputy headteachers' awareness of their instructional supervision management responsibilities (n=100)

Management of instructional supervision responsibilities	**Strongly disagree**		**Disagree**		**Agree**		**Strongly agree**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Organizes a meeting with me before supervision	59	59	33	33	5	5	3	3
Agrees with me on the mode of supervision	32	32	45	45	1	8	5	5
Makes me feel relaxed during supervision	32	32	26	26	27	27	15	15
Checks on my records of work	20	20	28	28	32	32	20	20
Observe me teach in class	29	29	37	37	26	26	8	8
Analyzes how I have taught	40	40	27	27	18	18	15	15
Arranges for a discussion with me after I have taught	49	49	25	25	17	17	9	9
Shares his experiences with me	41	41	22	22	28	28	13	13
Compiles a report about the teaching and learning process	36	36	23	23	28	28	13	13
Gives me feedback after supervision	40	40	25	25	26	26	9	9

The results in Table 4.3.1a, shows that 66.9% of headteachers and deputy headteachers were perceived not to be aware of their responsibilities in management of instructional supervision in their schools. Only an average of 33.1% of the respondents perceived that headteachers and deputy headteachers were aware of their instructional supervision management responsibilities. Specifically, in most of the instructional supervision management responsibilities, respondents highly disagreed as far as their involvement in the following activities is concerned: organizing a meeting with the teachers before supervision 92(92%), agreeing with a teacher on the mode of observation 77(77%), observing a teacher teach in class 66(66%), analyzing how a teacher has taught 67(67%), arranging for a discussion with teachers after they have taught 74(74%), sharing his experiences with teachers 63(63%), compiling a report about teaching and learning process 59(59%) and giving teachers feedback after the supervision process 65(65%). Only 52(52%) of respondents agreed that head teachers always checked on their records of work while majority scored between 20% and 42%. Lack of competence in carrying out instructional supervision management responsibilities could explain why headteachers have a low participation and hence

low teacher professional development leading to poor performance of students in Soroti district secondary schools.

To generate more information on headteachers' perception of their responsibilities in management of instructional supervision in secondary schools in Soroti district, headteachers were asked to show their level of agreement on perceived awareness of some of the instructional supervision management responsibilities. The findings were summarized as in table 4.3.1b.

Table 4.3.1b: Perception of headteachers and deputy headteachers of their awareness of management of instructional supervision responsibilities (n=20)

Management of instructional supervision responsibilities	**Strongly disagree**		**Disagree**		**Agree**		**Strongly agree**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Organizing a meeting with a teacher before supervision	7	35	6	30	3	15	4	20
Agreeing with a teacher on the mode of observation	2	10	10	50	4	20	4	20
Making a teacher feel relaxed during supervision	2	10	4	20	11	55	3	15
Checking on teachers records of work	1	5	3	15	9	45	7	35
Observing a teacher in class	7	35	5	25	6	30	2	10
Analyzing data collected during observation	4	20	5	25	6	30	5	25
Arranging for a conference with a teacher after observation	5	25	7	35	4	20	4	20
Sharing my experiences with the teacher	2	10	4	20	10	50	4	20
Compiling a report about the teaching and learning process	3	15	1	5	11	55	5	25
Giving feedback to the teacher after supervision	3	15	6	30	7	35	4	20

The responses in table 4.3.1b confirmed that headteachers and deputy headteachers declared that they were aware of their instructional supervisory responsibilities at an average level of 56.5% while 43.5% disagreed that they were not aware of their instructional supervisory responsibilities. Precisely, most of the responsibilities were scored highly by headteachers and deputy headteachers, 14(70%) was scored on making teachers feel relaxed during supervision, checking on teachers' records of work 16(80%), analyzing how a teacher has taught 11(55%),

sharing experiences with the teacher 14(70%), compiling a report about teaching and learning 16(80%), and giving feedback about teaching and learning was scored 11(55%).

The survey data therefore shows that whereas headteachers perceived at an average level of 56.5% that they were aware of their instructional supervision management responsibilities, 66.9% of teachers disagreed (table 4.3.1b). This made headteachers ineffective in the promotion of teacher professional development activities in their schools (table 4.3.1a) which could have led to poor academic achievement by students.

4.3.2 Research Question Two: what is the relationship between headteachers' level of participation in the management of instructional supervision and identification of new teaching techniques?

This research question inquired into finding the extent to which headteachers level of participation in the management of instructional supervision in secondary schools in Soroti district enhanced the identification of new teaching techniques among teachers. In this question, the level of participation in the management of instructional supervision activities was of interest because it was necessary to investigate the degree of participation in each practice before investigating the general level of participation in promoting teacher professional development. To determine the level of participation in the management of instructional supervision activities, questionnaires were administered to the teachers. This was done to make data manageable for easy presentation. The findings were summarized as in table 4.3.2a.

Table 4.3.2a: Extent of agreement by teachers on headteachers and deputy headteachers' participation in the management of instructional supervision activities (n= 100)

Activities for promoting the identification of new teaching techniques	**Never**		**Rarely**		**Often**		**Very often**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Guides teachers in the preparation, innovation and sources of learning materials.	26	26	52	52	18	18	4	4
Conducts planning and co-ordinates teachers' instructional activities through meetings	17	17	48	48	23	23	12	12
Meets teachers and helps them acquire new teaching skills	22	22	38	38	25	25	15	15
Motivates teachers to teach by focusing on	17	17	39	39	30	30	14	14

areas of weakness and strengths								
Checks on teachers records and assesses the overall performance of students	15	15	34	34	34	34	17	17
Carries out class visits and scrutinizes teachers' work	21	21	44	44	22	22	13	13
Evaluates instructional resources	14	14	53	53	22	22	11	11
Carries out appraisal of the curriculum eg subject content	20	20	42	42	22	22	16	16
Inspects lesson plans and schemes of work	25	25	29	29	30	30	16	16

Findings in table 4.3.2a shows that headteachers and deputy headteachers were involved in management of instructional supervision to help teachers identify new teaching techniques activities at an average level of 38% compared to 62% of the respondents who disagreed that headteachers were never involved in management of instructional supervision, limited their professional development. It was shown in the responses that headteachers were mainly involved in activities such as checking on teachers' records and assessing the overall performance of students at an average level of 51(51%) and inspecting lesson plans and schemes of work at 46(46%), which was slightly below 50(50%). However, in most of the activities, respondents disagreed that headteachers were less involved in the key instructional activities that ensure efficient and effective identification of new teaching techniques such as guiding teachers in the preparation, innovation and sources of learning materials 78(78%), evaluating instructional resources 67(67%), carrying out class visit and scrutinizing teachers' work at 65(65%), conducting planning and coordination of teachers' instructional activities through meetings 65(65%) among other activities.

Most respondents disagreed that headteachers were not involved in the management of instructional supervision activities the promoted teachers skills development at average scores of less than 50%. The difference between these averages was statistically significant to conclude that headteachers were not fully involved in carrying out their activities as professionally required and this limited the acquisition of new teaching techniques by the teachers.

The headteachers who participated in the study were also asked to indicate their extent of involvement in the management of instructional supervision activities and the findings were summarized as in table 4.3.2b.

Table 4.3.2b Extent of agreement by headteachers and deputy headteachers' towards their level of participation in the management instructional supervision activities (n=20)

Activities for promoting the identification of new teaching techniques	**Never**		**Rarely**		**Often**		**Very often**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Guiding teachers in the preparation, innovation and sources of learning materials.	3	15	10	50	6	30	1	5
Conducting planning and co-ordinates teachers' instructional activities through meetings	1	5	11	55	1	5	7	35
Meeting teachers and helps them acquire new teaching skills	5	25	9	45	2	10	4	20
Motivating teachers to teach by focusing on areas of weakness and strengths	1	5	3	15	12	60	4	20
Checking on teachers records and assesses the overall performance of students	6	30	5	25	8	40	1	5
Carrying out class visits and scrutinizes teachers' work	4	20	7	35	6	30	3	15
Evaluating instructional resources	1	5	12	60	5	25	2	10
Carrying out appraisal of the curriculum eg subject content	1	5	9	45	8	40	2	10
Inspecting lesson plans and schemes of work	3	15	8	40	4	20	5	25

Table 4.3.2b shows that headteachers and deputy headteachers were involved in management of instructional supervision activities that promoted teachers' development of new teaching techniques at an average level of 45%. This indicates that they were not substantially involved in the management of instructional supervision practices by average of 55%. The level of disagreement was however slightly higher among the teachers 62% and at 55% among headteachers and deputy headteachers which was slightly lower. The deeper analysis of the results showed that headteachers and deputy headteachers were majorly involved in practices such as motivating teachers to teach by focusing on areas of weakness and strengths 16(80%), carrying out appraisal of the curriculum especially subject content by 10(50%), but were however less involved in guiding teachers in the preparation, innovation and sources of learning materials 7(35%), meeting teachers and helping them acquire new teaching skills 6(30%), evaluating instructional resources 7(35%), conducting planning and co-ordinating teachers'

instructional activities through meetings 8(40%), checking on teachers records and assessing the overall performance of students, carrying out class visits and scrutinizing teachers' work and inspecting lesson plans and schemes of work, were at an average level of 9(45%) respectively. This corresponds with the level of agreement on headteachers' and deputy headteachers' involvement on the same activities shown by teachers (table 4.3.2a), except on motivating teachers to teach by focusing on areas of weakness and strengths at a level of 16(80%). The survey data therefore showed that headteachers were not adequately involved in the management of instructional the supervision activities, leading to inefficiency among teachers.

In the document review, headteachers and deputy headteachers were asked to show records they used to ensure effective management of instructional supervision in their schools. Their responses and findings from 2014 to 2016 are shown in table 4.3.2c:

Table.4.3.2c: Shows the indicators of headteachers' and deputy headteachers' management of instructional supervision in secondary schools.

Indicators of management of instructional supervision	**2014**		**2015**		**2016**	
	F	**%**	**F**	**%**	**F**	**%**
Schemes of work	6	60	7	70	8	80
Lesson plans	3	30	2	20	3	30
Record of work covered	2	20	1	10	2	20
Teacher supervision records	1	10	2	20	1	10
Appraisal forms	2	20	1	10	1	10
Signing of arrival book	7	70	9	90	10	100

Table 4.3.2c, the major instructional supervision documents possessed by headteachers and deputy headteachers that the researcher sought to view were schemes of work, lesson plans, and record of work covered, appraisal forms, teacher supervision reports and teachers' arrival books for years 2014 to 2016. The study found out that headteachers and deputy headteachers scored highly on availability and preparation of schemes of work 60%, 70%, and 80% respectively. The average scores for availability of teachers' arrival books in schools were also high at 70% for 2014, 90% for 2015 and 100% for 2016.

Precisely headteachers and deputy headteachers scored low between 10% and 30% on use and availability of instructional supervision documents such as lesson plans, record of work covered, appraisal forms for teachers and teacher supervision forms in the three years respectively. These low scores confirms the ratings in tables 4.3.2a and 4.3.2b on the activities headteachers and

deputy headteachers were involved in to ensure efficient and effective management of instructional supervision so as to promote of teacher professional development.

In most of the schools under study, a number headteachers and deputy headteachers did not have any files on key instructional supervision documents like lesson plans, records of work covered, teachers' appraisal forms and teacher supervision reports. Some headteachers reported that they had delegated the custody of these documents to their directors of studies and heads of departments, when asked to show them to the researcher. However, others confessed that they did not participate in these activities and therefore they had no documents to that effect. The findings from quantitative survey data and the documents reviewed therefore disclosed that headteachers and deputy headteachers were not fully involved in the management of instructional supervision as professionally prescribed due to lack of documented evidence (table 4.3.2c).

4.3.3 Research question three: what is the relationship between headteachers' management of instructional supervision and teacher professional development?

The third objective established the relationship between headteachers' management of instructional supervision and teacher professional development in government aided and private secondary schools in Soroti district. The two variables under study were subjected to a regression analysis and a Pearson correlation test to establish the significance of their relationship.

Table 4.3.3a shows a regression model summery of the extent of headteachers level of participation in the management of instructional supervision practices.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.614[a]	.377	.371	.40164	.377	59.405	1	98	.000

Findings in the regression test carried out as presented in table 4.3.3a showed R^2= 0.377, indicated that headteachers' management of instructional supervision positively affects teachers' professional development by 37.7% at a significant level of P=0.000 and the Pearson values computed during correlation analysis were found to be having a strong positive correlation at (r=0.614) 61.4%, (table: 4.3.3b); meaning that headteachers had little positive influence in promoting teacher professional development in secondary schools in Soroti district, which showed their high degree of failure. This implied that headteachers' participation in the

management of instructional supervision predicted only 37.7% of teachers' professional development which was not statistically significant enough to enhance the identification of new teaching techniques and teachers' professional development, leading to in efficiency in teaching thus poor performance by students in schools in Soroti district.

Table 4.3.3b shows the Pearson correlation between management of instructional supervision practices and teacher professional development in secondary schools in Soroti district.

		Management of instructional supervision practices	Teacher Professional development
Pearson Correlation	Instructional	1.000	.614
	Professional	.614	1.000
Sig. (1-tailed)	Instructional	.	.000
	Professional	.000	.
N	Instructional	100	100
	Professional	100	100

Table 4.3.3b shows the Pearson correlation of the sample of study. Since the total respondents are 100, then the value of N is also 100. The correlation coefficient value will determine the direction and strength of the relationship, here the value is .614. According to the Guilford Rule of Thumb it has a strong and positive relationship, which means that there is a strong relationship between headteachers' management of instructional supervision and teacher professional development. The Sig (1-Tailed) value in the correlation shows the value is .000, which means Sig-t (.000) < (.01), implying that management of instructional supervision and teacher professional development influence each other.

The conclusion of the study is therefore that there is a significant relationship between headteachers management of instructional supervision and teacher professional development. In other words, the instructional supervisory role of the headteachers in enhancing efficiency in the teaching and learning process contributes to teacher professional development and is significant to the study. Therefore management of instructional supervision influences teacher professional development in schools in Soroti district.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the findings of the study were discussed after which conclusions and recommendations were drawn. For clarity and chronology purposes, the chapter was arranged according to the three research objectives that the study sought to find out. Thus, the chapter was divided into subsections namely; discussion, conclusions and suggestions.

5.1 Discussion of study findings

The discussion was arranged according to the three objectives of the study. Therefore, this section was subdivided into the following subsections: headteachers' perception of their roles in instructional supervision; the relationship between headteachers level of participation in management of instructional supervision activities and identification of new teaching techniques and the relationship between headteachers' management of instructional supervision and teacher professional development in secondary schools in Soroti district, intended to enhance academic achievement among students. Data analysis and interpretation of findings from the questionnaires from headteachers, deputy headteachers and teachers revealed the following major findings:

5.1.1. Headteachers' perception of their roles in instructional supervision.

The findings of the study revealed that headteachers perceived they were aware of their responsibilities in management of instructional supervision. Kirui & Osman, (2012), advises headteachers to consider instructional supervision as a priority in their schools if they are to ensure effective implementation of the curriculum. However, this involved only checking on teachers' records, compiling reports about teaching and learning, sharing experiences with teachers and making sure teachers feel relaxed during supervision. This is in agreement with the findings of Buregeya (2011), Kalule and Bouchamma (2014), Comfort (2012), who observed that instructional supervision, goes hand in hand with teacher professional development because it helps teachers improve their teaching practices leading to students' academic achievement. Teachers on the other hand however disagreed that headteachers were not carrying out their instructional supervision duties. The teachers pointed out that headteachers' had failed in organizing for meetings with teachers before supervision, agreeing with them on the mode of observation, making sure teachers feel relaxed during supervision, observing teachers teach in

class, analyzing data collected during observation, arranging for a conference with a teacher after observation, sharing experiences, compiling reports and giving feedback to teachers after supervision. This is contrary to the recommendation by Glanz (2006) that headteachers as instructional leaders must pay attention to their instructional roles if a positive effect on teaching and learning is to be achieved. This left majority of teachers unable to professionally develop hence ineffectiveness and inefficiency in teaching which has led to high failure rate among students in Soroti district. This is confirmed by Bentley (2005) & Buregeya (2011) who argue that the decline in performance of students is due to the ongoing decline in teacher supervision in schools throughout the globe today which has affected teacher professional development leading to inefficiency in teaching.

In support of reasons for headteachers' failure in the management of instructional supervision, Marwinga (2010), Musila (2007) argues that a number of headteachers have taken their instructional supervisory responsibility for granted. In addition, most of them are not well prepared and conversant with their supervisory responsibilities due to lack of knowledge and proficiency to effectively carry out the supervisory exercise (Ajayi & Ayodele, 2006; Eya & Leonard, 2012). In the same way, Kandasamay & Blaton (2004) and Khan (2015), confirm that instructional supervisors in schools are appointed based on the number of years they have served as teachers (seniority) and on the technical knowhow, but not necessarily as a result of the supervisory skills they possess. Soroti district is inclusive; where headteachers are appointed based on these aspects which have tended to hinder their participation in teacher professional development related endeavors. Headteachers poor management of instruction and supervision of teachers is what Heck et al, (1990) noted as a common behavior of low achieving schools.

The study findings also revealed that most of the headteachers in Soroti district did not observe teachers teach in class. This limited them from discovering those teachers who needed assistance so as to improve their teaching practices. This was contrary to Sizemore, Brossard and Harrigan (1983) arguments that effective principals frequently visited classrooms for instructional purposes with the aim of providing attention to teachers' efforts and progress in instructional matters. Similarly, Kiamba (2011), points out that the headteachers' role is that of checking on teachers' class work and to assess their overall performance from time to time. He adds that headteachers are supposed to provide the right motivation and stimulation for the staff and pupils to enhance staff performance in teaching so as to achieve improved academic performance of students. This therefore, left teachers to perform their duties with little assistance from headteachers and thus exposing them to inefficiency and ineffectiveness contributing to poor academic performance among students. A report by UNESCO (2005) points out that lack of

participation in management of instructional supervision is because of headteachers who are ignorant than their teachers on curriculum issues. The report therefore emphasizes need for headteachers to provide expert advice to teachers on instructional matters.

The study further established that low teacher professional development continued to exist in Soroti district because headteachers did not give feedback to teachers after supervision. Compiling reports about teaching and learning and checking on teachers' records was not enough to make teachers fully perform their duties as expected. This is in support of Reitzug's, (1989) argument that ineffective headteachers did not solicit and provide feedback on teachers' instructional approaches and techniques. Heck et al, (1990) also reported that poor management behaviors common in low achieving schools were the principals' direct failure to supervise teachers' instructional activities. To this end the study suggests that there is need to train headteachers to create awareness of responsibilities in management of instructional supervision and how to effectively perform their duties in order to ensure that teacher professional development is promoted in schools.

It was found out from the study that majority of headteachers did not share their experiences with the teachers on instructional issues as a way of inspiring them to perform their duties well. The teachers only came to learn some of these demands in the course of teaching and yet most of them have limited opportunities for professional development in their schools. Due to lack of information sharing with the teachers, this made headteachers not to be aware of their responsibilities and participate adequately. This is why Khan (2004), in his study identified the numerous gaps that minimize the efficiency of principals in schools as inadequate induction to roles, poor preparation and selection processes of headteachers. This was limited by the headteachers' vague understanding about the concept of management and limited supervisory role (Warwick & Reimers, 1995). These circumstances were assumed to be the contributory factor towards headteachers' minimal instructional improvement in their schools due to poor teacher professional development.

5.1.2 Headteachers level of participation in the management of instructional supervision and the identification of new teaching techniques in secondary schools

The second objective of the study was to find out the relationship between the headteachers level of participation in management of instructional supervision and the identification of new teaching techniques. This was raised because being aware and knowing how to perform instructional supervision responsibilities (table 4.3.1b) does not amount to participation. Active participation is usually a key to effectiveness in performing responsibilities yet several issues

were not known about the headteachers' involvement in management of instructional supervision that would lead to innovation of new teaching techniques by teachers in secondary schools in Soroti district as in (table 4.3.1a). Participation in the management of instructional supervision by headteachers and deputy headteachers is in line with studies done by Kirui & Osman (2012) that headteachers perceived their role as top priority in the school in ensuring that teaching and learning went on well in their schools by implementing the curriculum as stipulated by the MoESTS. In addition Glanz (2006) stated that principals must pay attention to their roles as instructional leaders, which is paramount as far as positive effect on development of appropriate teaching techniques is concerned.

The findings of the study established that headteachers' involvement in management of instructional supervision practices was inadequate on the key activities that ensure teachers identification of new teaching techniques (Tables 4.3.2a and 4.3.2b). This therefore exposed the teachers to inefficiency and ineffectiveness in teaching. Kalule & Bouchamma (2013) however stress that there is a strong connection between the school organisational management and teacher professional development which is reflected in effective management of instructional supervision. Principally, the study established that headteachers were to a less extent involved in key activities such as guiding teachers in the preparation, innovation and accessing sources of learning material, conducting planning and co-ordination of teachers on instructional activities, meeting teachers and helping them acquire teaching skills, motivating teachers to teach, carrying out class visits and scrutinize teachers' class work, assessing instructional resources, carrying out appraisal of the curriculum and inspecting lesson plans for teachers. This is contrary to UNEBs' emphasises on the importance of headteachers in the determination schools' performance (Ahimbisibwe, 2016). Ineffectiveness in teaching resulted from inefficiency in management of instructional supervision by most of the headteachers and neglect of some of their duties. These results are in connection with findings by other scholars who stated that headteachers were not well prepared and conversant with their instructional supervisory responsibilities due to lack of knowledge and experience to effectively carry out their supervisory duties (Ajayi & Ayodele, 2006; Eya & Leonard, 2012).

It was further found out in the study that, failure of the headteachers to guide teachers in the preparation, innovation and sources of learning materials and conducting planning and co-ordinating teachers on instructional activities led to low professionalism among teachers. According to Kandasamay & Blaton (2004) and Khan (2015), this is because sometimes instructional supervisors in schools are appointed basing on the number of years they have served as teachers (seniority) and on the technical knowhow, but not necessarily as a result of the

supervisory skills they possess. This is a confirmation that headteachers in Soroti district lacked the required expertise in promoting the use of the required teaching methods in their schools, which could have explained the poor performance of students. Attending to the materials needed, and the utilization of instructional resources to achieve greatest student outcomes was a characteristic identified by Venezky and Winfield (1979) as very significant in management that headteachers in Soroti district lacked. This also agrees with what Fullan (1991) who found out that majority of teachers were not effectively carrying out their professional duties because headteachers did not promote the use of appropriate teaching techniques by their teachers, despite the fact that improving the quality of education in schools remained high on the agenda by governments all over the world. In the study, headteachers failed to perform many roles in management of instructional supervision, which confirmed their lack of expertise required to promote teachers' professional development which would promote improvement of students' academic performance.

It was also found out in the study that headteachers failed to conduct meetings with teachers aimed at helping them acquire new teaching skills. The findings in this study is supported by Kirui and Osman (2012) who calculated in their study that elementary school headteachers in Kericho county in Kenya spent 62.2% of their time on managerial issues and only 11% on teacher professional development matters, even after undergoing in-service training in instructional supervision. This limited their participation in instructional supervision which has contributed to teachers' low professionalism which has caused inefficiency in teaching, causing failure among students in Soroti district. Ankomah (2002) advises that for a school to succeed, headteachers must exhibit strong leadership through management of instructional supervision. Similarly Alhassan (2015) observes that headteachers who regularly meet teachers and visits school facilities familiarises with the state of affairs in these areas which boosts teachers' morale leading to their professional development.

The study established that headteachers participated in the management of some instructional supervision activities, as reflected in the findings (see table 4.3.2b), that they motivated teachers to teach and carried out appraisal of the curriculum. Much as headteachers said that they motivated teachers to teach, teachers however disagreed that they did not motivate them to teach (table 4.3.2a). This differing view is what Warwick & Reimers (1995) say is caused by headteachers limited perception in management of instructional supervision and is what has affected their instructional supervisory role. This is in agreement with Hellinger (2003) who stated in his study that the role of the school principal focuses predominately on coordinating, controlling, supervising, and developing curriculum and instruction in the school. The argument

is shared by Blase & Blase (2002) who found out that the principal's use of direct controlling strategies to influence teacher' instruction-related behaviour results in teacher compliance to work which was linked to teacher commitment and compliance in some schools in Soroti. On motivating teachers to teach, the study agrees with Kiamba (2011) that headteachers are supposed to provide the right motivation and stimulation for the staff and pupils to enhance skills development in teaching so as to achieve improved academic performance of students. This was also in line with Ankomah and Amoako (2002) who stated that teachers who are satisfied with work conditions were most likely to perform better than teachers who are not convinced with work conditions. However, this participation was found to have less influence on teachers' application of appropriate teaching methods in Soroti district as was evidenced by limited support received from the headteachers (see table 4.3.2a and 4.3.2b), since many of the instructional activities were rarely performed by the headteachers in most schools.

The study findings also reveal that headteachers in Soroti district did not carry out proper evaluation and assessment of teachers. Sizemore et al (1983) however advises that headteachers should always plan, evaluate and monitor teachers as a way of modifying and adjusting their instructional efforts towards improving efficiency in teaching. The lack of documented records during document review like schemes of work, lesson plans, record of work covered, appraisal forms, teacher supervision forms and teachers' arrival books was evidence of poor evaluation and assessment of the instruction process. Headteachers scored low on these management indicators (table 4.3.2c). This was contrary to findings by Venezky and Winfield (1979) who acknowledges that in successful schools careful monitoring of teachers and students' progress took place. This monitoring can only be done through proper documentation and filling systems which headteachers were found not to have in their schools. The study further found out that headteachers in nearly all the secondary schools sampled emphasized the use of schemes of work and teachers' arrival books. However, participation in the use of only these activities was found to have less influence on teachers' adaptation of new teaching methods. (See table 4.3.2c).

5.1.3 Headteachers' management of instructional supervision and teacher professional development

The study focused on the involvement of headteachers in the management of instructional supervision and its relationship to teacher professional development activities because participation in instructional supervision was an important aspect in bringing about teacher professional development in secondary schools. It is also significant for the improvement of academic performance of students so as to achieve the school objectives (Sushila, 2004).

The study established that headteachers participated in management of instructional supervision, as reflected by the findings that they recommended teachers to go for further studies, distribute and avail reading materials to teachers on regular basis, and actively supporting the use of skills acquired during in-service training in the classroom and attending in-service training concerned with instructional supervision among others. These findings are similar to those of Kalule and Bouchamma (2014), who argue that instructional supervision goes hand in hand with professional development because it helps teachers improve their teaching practices and understand better how students learn. This view is in agreement with Heck et al, (1990) who stated that for schools to achieve academically, headteachers must support teacher professional development initiatives, in addition to providing the needed instructional resources to teachers. However, this participation was found to have a low influence on teacher professional development as headteachers concentrated on aspects that gave teachers rare opportunities to benefit from (table 4.3.2a and 4.3.2b).

The study also found out that headteachers did not fully participate in informing teachers of the existing opportunities for professional development such as in-service training, arranging for time to meet teachers individually to discuss and develop informed instructional decisions, much as the teachers to some extent believed that their headteachers participated in some of the professional development activities (table 4.3.2a). This is in agreement with Onasanya (2008) and West-Burnham (1994) who pointed out that headteachers' instructional supervision competence is a very important component in promoting teacher professional development in a school. This view is shared by Ololube & Nanigbe (2013) who noted that teacher professional development is a critical source of competitive advantage in the ever changing demands of a school setting. The inadequate participation of headteachers in the promotion of teacher professional development activities in secondary schools in Soroti district is viewed by Eya & Leonard, (2012) as lack of the management proficiency to fulfil their instructional roles as required. Similarly, Ajayi & Ayodele (2006) attributed this to be a result of headteachers limited knowledge and competence in effectively carrying out the instructional supervisory responsibility.

5.2 Conclusion

The following observations were made from the findings:

i. Headteachers level of participation in management of instructional supervision has not contributed in assisting teachers identify new teaching techniques and this has negatively affected the efficiency in the teaching and learning process in Soroti distrct.
ii. Instructional supervision has not significantly enhanced the professional development of teachers leading to inefficiency in the teaching and learning process in schools under study.
iii. The low perception, experience, competence and commitment by headteachers to their instructional supervisory roles hinder the implementation of instructional supervision in schools.
iv. Inadequate management of instructional supervision causes inefficiency in teaching which negatively affects teacher professional development and academic performance of students.

5.3 Recommendations

Management of instructional supervision is an important role in the attainment of the curriculum goals and improvement of education systems. UNEB emphasizes that headteachers are critical in determining how a school performs (Ahimbisibwe, 2016). Therefore more effort needs be placed on management of instructional supervision in secondary schools in Soroti and Uganda as a whole. If the following recommendations are adequately implemented, challenges associated with management of instructional supervision and enhancement of the professional development of teachers will be adequately handled:

i. More awareness on management of instructional supervision responsibilities should be created by Ministry of Education, Science, Technology and Sports for both headteachers and teachers through organizing regular workshops and in-service training programs. This will help to enhance their participation in the exercise, which will contribute to effectiveness in teaching and learning leading to academic performance in schools.
ii. The directorate of education standards and district inspectors of schools should carry out regular inspections of schools and training of headteachers on record keeping for easy monitoring of adherence to instructional responsibilities. This will enhance their participation leading to efficiency in supervision.

iii. Teacher training institutions like universities should emphasize teaching of management of instructional supervision to create awareness among teacher trainees; this will enhance effectiveness in the implementation of supervision programs in schools.

iv. Education service commission (ESC) should appoint headteachers basing on relevant training and proficiency in instructional management to enable them produce the desired effect on teachers.

v. The Ministry of Education Science Technology and Sports (MoESTS) should create opportunities on professional development for both school administrators and teachers so as to enhance efficiency in management of instructional supervision, teaching and learning in schools.

vi. Adequate teaching and learning materials including monetary facilitation should be provided by the Ministry of Education, Science Technology and Sports if management of instructional supervision is to succeed. Inadequacy of the required resources leads to failure in any supervisory process and limits the introduction of new teaching techniques which would help improve delivery of subject content among teachers.

5.4 Areas for further research

i. Further research should be carried out to find out the effect of teacher professional development on academic performance of students in secondary schools.

ii. There is need for another study to find out other causes of low level of teacher professional development in secondary schools in Soroti district.

iii. Further research should be done to investigate training needs in instructional supervision management of headteachers and deputy headteachers in secondary schools.

REFERENCES

Ahimbisibwe. P. (2014). *UCE overall performance declines.* http://www.monitor.co.ug/News/Education/UCE-- Overall-performancedeclines/688336/2222030//51exgm/-/index.html.Retrieved: 22nd/04/2016

Ajayi, I.A., & Ayodele, J.B. (2006). *Introduction to educational planning, administration and supervision.* Lagos: YYPS Publishers.

Alhassan, A.J. (2015). An Evaluation of head teachers' performance in supervision of instruction and involvement of staff in decision making in the school. *International Journal of Research in Humanities and Social Studies. 2*(7), 129-142.

Alimi, Olatunji, S., & Akinfolarin, Comfort, A. (2012*). Impact of selected modes of instructional supervision activities on students"academic performance in senior secondary schools in Ondo State, Nigeria.* Adekunle Ajasin University. Unpublished thesis.

American Heritage Dictionary of the English Language. (2011). *Meaning of proficiency.* Fifth edition. Published by Houghton Mifflin Harcourt Publishing Company. http://www.thefreedictionary.com/proficiency. Retrieved: 27th/April/ 2016

Amin, M. (2005). *Social science research, conception, methodology & analysis.* Makerere University.

Andrews, R, Soder, R., & Jacoby, F. (1986). *Principal roles, other in-School variables, and academic achievement by Ethnicity and SES.* Paper presented at the annual meeting of the American educational research association, San Francisco.

Ankomah, Y.A. (2002). The success story of private schools in Ghana: The Case of Three Schools in Cape Coast. *Journal of Educational Management, 4* (13), 1-14.

Ankomah,Y.A., and Amoako-Essien, M. (2002). Job Satisfaction of Teachers in Private Basic Schools: A study in the Accra Metropolis of Ghana. *Journal of Educational Management. 4* (1). pp. 177-189.

Atakpa, S.K., and Ankomah Y.A. (1998). Report on Baseline Study on the State of School management in Ghana. *Journal of Education Management, 1* (1) 1-20

Baffour, P.A. (2011). *Supervision of instruction in public primary schools in Ghana: teachers' and head teachers' perspectives*. Unpublished Phd thesis. pp 55-56

Baily, D.K. (1994). *Methods of Social Research*, 4th Edition. London. Free Press

Bentley, P.W. (2005). *Instructional Supervision and Gifted Education: Elementary School Teachers' Perspectives.* Doctoral Dissertation, Published: University of Georgia.

Best. J. & Kahn. V. (2004). *Research in education*. Boston: Allan and Bacon.

Blase, J., & Blase J. (1998). *Handbook of Instructional Leadership: How really good principals promote teaching and learning.* Thousand Oaks, CA: Corwin Press.

Blasé. J & Blasé. J. (2002). *The Micro-politics of Instructional Supervision*: A call for Research. Educational Administration Quarterly, *38* (1), 6-44.

Blasé. J. & Blase, J. (2004). *The dark side of school leadership: Implications for administrator preparation.* Leadership and policy in schools. Taylor & Francis, Ltd. 325 Chestnut Street Suite 800, Philadelphia, PA 19106

Buregeya. N.J. (2011). *Influence of Head teachers' General and Instructional Supervisory Practices on Teachers work Performance in Secondary Schools in Entebbe Municipality*. Unpublished master's thesis. Bugema University, Kampala.

Businge. C. (2016). *Ranking of best 500 'A 'level schools in sciences 2016*. Sunday Vision, February 9th. *21*(7), 16 -17.

Chapman, W.D., Burton, L., & Werner, J. (2010). Universal Secondary Education in Uganda: The Head Teachers' Dilemma. *International Journal of Education Development*, *30* (1), 77-82.

Chitiavi, M.J. (2002). *Guidance and Counseling Series - School administration.* Nairobi: Kenya Pavement Publishers. College Press.

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences (2nd ed.).* New Jersey: Lawrence Erlbaum. http://www.sportsci.org/resource/stats/effectmag.html. Retrieved: 02nd/02/0217

Collins English Dictionary. (2014). *Complete and Unabridged, 12th Edition.* © HarperCollins.

Definition of head teacher headteacherRetrieved: 02nd/03/2016

Cuban, L. (1989). *At-risk students: What teachers and principals can do*? Educational leadership. *46* (5), 29 - 33.

De Grauwe, A. (2001). *Supervision in four African countries: Challenges and reforms*. Vol. I. Paris: IIEP/UNESCO.

Dull, F.C. (2003). *Supervision, school leadership handbook.* London. Charles. E. Merrill Publishing Co.

Ehren, M.C.M., & Visscher. A.J. (2008). The Relationship between School Inspections, School Characteristics and School Improvement. *British Journal of Educational Studies*, *56*(2). 205-227.

Ekundayo, H.T, Oyerinde, D.O., and Kolawole. A.O. (2013). Effective Supervision of Instruction in Nigerian Secondary Schools: Issues, Challenges and the Way *Forward. Journal of education and practice. 4* (8).187-188.

Eshiwani, G.S. (1993). *Education in Kenya since Independence.* Nairobi East Africa: Government Printer.

Eya, P.E., & Leonard, C.C. (2012). Effective supervision of instruction in Nigerian secondary schools: Issues in quality assurance. *Journal of Qualitative Education. 8* (1), 34-35

Findle, B., and Findley, B. (1992). *Effective Schools: The role of the Principal*. Contemporary Education, *63*(2), 268.

Fullan, M. (1991). *The new meaning of educational change*. New York: Teachers College. Press.

Glanz, J. (2006). *What every principal should know about instructional leadership*. Thousand Oaks, CA: Corwin Press.

Glattenhorn, A. (1987). Cooperative professional development: Peer centered options for teacher growth. *Educational Leadership, (3)45, 31-35.*

Glickman, C.D., Gordon, S.P., & Ross -Gordon, J.M. (2001). *Supervision and instructional leadership*. Needhan Height, MA: Allyn and Bacon.

Goldhammer, R., Anderson, R.H., & Krajewski, R.J. (1980). *Clinical Supervision* (2nd Ed.). New York: Macmillan Publishers.

Government of Uganda. (1992). *Government White Paper on the Education Policy Review Commission Report: Education for National Integration and Development.* Kampala: Ministry of Education and Sports.

Hallinger, P. (2003). Leading education change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education. 33*(3), 329-351.

Harmon, C., Oosterbeek. H, Walker. I. (2000) "*The Returns to Education.* A Review of Evidence, Issues and Deficiencies in the Literature", Centre for the Economics of Education, LSE

Heck, R.H., Larsen, T.J., & Marcoulides, G.A. (1990). *Instructional leadership and school achievement: Validation of a causal model*. Educational Administration Quarterly, 26, 94-125. https://en.wikipedia.org/wiki/secondaryschool. Retrieved 18th May 2016

Hunsaker, P.L & Hunsaker, J. (2009). *Managing people*. Melbourne: Dorling Kindersley Ltd.

Inyiega, J.O. (1997): *Primary School Administrative Constraints in the 8-4-4 system with special reference to the Head teachers: Kisii District case study*. M.E.D thesis, Nairobi: Kenyatta University.

Kalule, L. & Bouchamma. Y. (2014). *Teacher supervision practices and characteristics of in-school Supervisors in Uganda.* Educational assessment, evaluation and accountability, *26*(1),51-72. http://dx.doi.org/10.1007/s11092-013-9181-y. Retrieved on 24th/04/2016.

Kalule, L., & Bouchamma. Y. (2013). *Teacher Supervision Practices: What do teachers think? International Studies in Educational Administration* (ISEA), *40* (3), 91-104. Retrieved from; http://dx.doi.org/10.1007/s11092-013-9181-y. Retrieved on 24th/04/2016.

Khan, S.H. (2004). *Better School Management in the Islamic Republic of Pakistan: The Role of Head Teachers.* In M. Kanda- Samay, & L. Blaton (Eds.), *School Principals*: Core Actors in Educational Improvement, an Analysis of Seven Asian Countries (pp.59-113). Paris: International Institute for Educational Planning.

Khan, S.H., Saeed, M., & Fatima, K. (2009). *Assessing the performance of secondary school head teachers: A Survey Study Based on Teachers' Views in Punjab*. Educational Management Administration and Leadership, *37*(6), 766-783.

Kiamba. C.J. (2011). *Obstacles to effective Instructional supervision in public primary schools in Mbooni Division, Mbooni West District, Kenya.* Unpublished Thesis.

Kirui, P.K. (2012). *Institutional Factors Influencing Head teachers' Implementation of Curriculum Change in Public Primary Schools in Kipkelion District.* Unpublished Master's thesis, University of Nairobi.

Kirui. P.K., and Osman. A. (2012). Head teachers' Perception of Their Roles in Secondary Schools in Kenya: A Study of Kericho Day Secondary School in Kericho County. *International Journal of Humanities and Social Science. 2* (23), 270-271.

Knezevich, S.J. (1984). *Administration of Public Education: A Source Book for Leadership and Management of Educational Institutions.* (4th ed.). New York, N.Y; Harper & Row Publishers.

Kombo, D.K., and Tromp D.L. (2006): *Proposal and Thesis Writing: An introduction.* Nairobi, Pauline's Publications, Africa.

Kramer, C, Blake, M, Rexach, A.F. (2005). *A comparison of teachers towards supervision in selected high and performance secondary schools of Puerto Rico,* Dowling, College, Brookhaven, New York Laws of Kenya. Education Act Cap 2011 Nairobi 1980: Government Printer.

Krejcie, R.V., & Morgan, D.W. (1970*). Determining sample size for research activities. Educational and Psychological Measurements,* 30, 607-610. Retrieved from; http://www.dissertation-statistics.com/sample-size.html. 17th/03/2016

Leithwood, K.A., and Riehl. C. (2003). *What we know about successful school leadership.* Philadelphia, PA: Temple University, Laboratory for Student Success.

Lydiah. L.M., and Nasongo. J.W. (2009). Role of the head teacher in academic achievement in secondary schools in Vihiga District, Kenya. *Current Research Journal of Social Sciences: 1*(3), 84-92.

Maicibi. M.A. (2005). *Pertinent issues in management, human resource and educational*

management, Net Media Publishers Ltd. Kampala.

Makokha .N.V. (2015). *Factors influencing principals' instructional supervision practices in public secondary schools in Makadara Sub- county, Nairobi county, Kenya.* Unpublished thesis.

Marwanga, K. (2010*). Instructional supervisory practices of secondary school inspectors and principals in public schools secondary in Muranga District.* Unpublished M.E.D Thesis. Kenyatta University.

Mavindu. P.S. (2013). *Influence of principals' instructional supervision practices on students' performance in Kenya certificate of secondary examinations in Trans-Mara West district, Kenya.* Unpublished thesis. University of Nairobi.

Mbiti, M.D. (1974). *Foundations of school administration.* Nairobi: Kenya. Oxford University Press, East Africa Ltd.

McGhee, M.W., & Lew. C. (2007). *Leadership and writing: How principals' knowledge, beliefs, and Interventions affect writing instruction in elementary and secondary schools.* Educational Administration Quarterly, *43*(3), 358-380.

McGregor, D. (1960). *The human side of enterprises.* New York: McGraw Hill Book Co.

Mugenda. O.M., and Mugenda, A.G. (2003). *Research Methods: Quantitative and Qualitative Approaches.* Nairobi: Acts Press.

Muni. E.D. (2002*). A study of public secondary school teacher's attitudes towards school Inspectors in Embu District.* Unpublished master's thesis. University of Nairobi.

Musila, J. (2007). *The effectiveness of secondary school head teachers in instructional supervision in Kangundo District.* M.E.D Project. Kenyatta

Nambassa, M.K. (2003). *The impact of classroom supervision on the quality of teaching and learning in primary schools in Wakiso District, Uganda.* Unpublished Master's Thesis. Makerere University, Kampala.

Nangonzi. Y. (2016). *UCE performance, misery behind some districts* http://www.observer.ug/education/42511-uce-performance-misery-behind- some-districts. Retrieved 09th February. 2016.

Nzile, P.N. (2012). *Role of the head teacher in instructional supervision as perceived by teachers in secondary schools in Kitui District, Kitui county-Kenya.* Unpublished thesis. University of Nairobi.

Ogunrinde, E., O. (2004). *Instructional methods and supervision in secondary schools in Falayi, B. Alade, D.O. and Omotoso, D. (Eds.). Effective administration and practical strategies for teaching in secondary schools Ado-Ekiti*: Sammy Dapus Educational Publications. 65- 77.

Ojore. G. (2016). *Best performing schools in Teso districts in 2015 UCE examinations.* Etop Newspaper, 4th February 2016, *27*(220), 3-9.

Okumbe, J., A. (1998). *Educational Management:* Theory and Practice (pp.235- 238). Nairobi: Nairobi University Press.

Olaleye, F.O. (2013). Principals of organizational management and students' academic achievement in secondary schools in Ekiti State Nigeria: *Singaporean Journal of Business Economics and Management Studies. 2* (2), 76-83.

Ololube, N.P., and Nanighe, B.M. (2014). School inspection and educational supervision: Impact on teachers' productivity and effective teacher education programs in Nigeria. *International Journal of Scientific Research in Education, 7*(1), 91-104.

Ololube, N.P., and Nanighe,B.M. (2013). *Educational Management, Planning and Supervision: Model for Effective Implementation.* Owerri, Nigeria: Spring Field Publishers.

Onasanya, S.A. (2008). *The concept and practices of supervision/ inspection in Kwara State Public Primary Schools.*

Oppenheim. A.N. (1996). *Questionnaire design and attitude measurement.* 1-141 London: Heinemann.

Owolabi, S.O., and Edzii, A.A. (2000). Teacher Management and Support System in Ghana: A Case of Cape Coast Municipality. *Journal of Educational Management. 4*(1), 1-14.

Oxford Advanced Learner's Dictionary- *New 8th Edition.* (2010). Oxford University Press.

Oyewole. B.K., and Ethinola. G.B. (2014). Relevance of instructional supervision in the achievement of effective learning in Nigerian secondary schools. *Global Journal of*

commerce and management perspective. (Global Institute for Research & Education). 3(3), 88-92.

Penny. A., Ward, M., & Read, T.H. (2008). Education sector reform: The Ugandan experience. *International Journal of Educational Development, 28*(3), 268-285.

Reitzug, U.C. (1989). *Principal-teacher interactions in instructionally effective and ordinary elementary schools.* Urban Education

Saturday .V. (2017). Best 'A' level schools over years. 11 (8), 14-15. 25/02/2017

Sergiovanni, T.J., & Starratt, R.J. (2002). *Supervision: A redefinition.* New York: McGraw-Hill.

Sergiovanni, T.J., & Starratt, R.J. (2007). *Supervision: A redefinition.* New York, NY: McGraw- Hill.

Sergiovanni, T.J., and Starrat, R.J. (1979). *Supervision human perspectives.* New York: McGraw-Hill.

Sizemore, B.A., Brossard, C.A., & Harrigan, B. (1983). *An abashing anomaly: The High Achieving Predominantly Black Elementary School*-Executive Summary. Pittsburgh: Pittsburgh University, Department of Black Community Education.

Smith, W.F., & Andrews, R.L. (1989). *Instructional leadership: How principals make a difference.* Alexandria, VA: Association for supervision and curriculum development

Ssekamwa J.C. (1997). *History of Education in East Africa* - Kampala Bookshop.

Stronge, J.H. (1988). *The elementary school principal: A position in transition.* Principal, *67*(5), 32-33.

Sule, M. (2013). The influence of the principals' supervisory demonstration strategy on Teacher's Job Performance in Nigeria Secondary Schools. *IQSR Journal of humanities and social science. 2*(1): pp.39-44.

Sunday . V. (2017). Best 'A' level science and Arts secondary schools. 23 (9), 14-15. 26/2/2017.

Sushila. B. (2004). *Management and evaluation of schools Nairobi:* Oxford University Press, East African Ltd.

Talemwa. M & Mwesigye.S. (2010). *Top 10 schools in the last 10 years.* The Observer 7th Feb. 2010. http://www.observer.ug/education/85-education/7111--top-10-schools-in-last-10-years. Retrieved; 26th/4/2016

The Uganda Education. (2008). *Education: Pre-primary, Primary and Post-Primary Act.* Kampala,Uganda. http://planipolis.iiep.unesco.org/upload/Uganda/Uganda_EducationAct.pdf. Retrieved 13th/02/2016

Tyagi, R.S. (2011). *Academic supervision in secondary schools: School-based approach for quality management.* National university of educational planning and administration (NUEPA) Occasional Paper 38. 17 -B, Sri Aurobindo Marg, New Delhi–110016, India.

UNESCO. (2000). *EFA Status and Trends, 2000; Assessing Learning Achievement.* Paris: EFA Secretariat.

UNESCO. (2005). *EFA. The Quality Imperative; 2005*; *Global monitoring report.* Retrieved;http//en.unesco.org/gem-report/report/2015/education-all-2000-2015-achievements-challenges#sthashjjwO13nu.dpbs. on 7th/02/2016.

Venezky, R. L., & Winfield, L. F. (1979). *Schools that succeed beyond expectations in teaching reading (Tech. Rep. No. 1).* Newark: University of Delaware, Studies in Education.

Warwick, D. P., & Reimers, F. (1995). *Hope or Despair: Learning in Pakistan's Primary Schools.* Westport, CT: Praeger Publisher.

West-Burnham, J. (1994*). Inspection, evaluation and quality assurance. In T. Bush and J. West-Burnham (Eds). The Principles of Educational Management*, (pp. 157-176). Harlow: Longman.

World Bank. (2005). *Expanding Opportunities and Building Competencies for Young People*: A New agenda for secondary education. Washington D.C: The International Bank for Reconstruction and Development.

World Bank. (2010). *Supervision and support of Primary and Secondary Education:* Policy Note for government of Poland. Knowledge brief. Retrieved from; http://www.worldbank.org/eca

Zepeda, S.J. (2006). High Stakes in Supervision: We Must Do More. *International Journal of Leadership in Education, 9* (1), 61-73.

Ziraba, A. (2012). *The Role of Information and Communication Technology in the Management of Selected Secondary Schools in Central Uganda*, Kampala: Makerere University.

APPENDICES

Appendix 1

QUESTIONNAIRE FOR HEADTEACHERS AND DEPUTY HEADTEACHERS

The Head teacher/ Deputy head teacher,

……..

School

Dear Sir/ Madam,

RE; DATA COLLECTION

The researcher is a post graduate student of Kyambogo University. I have attached a questionnaire for the purpose of my research. **The aim of this study is to examine the relationship between headteachers' management of instructional supervision and teacher professional development in secondary schools in Soroti district.**

We kindly request you to give your opinion about these questions to enable the researcher to obtain important information for the study. Please note that the information you provide will be treated with greatest confidentiality since it is meant for only this study and not otherwise. The research will not mention your identity in any way and be rest assured that your answers will be appreciated in whatever manner you give them.

We are also optimistic that the findings of this study will help in the improvement of the teaching and learning process which could contribute to academic achievement of students in our schools.

Your participation and cooperation will be highly appreciated.

Yours sincerely,

David Omaali,
(M.ED). Education Policy Planning and Management Candidate
Faculty of Education-Kyambogo University
Tel; +256752656546/ +256775714686
Email; omaalidavid@gmail.com

Part. A

BACKGROUND INFORMATION

Please tick an appropriate box for your answer

1) Your gender
   a) Male ☐
   b) Female ☐
2) Your age
   a) 25-30 ☐
   b) 31-40 ☐
   c) 41-50 ☐
   d) 51-60 ☐
3) Status of your school
   a) Private ☐
   b) Public ☐
4) What is your position in this school?
   a) Head teacher ☐
   b) Deputy head teacher ☐
5) How many years have you taken in this position?

   a) 1-3 Years ☐ b) 4- 6 Years ☐ c) 7-10 Years ☐ d) Above 10 Years ☐
6) What is your highest level of education?
   a) Diploma ☐
   b) Degree ☐
   c) Masters ☐
   d) PhD ☐
7) Have you undertaken any training on instructional supervision management since assuming your current responsibility?
   a) Yes ☐
   b) No ☐ If yes specify form of training.....

Part. B. Perception of headteachers' on management of instructional supervision responsibilities in secondary schools

8) What is your level of awareness on management of instructional supervision responsibilities in this school?

Please indicate by ticking an appropriate box, your level of agreement.

Strongly disagree	Disagree	Agree	Strongly agree
1	**2**	**3**	**4**

a) Management of instructional supervision responsibilities	**1**	**2**	**3**	**4**
Organizing a meeting with the teacher before supervision				
Agreeing with the teacher on the mode of observation				
Making sure a teacher feels relaxed during supervision				
Checking on teachers' records				
Observing the teacher teach in class				
Analyzing the data collected during observation				
Arranging for a conference with the teacher after observation				
Sharing my experiences with the teacher				
Compiling a report about the teaching and learning process				
Giving feed back to the teacher after supervision				

Part; C.

The extent to which headteachers participate in management of instructional supervision in secondary schools

9) How would you agree to your level of participation in managing the following instructional supervision activities to help teachers identify of new teaching techniques?

Please indicate by ticking an appropriate box, your level of agreement.

Very rarely	Rarely	Often	Very often
1	**2**	**3**	**4**

b) Supervisor's activities for promoting the identification of new teaching techniques	**1**	**2**	**3**	**4**
Guiding teachers in the preparation, innovation and sources of learning materials.				
Conducting planning and co-ordination of teachers on instructional activities				
Meeting teachers and help them acquire teaching skills				
Motivating teachers to teach				
Checking on teachers class work and assess overall performance of students				
Carrying out class visits and scrutinize teachers' work				
Assessing instructional resources				
Carrying out appraisal of the curriculum				
Inspecting lesson plans for teachers				

Part. D.

The relationship between head teachers' management of instructional supervision and teacher professional development

12) To what extent do you agree to your level of proficiency in instructional supervision management in promoting teacher professional development?

Strongly disagree	Disagree	Agree	Strongly agree
1	**2**	**3**	**4**

Please indicate your level of agreement by ticking an appropriate box below.

a) Supervisors' professional development activities	**1**	**2**	**3**	**4**
Inform teachers of opportunities for professional development such as in service training.				
Recommend teachers to go for further studies that are directly related to the school's academic goals.				
Distribute and avail reading materials to teachers on a regular basis eg text books				
Actively support the use of skills acquired during in-service training in the classroom.				
Ensure that teachers receive appropriate training to help students				

meet instructional objectives.				
Invite outside speakers to make presentations on instructional issues at staff meetings				
Arrange for time to meet individually with teachers to discuss & develop informed instructional decisions.				
Attend in-service training concerned with instructional supervision				
Set aside time at staff meetings for teachers to share ideas on instruction or information from in-service training.				
Prepare supervision reports on a regular basis and give feedback to teachers				
Appropriately allocate workload and responsibilities to teachers for effective teaching & learning.				
Provide teachers with clear work expectations & ensure that duties are performed as scheduled				
Meet teachers needs and offer conducive work conditions				

Thank you for your time and cooperation!

Appendix 2

QUESTIONAIRE FOR TEACHERS

Dear Sir/ Madam,

RE; DATA COLLECTION

The researcher is a post graduate student of Kyambogo University. I have attached a questionnaire for the purpose of my research. **The aim of the study is to examine the relationship between headteachers' management of instructional supervision on teacher professional development in secondary schools in Soroti district.**

We kindly request you to give your opinion about these questions to enable the researcher to obtain important information for the study. Please note that the information you provide will be treated with greatest confidentiality since it is meant for only this study and not otherwise. The research will not mention your identity in any way and be rest assured that your answers will be appreciated in whatever manner you give them.

We are also optimistic that the findings of this study will help in the improvement of the teaching and learning process which could contribute to academic achievement of students in our schools.

Your participation and cooperation will be highly appreciated.

Yours sincerely,

David Omaali,
(M.ED). Education Policy Planning and Management Candidate
Faculty of Education-Kyambogo University
Tel; +256752656546/ +256775714686
Email; omaalidavid@gmail.com

Part. A
BACKGROUND INFORMATION

Please tick an appropriate box for your answer

1) Your gender
   a) Male ☐
   b) Female ☐
2) Your age
   a) 25- 30 ☐
   b) 31- 40 ☐
   c) 41- 50 ☐
   d) 51- 60 ☐
3) What is your status in this school

a) Full time ☐
b) Part time ☐

4) What is the total number of periods you teach per week?
   a) 8 periods ☐
   b) 12 periods ☐
   c) 16 periods ☐
   d) 20 periods ☐
   e) 24 periods and above ☐

5) How many responsibilities do you hold in this school?
   a) One ☐
   b) Two ☐
   c) Three ☐
   d) More than three ☐
   e) None ☐

6) What is your highest level of education?
   a) Certificate ☐
   b) Diploma ☐
   c) Degree ☐
   d) Master ☐

7) Has your head teacher ever supervised you since you joined this school?
   a) Yes ☐
   b) No ☐
   If yes how many times?

a) Once ☐ b) Twice ☐ c) Thrice ☐ d) More than thrice ☐

Part. B.

Perception of awareness of headteachers' on their role in management of instructional supervision in secondary schools

8) What is your perception on the headteachers' awareness of their roles in management of instructional supervision in this school?

Please indicate by ticking an appropriate box how you would rank the level of agreement with the statements below.

Strongly disagree	Disagree	Agree	Strongly agree
1	**2**	**3**	**4**

b) Management of instructional supervision responsibilities	**1**	**2**	**3**	**4**
Organizes a meeting with me before supervision				
Agrees with me on the mode of observation				
Makes me feel relaxed during supervision				
Checks on my records of work				
Observes me teach in class				
Analyzes how I have taught				
Arranges for a discussion with me after i have taught				
Shares his experiences with me				
Compiles a report about the teaching and learning process				
Gives me feedback after supervision				

Part; C.

The extent to which headteachers participate in management of instructional supervision in secondary schools

9) To what extent do you agree to the level of contribution of your headteacher in managing the following instructional supervision activities to teachers identify new teaching techniques?

Please indicate by ticking an appropriate box, your level of agreement.

Very Rarely	Rarely	Often	Very often
1	**2**	**3**	**4**

c) Supervisor's activities for promoting the identification of new teaching techniques	**1**	**2**	**3**	**4**
Guides teachers in the preparation, innovation and sources of learning materials.				
Conducts planning and co-ordinates teachers' instructional activities through meetings				
Meets teachers and helps them acquire new teaching skills				
Motivates teachers to teach by focusing on areas of weakness and strengths				
Checks on teachers records and assesses the overall performance of students				
Carries out class visits and scrutinizes teachers' work				
Evaluates instructional resources				
Carries out appraisal of the curriculum eg subject content				
Inspects lesson plans and schemes of work				

Part. D

The relationship between headteachers' management of instructional supervision and teacher professional development

10) To what extent do you agree to the level of contribution of your headteacher in the managing of the following instructional supervision activities to promote teacher professional development in this school?

Strongly disagree	Disagree	Agree	Strongly agree
1	**2**	**3**	**4**

Please indicate your level of agreement by ticking an appropriate box below.

d) Supervisor's professional development activities	**1**	**2**	**3**	**4**
Informs teachers of opportunities for professional development such as in service training.				
Recommends teachers to go for further studies that are directly related to the school's academic goals.				
Distributes and avails reading materials to teachers on a regular basis eg text books				
Actively supports the use of skills acquired during in-service training in the classroom.				
Ensures that teachers receive appropriate training to help students meet instructional objectives.				
Invites outside speakers to make presentations on instructional issues at staff meetings				

Arranges for time to meet individually with teachers to discuss & develop informed instructional decisions.				
Attends in-service training concerned with instructional supervision				
Sets aside time at staff meetings for teachers to share ideas on instruction or information from in-service training.				
Prepares supervision reports on a regular basis and gives feedback to teachers				
Appropriately allocates workload and responsibilities to teachers for effective teaching & learning.				
Provides teachers with clear work expectations & ensures that duties are performed as scheduled				
Meets teachers needs and offers conducive work conditions				

Thank you for your time and cooperation in this study!

Appendix 3

DOCUMENT ANALYSIS CHECKLIST

1. Teachers arrival book
2. Schemes of work
3. Lesson plans
4. Record of work covered.
5. Teacher supervision reports
6. Appraisal forms for teachers

Appendix 4

MORGAN TABLE FOR DETERMINING SAMPLE SIZE

Table for Determining the Random Sample Size from a Determined Population with 95% certainty

If your population is:	Then your random sample size should be:	If your population is:	Then your random sample size should be:
10	10	440	205
15	14	460	210
20	19	480	214
25	24	500	217
30	28	550	226
35	32	600	234
40	36	650	242
45	40	700	248
50	44	750	254
55	48	800	260
60	52	850	265
65	56	900	269
70	59	950	274
75	63	1,000	278
80	66	1,100	285
85	70	1,200	291
90	73	1,300	297
95	76	1,400	302
100	80	1,500	306
110	86	1,600	310
120	92	1,700	313
130	97	1,800	317
140	103	1,900	320
150	108	2,000	322
160	113	2,200	327
170	118	2,400	331
180	123	2,600	335
190	127	2,800	338
200	132	3,000	341
210	136	3,500	346
220	140	4,000	351
230	144	4,500	354
240	148	5,000	357
250	152	6,000	361
260	155	7,000	364
270	159	8,000	367
280	162	9,000	368
290	165	10,000	370
300	169	15,000	375
320	175	20,000	377
340	181	30,000	379

360	186	40,000	380
380	191	50,000	381
400	196	75,000	382
420	201	1,000,000	384

Derived from: Krejcie, R. V., & Morgan, D. W. (1970). *Determining sample size for research activities.* Educational and Psychological Measurement, 30, 607-610.

Appendix 5

TABLES SHOWING RESULTS OF DATA ANALYSIS

Table 4.1: The questionnaires presented, returned with and without responses per category of respondents.

Category of respondents	Questionnaires returned with responses (N)	%	Questionnaires returned without responses (N)	%
Headteachers and deputy headteachers	20	100	00	00
Teachers	100	100	00	00

Table 4.2a Distribution of respondents who participated in the study by gender

Gender	Headteachers/ Deputy Headteachers		Teachers	
	N	%	N	%
Male	16	80	79	79
Female	4	20	21	21
Total	20	100	100	100

Table 4.2b Distribution of respondents by their age group

Age	Headteachers/ Deputy Headteachers		Teachers	
	N	%	N	%
25- 30 Years	1	5	63	63
31-40 Years	6	30	25	25
41-50 Years	9	45	11	11
51- 60 Year	4	20	1	1.0
Total	20	100	100	100

Table 4.2c Distribution of responses on school and Teacher's status

Variable	Category	N	%
Schools	Public	5	50
	Private	5	50
	Total	10	100
Teachers' status	Full time	52	52
	Part time	48	48
	Total	100	100

Table 4.2d Distribution of Responses on Experience, Position and Training

Variable	Category	n	%
	Headteachers	10	50
Position of responsibility	Deputy Headteachers	10	50
	Total	20	100
	1 to 3	8	40
Years in current position	4 to 6	6	30
7 to 10	5 to 25		
	10 and above	1	5
Total	20 100		
Training on teacher supervision	Yes	11	55
	No	9	45
	Total	100	100

Table 4.2e Distribution of teachers by total number of lessons per week and responsibilities

Variables	Category	F	%
8 periods		17	17
12 periods		26	26
16 periods		27	27
20 periods		24	24
24 periods and above		6	24
Total		**100**	**100**
1responsibility		42	42
2 responsibilities		28	28
3 responsibilities		19	19
More than 3 responsibilities		5	5
None		6	6
Total		**100**	**100**

Table 4.2f Distribution of respondents by those ever been supervised by headteachers

Variable	Category	F	%
	Yes	88	88
	No	12	12
	Total	**100**	**100**
Number of times of supervision	Once	26	26
	Twice	18	18
	Three times	19	19
	Four and above	37	37
	Total	**100**	**100**

Table 4.2g Distribution of Responses by Education Level

Variable	Category	Headteachers/ D/ headteachers		Teachers	
		n	%	n	%
Qualifications	Certificate	-	-	4	4
	Diploma	3	15	54	54
	Degree	13	65	39	39
	Masters	4	20	3	3
	Total	**20**	**100**	**100**	**100**

Table 4.3.1a Pperception of teachers on headteachers and deputy headteachers' awareness of their instructional supervision management responsibilities (n=100)

Management of instructional responsibilities	Strongly disagree		Disagree		Agree		Strongly agree	
	F	%	F	%	F	%	F	%
Organizes a meeting with me before supervision	59	59	33	33	5	5	3	3
Agrees with me on the mode of supervision	32	32	45	45	1	8	5	5
Makes me feel relaxed during supervision	32	32	26	26	27	27	15	15
Checks on my records of work	20	20	28	28	32	32	20	20
Observe me teach in class	29	29	37	37	26	26	8	8
Analyzes how I have taught	40	40	27	27	18	18	15	15
Arranges for a discussion with me after I have taught	49	49	25	25	17	17	9	9
Shares his experiences with me	41	41	22	22	28	28	13	13
Compiles a report about the teaching and learning process	36	36	23	23	28	28	13	13
Gives me feedback after supervision	40	40	25	25	26	26	9	9

Table 4.3.1b Perception of headteachers and deputy headteachers awareness of their instructional supervision management responsibilities (n=20)

Management of instructional supervision responsibilities	**Strongly disagree**		**Disagree**		**Agree**		**Strongly agree**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Organizing a meeting with a teacher before supervision	7	35	6	30	3	15	4	20
Agreeing with a teacher on the mode of observation	2	10	10	50	4	20	4	20
Making a teacher feel relaxed during supervision	2	10	4	20	11	55	3	15
Checking on teachers records of work	1	5	3	15	9	45	7	35
Observing a teacher in class	7	35	5	25	6	30	2	10
Analyzing data collected during observation	4	20	5	25	6	30	5	25
Arranging for a conference with a teacher after observation	5	25	7	35	4	20	4	20
Sharing my experiences with the teacher	2	10	4	20	10	50	4	20
Compiling a report about the teaching and learning process	3	15	1	5	11	55	5	25
Giving feedback to the teacher after supervision	3	15	6	30	7	35	4	20

Table 4.3.2a Extent of agreement by teachers on headteachers and deputy headteachers participation in the management of instructional supervision activities (n= 100)

Activities for promoting the identification of new teaching techniques	**Never**		**Rarely**		**Often**		**Very often**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Guides teachers in the preparation, innovation and sources of learning materials.	26	26	52	52	18	18	4	4
Conducts planning and co-ordinates teachers' instructional activities through meetings	17	17	48	48	23	23	12	12
Meets teachers and helps them acquire new teaching skills	22	22	38	38	25	25	15	15
Motivates teachers to teach by focusing on areas of weakness and strengths	17	17	39	39	30	30	14	14
Checks on teachers records and assesses the overall performance of students	15	15	34	34	34	34	17	17
Carries out class visits and scrutinizes teachers' work	21	21	44	44	22	22	13	13
Evaluates instructional resources	14	14	53	53	22	22	11	11
Carries out appraisal of the curriculum eg subject content	20	20	42	42	22	22	16	16
Inspects lesson plans and schemes of work	25	25	29	29	30	30	16	16

Table 4.3.2b Extent of agreement by headteachers and deputy headteachers' towards their level of participation in the management of instructional supervision activities (n=20)

Activities for promoting the identification of new teaching techniques	**Never**		**Rarely**		**Often**		**Very often**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Guiding teachers in the preparation, innovation and sources of learning materials.	3	15	10	50	6	30	1	5
Conducting planning and co-ordinates teachers' instructional activities through meetings	1	5	11	55	1	5	7	35
Meeting teachers and helps them acquire new teaching skills	5	25	9	45	2	10	4	20
Motivating teachers to teach by focusing on areas of weakness and strengths	1	5	3	15	12	60	4	20
Checking on teachers records and assesses the overall performance of students	6	30	5	25	8	40	1	5
Carrying out class visits and scrutinizes teachers' work	4	20	7	35	6	30	3	15
Evaluating instructional resources	1	5	12	60	5	25	2	10
Carrying out appraisal of the curriculum eg subject content	1	5	9	45	8	40	2	10
Inspecting lesson plans and schemes of work	3	15	8	40	4	20	5	25

Table 4.3.2c shows the indicators of headteachers' and deputy headteachers' management of instructional supervision in secondary schools

Management proficiency indicators	**2014**		**2015**		**2016**	
	F	**%**	**F**	**%**	**F**	**%**
Schemes of work	6	60	7	70	8	80
Lesson plans	3	30	2	20	3	30
Record of work covered	2	20	1	10	2	20
Teacher supervision records	1	10	2	20	1	10
Appraisal forms	2	20	1	10	1	10
Signing of arrival book	7	70	9	90	10	100

Appendix 6

REGRESSION AND CORRELATION ANALYSIS

Table 4.3.3a shows a regression model summery of the extent of headteachers level of participation in the management of instructional supervision practices.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.614[a]	.377	.371	.40164	.377	59.405	1	98	.000

Table 4.2.3b shows the correlation between management of instructional supervision and teacher professional development in secondary schools in Soroti district.

		Management of instructional supervision practices	Teacher Professional development
Pearson Correlation	Instructional	1.000	.614
	Professional	.614	1.000
Sig. (1-tailed)	Instructional	.	.000
	Professional	.000	.
N	Instructional	100	100
	Professional	100	100

Appendix 7

INTRODUCTORY LETTER

KYAMBOGO UNIVERSITY

P. O. BOX 1 KYAMBOGO, KAMPALA - UGANDA
Tel: 041 - 285211 Fax: 220464
www.kyambogo.ac.ug

Department of Educational Planning Management

Date: 3rd November 2016

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: OMAALI DAVID - REG. No.14/U/12842/GMED/PE

This is to certify that **Omaali David, Reg. No. 14/U/12842/GMED/PE** is a student in our department pursuing a Master of Education in Policy Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic entitled:

Instructional Supervision Management Proficiency and Teacher Professional Development in Secondary Schools in Soroti District, Uganda.

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

Thank you.

Kyambogo University
FACULTY OF EDUCATION

Komba

Leticia Komba Rwakijuma (Mrs.)
AG.HEAD OF DEPARTMENT