

**SUPPORT SUPERVISORY PRACTICES AND QUALITY OF LEARNING IN KIRA
MUNICIPALITY NURSERY SCHOOLS -WAKISO DISTRICT, UGANDA**

BY

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**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF RESEARCH AND
GRADUATE TRAINING IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE AWARD OF A MASTER OF EDUCATION IN EARLY CHILDHOOD
DEVELOPMENT OF KYAMBOGO UNIVERSITY**

SEPTEMBER, 2024

DECLARATION

I, Mbogo Kenneth, hereby declare that to the best of my knowledge, this research report titled *“Support Supervisory practices and quality of learning in Kira Municipality Nursery schools - Wakiso district”* is my original work and has never been presented to any institution of higher learning for any academic award.

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APPROVAL

This is to certify that this research report entitled “*Support Supervisory practices and quality of learning in Kira Municipality Nursery schools -Wakiso*” was conducted under my supervision.

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DEDICATION

I dedicate this book to my family, my wife Eng. Nassali Salaamah and my children. Working for the best has always been our philosophy and I boldly say it is not yet over, the next is going in for the next level.

ACKNOWLEDGEMENT

I extend my sincere appreciation and acknowledgement to my supervisors Assoc. Prof. Godfrey Ejuu and Sr Dr Evangelista Busingye. I also acknowledge my colleagues Mr. Elimu Richard, Dr. Kalanda Eric Douglas, Mr. Christmas Simpuriiso for the assistance. I am forever grateful for your assistance.

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ABSTRACT

The focus of this study was to examine the effect of Support Supervisory practices and quality of learning in Kira Municipality Nursery schools -Wakiso. The study was guided by the following specific objectives to; assess the quality of learning in Kira municipality nursery schools, establish the actual support supervisory activities currently being used in Kira municipality nursery schools and determine the extent to which actual support supervisory activities influence the quality of learning in Kira municipality nursery schools. The study reviewed related literature based on the specific objectives of the study and critically analysed the results advanced by previous scholars to identify the study gaps. The study adopted a cross-sectional survey design. This was administered among a population of 30 Kindergartens in Kira Municipality in Wakiso district using both qualitative and quantitative research approaches. A sample size of a sample of 351 was selected to participate in the study using Krejcie & Morgan (1970). Questionnaires and interview guide were used as the most appropriate research tools in the study. Quantitative Data was analyzed using regression analysis whereas qualitative data was analyzed using Creswell's six step analysis. The study findings indicated that there is a significant strong positive correlation between support supervision and quality of learning ($cc = 0.658$, $p\text{-value} = 0.000$). The results also show a significant strong positive correlation between peer coaching and quality of learning ($cc = 0.667$, $p\text{-value} 0.000$). Therefore, the researcher concludes that Majority of the pre-primary schools in Kira Municipality do not meet all the requirements of quality learning to be of high standard, few pre-primary schools are carrying out Support supervision in Kira Municipality, some teachers do not know how and what support supervision is, and Headteachers do not regularly carry out support supervision. The researcher therefore recommended that administrators should carry out support supervision, mentorship, clinical supervision and the ministry of education and sports should incorporate ECD section in all primary schools in Wakiso District.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter provided insight into the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, significance of the study, definition of key terminologies and the conceptual framework.

1.1 Background to the Study

The background examines the historical, theoretical, conceptual and contextual perspectives as described below;

1.1.1 Historical Perspective

The development of early childhood education worldwide can be attributed to the work of notable European educators like as Friedrich Froebel (1782–1761), Johann Heinrich Pestalozzi (1748–1827), John Amos Comenius (1590–1690), and Rousseau (1782–1788). These professionals fought for children's early education rights. Many educationists and academics, such as Maduewesi (1992) and Fafunwa (1967), endorse and support the previous educators' beliefs that high-quality early childhood education is essential to assisting pupils in realizing their full potentials (Mitana et al., 2018).

Quality learning began with the discovery of the first pre-primary by Robert Owen, the socialist industrialist, founded in 1816 an institute for the formation of character, which offered stories, crafts, and games for the older kids and supervised play for the younger kids (Yogman et al., 2018). Robert and Froebel promoted quality learning by providing organized teaching around

children's interests, and providing learning through play and exploration with "some useful object within their capacity to comprehend. Additionally, Froebel advocated free-flow play and training of early childhood teachers to promote quality learning. Similarly, quality learning is also viewed to be traced originally from the foundation of a kindergarten, launched in 1837 by Fredrich Froebel. This was further advanced by Maria Montessori in 1907 with her ideology of child-centered approach to promote quality early learning (Curtis, 2021). Children were given freedom of choice to explore their environment to fully develop their mind with assistance of sensory-based teaching methodology. In other words, the Montessori Method of teaching concentrated on quality rather than quantity.

Additionally, quality learning was earliest recognized as the development of the child's personality, talents, mental and physical abilities to their fullest potential by the Universal Declaration of Human Rights Convention UNHCR (2018), Article 29(1). Children's rights helped to promote quality learning by providing a regulatory framework which provides that children's education should help them fully develop their personalities, talents and abilities, through rest, relaxation, play, taking part in cultural and creative activities; being protected from dangerous objects for their education, health or development.

Since many countries were not offering quality education to the children, the Millennium Declaration UNHCR (2018) outlined the goals which included raising the standard of education across the board and guaranteeing excellence for all to ensure that everyone achieved quantifiable and acknowledged learning outcomes, particularly in literacy, numeracy, and critical life skills (Paulsell et al., 2017). Furthermore, the Millennium Development Goals (MDGs) stipulated comprehensive, free, equitable, and high-quality primary and secondary education. The Sustainable Development Goals (SDGs) focus on quality and safety, adequately prepare

children for primary school and the workforce, and prioritize literacy, numeracy, life skills, and teacher preparation.

In addition, in 1989, the National Educational Goals 2000 aimed at producing an improved teacher quality, quality learning standards to the young age group, highlighting the top-down needs for children to better basic learning skills (DeBruin, & Slutzky, 2016). The five main components of children's school readiness are health and physical development; emotional well-being and social competence; learning approaches; communicative skills; and cognition and general knowledge. The National Education Goals of 2000 promoted high-quality learning that addresses these components.

In sub-Saharan Africa, embracing the ultimate significance of quality learning begun in 2008 with the African Union (Mwamwenda, 2014). Though prior to the African Union summit of 2008, the origins of the need for quality learning in different African countries informed the summit as explained in the following cases in point: When a law supporting pre-school teacher training, standards monitoring, and the development of ECE guidelines was approved in 1957, Zambia began to experience high-quality ECE education (Mwamwenda, 2014). This was as a result of implementing the law that supported pre-school teaching.

Lesotho in 1970, The Lesotho National Council of Women and the Lesotho Day Care and Community Center for Children of Ages 4-6 Years, who were trained in basic educational skills consisting of pre-writing, pre-reading, and pre-numeracy, started offering quality learning in Early Childhood Education in 1970 (Ministry of Education, 2014). Funding from the Netherlands was used to improve the ECE curriculum, provide in-service training for educators

and caregivers, create policies, oversee and control ECE programs, and meet the needs of low-income children.

The Ethiopian Children Commission, in Ethiopia was established in 1981. Their main duty of the commission was to care for, and educate Ethiopian children, marking a turning point for high-quality education in Ethiopia. As a result, UNICEF (2023) supported the creation of policies and curricula, and by the 1990s, the government's role had been reduced to developing curricula, training teachers, and ensuring high-quality education. The ability of parents and staff to frequently communicate information and adopt consistent methods to socialization, daily routines, child development, and learning dramatically boosted the continuity of the quality learning experiences for children across African countries. However, this was not well done to provide appropriate care and enrichment for children due to lack of sufficient resources for boosting quality of learning centres, parenting at home and the home-learning environments.

East African countries such as in Kenya, early child learning evolved in 1942, however, improving quality learning came at the end of 1970s when the Ministry of Education assumed the role of registration, curriculum development, teacher education, supervision and inspection (Ministry Education, 2011). Kenya improved the quality of early childhood education by improving learners' academic abilities in; simple arithmetics, making simple sentences in English, reading out the alphabet, counting double digit numbers, identifying and naming types of animals, naming common objects and enabling learners socialize and interact with other pupils.

In Tanzania quality learning is traceable to the 1980s with the advent of the National Economic Programme of 1981-2000, which linked the success of quality learning to the growth and

development of young children. In Tanzania, early childhood education (ECE) instructors use didactic teaching methods that prioritize reading and numeracy skills above play and exploration (Ndijuye et al., 2020). This promotes high-quality learning in Tanzania.

Additionally, in Uganda, quality of learning in early childhood has its roots from 1962 when Grade II teachers began to receive specialized courses in infant methods (Mujunga, 1987 cited in Ejuu, 2012). This was followed by grade III teachers who started specializing in physical education, music, infant methods, and art and crafts all intended to boost the quality of learning (Obua-Otoa, 1996 as cited in Ejuu (2012). Further processes to develop quality learning in preschools were established in 1973 when the Uganda government enacted a statute which conferred upon the National Curriculum Development Centre the mandate for developing nursery school curriculum and support materials. Quality learning was also followed by improving teachers' skills through introducing a diploma course in ECE in 1982, drafting ECE syllabus for nursery schools after 1992 and commencement of the establishment of a National Council for Children. Quality learning was not advanced till between 2008 and 2010, when the education policy was approved and this was followed by high enrolment and expansion of private nursery schools (Ministry Education and Sports, 2010). Children from conception to age eight will benefit from a range of strategies and services to provide basic health care, adequate nutrition, nurturing, care, and stimulation within a clean and safe environment with the launch of the Uganda Integrated Early Childhood Development Policy in 2016, Budget Monitoring and Accountability Unit (BMA, 2016).

Numerous initiatives have been put in place over time to raise the standard of instruction in preschools. Early story reading at home, enhancing parent-child interactions, health, nutrition, education, and social protection are a few of these. Other ones include policy development,

standard-setting, and quality assurance, infrastructure and service provision, monitoring, inspection, and ECD supervision, support supervision, and caregiver training (Budget Monitoring and Accountability Unit, 2016; OECD, 2020).

Support supervision was seen as essential by the MOES for the provision of quality education and put in place a Supervision body to carry out the supervision and quality assurance.

The government of Uganda, through the MOES has been trying to improve quality learning by setting up policies, developing the curriculum, training more teachers, however quality learning of Pre-primary is still dragging. The study suggests that there could be other forces such as big numbers of children per class where the teacher-child ratio per class continues to be a challenge but also lack of support supervision. This study is focusing on the issue of support supervision as one ways of improving quality learning.

Supervision in education is an essential aspect of educational process focusing on guiding, supporting and improving the quality of teaching and learning. Support supervision therefore provides practical assistance, continuous guidance and direction to teachers to enhance their performance and proficiency. Supervision offer plenty of chances to work one-on-one with teachers. Supervisors offer support to teachers in areas such as: problem-solving, instruction, modeling, self-assessment, evaluation. It is important that teachers are given feedback that is encouraging after observation. Support supervision should promote self-efficacy by building on the acknowledgement of the supervisee's abilities and capabilities (Honig & Rainey, 2019). This has a significant influence on the pupils' quality learning.

Focusing at enhancing instruction and pupil learning, support supervision seems to be lacking for the provision of technical support to teachers in Kiira Municipality. Thus, this study believes it

is crucial to consider support supervision as a requirement in enhancing learning quality in this particular setting. This study is meant to determine the extent to which support supervision may be used as a long-term solution, as the quality of learning in nursery schools in Kira municipality, Wakiso district, has remained dreadful to this day.

1.1.2 Theoretical perspective

The study on support supervisory practices and quality of learning is derived by the assumption that pre-primary school teachers who are regularly provided with adequate support supervision are able to institute quality teaching and learning. The study is also based on the assumption that the quality of learning is strongly related to the quality of supportive supervision. Therefore, the Clinical Supervision model was appropriate for this study.

Clinical Supervision model

The Clinical Supervision model is the theory on which the study hinges. This theory has a presumption that, “clinical supervision is that instructors cannot change or get better on their own” (Olivia & Pawlas, 2004). Clinical supervision is a process in which supervisor and teacher meet in person to analyze instructional behaviors and activities. Data are obtained directly from the actual instructional environment. This is stated in the model and as a component of instructional supervision. In the latter part of the 1960s, Goldhammer and Cogan created the Clinical Supervision paradigm. In order to actively and continuously improve training, this model makes use of a collaborative approach between the supervisor and teachers (Goldhammer et al., 2014).

Pre-conference, observation, and post- or feedback-conference are the three fundamental procedures that comprise the clinical paradigm, according to Acheson and Gall (1997). This

face-to-face communication between the supervisor and the teacher highlights a precise comprehension of procedures and points out areas that need development (Cogan, 1973). Following an observation, a teacher under clinical supervision confers with the supervisor to create an action plan for meeting instructional improvement goals (Goldhammer et al., 2017). Teachers are more likely to ask their peers for advice than their top teachers. Since clinical supervision is centered on the quality of instruction, teacher evaluations can serve as a catalyst for bettering both the instruction of instructors and student achievement (Velloo et al., 2013).

Although it takes a lot of effort to implement clinical supervision successfully, it is a technique that improves instructors' performance in the classroom (Thomas, 2008). Thus, clinical supervision is a means for educators to enhance their effectiveness as teachers, which will tangentially benefit pupils. According to Goldhammer (2017) establishing the objectives of the observation and assessment at the pre-conference aids in the evaluation of the lesson. This collaborative paradigm helps teachers better execute their jobs in accordance with their talents and establishes a counseling-guidance atmosphere (Pagalan, 2022). In his study, Zepeda (2003) contended that clinical supervision provides a coaching paradigm, but she expressed concern that, as standards increase, clinical supervision may develop into more sophisticated teacher inspection technology. Given that clinical supervision models aim to enhance teaching rather than condemn teachers, the idea of utilizing them for evaluation appears implausible. A large body of research supporting clinical supervision also discusses alternative forms of supervision, such as action research, peer coaching, portfolio supervision, and other self-directed models (Sullivan & Glanz, 2000).

Goldhammer et al., (2014), for example, propose the stages of clinical supervision as (1) pre-observation conference, (2) observation, (3) analysis and strategy, (4) supervision conference,

and (5) post-conference analysis. Gürsoy et al. (2016) noted that the stages of clinical supervision are different verified and labeled by various scholars. The steps are as follows, according to Aydın (2000): (1) pre-observation conference; (2) observation; (3) analysis; (4) post-observation conference; (5) post-conference analysis; and (6) re-planning. The literature has categorized the stages of clinical supervision under varying names and numbers; but, overall, the cycles are comparable, with researchers generally agreeing upon three fundamental stages: (1) planning conference, (2) class observation, and (3) feedback conference (Acheson & Gall, 1997).

Clinical supervision is diverse both in terms of its technical aspects and its quality. Pajak (2010), for instance, discusses four types of clinical supervision: (1) original clinical supervision; (2) clinical supervision that is humanistic or creative; (3) clinical supervision that is technical and didactic; and (4) clinical supervision that is reflective and developmental. The clinical social work supervision technique is another clinical supervision strategy that Munson (1993) developed (Gallacher, 1997). The most unique aspects of clinical supervision are its direct emphasis on the teacher-supervisor relationship and its goal of raising teachers' professional standards (Aydın, 2005). According to Hyrkas (2005), and McMahon and Patton (2000), clinical supervision improves teachers' self-awareness, professional and personal abilities, and self-confidence. It also results in a rise in job satisfaction and a fall in organizational burnout.

Through in-service teacher training, clinical supervision not only improves the effectiveness of the teaching and learning process in the classroom, but it also helps instructors attain the pinnacle of their profession the stage known as "Self-actualization" according to Maslow's Hierarchy of Needs. The qualities of clinical and teacher-preferred supervision that emphasize humaneness and creativity are founded on cooperative problem-solving and democratic leadership as opposed to administrative hierarchy and directives (Pajak, 2010). Furthermore, the clinical supervision

model serves as a modern way to supervision for practitioners. As such, its ideas are widely accepted in the educational system, which further enhances its applicability to this particular study. Therefore, in order to improve the quality of learning for students in pre-primary schools, this study determined the extent to which the relevant parties have complied with instructional supervision. It will do so by applying the clinical model of supervision.

1.1.3 Conceptual perspective

Quality in education means complex principles and practices which run through the entire educational environment, in all its components, oriented towards achieving better results against the set standards, the ultimate scope being the satisfaction of the beneficiaries of education (OECD, 2017). Play is the foundation of great learning in pre-primary. After kids start enjoying play activities, they go on to learn how to draw and color pictures, which sparks their interest in the arts (OECD, 2017). Thereafter children proceed to the next level of learning academic concepts like alphabets, sounds, numbers, domestic animals among others (Yoshikawa & Kabay, 2015).

When teachers provide high-quality instruction, pupils start to internalize the concepts of thoughtfulness, which furthers their cognitive growth. Children who receive high-quality learning learn how to communicate their needs and wants in order to improve their comprehension, manners, and etiquette. These include smiling, sharing, using words like “please,” “thank you,” and “apologizing” when something goes wrong, as well as having a pleasant attitude (Kapur, 2018).

Furthermore, there are at least three dimensions to the idea of quality learning when it comes to early childhood education: The first is adherence to external regulations or policies, which

include following the curriculum, assigning qualified personnel to students, and allocating staff time to students for designated activities. The second is the features of a certain service type, such kindergartens; in this case, the features that set the service type apart from other service types (Ministry of Education and Sports, 2014).

The expectations and impressions of quality according to pupils, parents, and families make up the third; these individuals are the service's users, clients, or consumers (Desianti et al., 2021). In and of itself, defining quality is essential because it can lead to possibilities for the exchange, discussion, and understanding of values, concepts, information, and experience (OECD, 2014). Quality definition ought to be viewed as a continuous process that involves frequent reviews and never ends with a constructed term that is subjective in character and based on values, beliefs, and interests. According to circumstances, quality is constantly developed (Cappella et al., 2016).

According to UNICEF (2023), there are two categories for measuring the quality of learning: structural quality and process quality. The social, emotional, and physical interactions a kid has on a daily basis with materials, peers, and teachers are reflected in the process quality. This also covers how daily personal care tasks like developmental outcomes and well-being are handled (UNESCO, 2015). According to Litjens and Taguma (2010), the following are specific markers of quality process: personal care practices, interactions between the child and caregivers, peer and material engagement, teacher practice and instruction, and parent and community participation. Conversely, structural quality looks at aspects of the ECE environment that make it possible to implement high-quality learning procedures (OECD, 2014). According to OECD (2012), a wide range of factors contribute to the quality of early childhood education (ECE) learning structures. These include the staff-to-child ratio, group size, teacher qualifications and

training, staff wages, staffing stability, availability of both indoor and outdoor play areas, health and safety, time management, staff needs being met, curriculum, educational space, and materials.

The purpose of this study was to operationalize quality learning in pre-primary education by taking into account the following factors: the presence of physically and psychologically healthy, well-nourished, and eager to learn children; the support of families and communities; the appropriate and effective stimulation; consistent attendance; the quality of school facilities; the quality content reflected in pertinent curricula and materials for the acquisition of basic skills, particularly in the areas of literacy, numeracy, and skills for life; the life skills curriculum places a strong emphasis on changing attitudes and behaviors; environments that are safe, protective, and gender-sensitive, as well as providing adequate resources and facilities/infrastructures; procedures by which qualified educators employ skilled assessment and child-centered teaching methods in well-run classrooms and schools to promote learning and lessen inequities; Teachers' actions that impact the safety of children results that include ratios of students to teachers as well as knowledge, abilities, and attitudes (Kawuryan et al., 2021). It also aims to see what kind of support supervision; teachers are offered to enhance quality learning.

In order to improve an employee's work performance, support supervision involves guiding, helping, teaching, coaching, training, and mentoring them at their place of employment. It places a strong emphasis on two-way communication between a supervisor or person with superior competence and the supervisee or program implementer (WHO, 2019; Noviza & Suryana, 2020). In order to implement changes in teaching pedagogy, lesson planning, strategy, and assessment, Damayanti (2019) defined support supervisory practices as any help from supervisees focused on the development of teachers and other school staff in achieving educational goals. This

assistance could take the form of opportunities for teacher skill growth, encouragement, and guidance. A supervision procedure that aims to improve the instructional, personality, social, and professional competences of teachers (Musfah, 2020)

According to Bailey and Graves, (2016), the purpose of supportive supervisory methods is to offer guidance, support, encouragement, renewal, and facilitation of high-quality learning. Preschools accomplish these objectives by providing a favorable, kid-friendly atmosphere in which instruction and learning take occur. A child-friendly school is one where the demands of the students' health and safety are sufficiently addressed and the personnel is well-mannered (Oke, 2016). According to Bailey and Graves, (2016), supportive supervision is viewed as an intervention that enhances the learning system, empowers employees to provide high-quality services, and boosts their performance. Furthermore, coaching activities like giving teachers technical support to carry out the learning process are referred to as supportive supervision methods.

The number, age, and abilities of the children, the number and placement of adults, the activities that each child is currently involved in, such as physical, artistic, or group play, the areas where the children are participating in the activities, especially their visibility and accessibility, the teachers' knowledge of each child and each group of children, and the experience, knowledge, and skill of each support supervisor are some of the factors that determine how adequate the supervision is (early child development standards, of Ghana, 2018).

Individual and group procedures are the two basic categories into which Rozalena & Kristiawan (2017), and Noviza and Suryana (2020) divide the ways or techniques of support supervision. Individual technique refers to one-on-one supervision. Observation visits, classroom visits,

counseling teachers on how to better understand students' personalities and/or help them resolve problems, and counseling teachers on issues pertaining to curriculum implementation are a few of the activities that can be carried out. However, group technique refers to supervision that is done in groups. Meetings, group discussions, and doing in-service training are a few possible activities (Rozalena & Kristiawan, 2017; Noviza & Suryana, 2020).

Support supervision includes giving advice and assistance, keeping an eye on how teachers are teaching in the classroom, encouraging professional practices and development in a collegial and collaborative manner, conducting formal and informal observations of classrooms, holding pre-observation conferences with teachers prior to actual lesson observations, and conducting brief in-class visits during which teachers conduct lessons to gather information about the curriculum and their pedagogical practices. Portfolio supervision also includes reviewing teachers' artifacts, such as their statement of beliefs about teaching, sample lesson plans, test results, lesson plans, student work samples, career goals, journals, and so forth (Malunda et al., 2016).

Using observation, listening, interaction, guidance, nurturing, helping, teaching, coaching, sharing, counseling, refresher training, mentoring, and monitoring, supervisors support pre-primary teachers in actively focusing on problem identification and resolution while safeguarding the children from harm or injury at all times (Kawuryan et al., 2021). This study examined support supervision in this way. The effectiveness of care and support, teacher competency, compliance with quality standards, confidence, teamwork, better two-way communication, and proactive service quality improvement are all direct outcomes that should be expected from this type of support supervision.

1.1.4 Contextual perspective

The lack of investment in high-quality early childhood education causes children to enter school unprepared to learn and succeed, which is the basis of the global learning crisis that the world is currently experiencing (UNICEF, 2023). In Kira municipality, there are so many developed nursery schools, kindergartens as well as day care centers, however on the contrary, it is assumed that the quality of learning is deteriorating in pre-primary schools. Majority of the teachers and caregivers lack supervisory support to determine the quality of learning. This seems to make the care that children receive in most of the pre-schools of Kira municipality insufficient (Kira Municipality Development Status: Challenges and Achievements, 2021).

Studies seem to indicate that several factors are responsible for low quality learning environment not only in Kira but stems to other parts of the world. To begin with, the desire to support high-quality learning for kids in an atmosphere devoid of sufficient safety, loving, and care while fostering their intellectual, social, emotional, and physical development is lacking (Oke, 2016 & Ndijsye, 2020). Secondly, it is also clear that municipal, state, and federal laws do not adequately control or support high-quality education (United Nations Educational, Scientific and Cultural Organization, 2013), not only in Kira but all around the world. In addition, Child-to-teacher ratios in Kira Kindergartens are high, group sizes are large, staff credentials are questionable, and there are not enough physical resources to have an impact on how the curriculum is implemented in ECEC settings (National Planning Authority, 2020). Additionally, modifications to the curriculum's pedagogy (such as a new approach to behavior management, feedback, or reading instruction) have an adverse effect on the quality of learning in Kira pre-schools by making it more difficult for students to interact with teachers, other students, parents, and other teachers (Sundström, 2019 & Education Abstract, 2017) since they are hardly

implemented in Kira Division. Without providing young children with the knowledge and abilities necessary to maintain the standard of instruction in nursery schools through the use of teacher assistance supervision, Wakiso cannot continue to be the highest performing district in Uganda (Wakutile, 2019). In light of this, the purpose of this study was to ascertain whether support supervisory procedures affect the quality of learning in the nursery schools run by the Kira municipality.

1.2 Statement of the Problem

Nursery school teachers who are supervised, develop skills to advance their performance which in turn improve on their potential to be better in areas of child care, interaction, management and above all quality learning attainment. This is focused on producing outcomes that shape children holistically (Budget Monitoring and Accountability Unit (BMAU), 2016; Chappella & Szente, 2019). Not with standing initiation of teacher support supervision practices in pre-schools, the quality of learning has remained lacking in Kira Municipality despite the good-looking Nursey schools with qualified teachers (Sseninde, 2022). This is evidenced from limited child participation, low teacher interaction practices, and instruction, non-adherence to a re-known curriculum and syllabus, using unsuitable teaching and learning materials that neither meets children's needs nor satisfy the aspirations of parents (Campbell-Barr, 2019).

In Kira Division, Child-to-teacher ratios in kindergartens are high, group sizes are large, staff find it hard to handle large classes, and there are not enough physical resources to have an impact on how the curriculum is implemented in ECEC settings (National Planning Authority, 2020). Additionally, modifications to the curriculum's pedagogy which have an adverse effect on the quality of learning in Kira pre-schools are limited thus, making it more difficult for learners to interact with teachers, other students, parents, and other teachers (Sundström, 2019 & Education

Abstract, 2017) since they are hardly implemented in Kira Division. The quality of learning in ECE seems to be poor in Kira municipality. It's upon this basis that the researcher therefore, investigated the impact of support supervisory practices on the quality of learning in Kira municipality nursery schools the recommendations were made basing on research questions and hypotheses.

1.3 Purpose of the Study

To investigate the influence of support supervisory practices on the quality of learning in Kira municipality nursery schools.

1.3 Objectives of the Study

- i. To assess the quality of learning in Kira municipality nursery schools.
- ii. To establish the support supervisory practices being used in Kira municipality nursery schools.
- iii. To examine the relationship between supervisory practices and quality of learning in Kira Municipality nursery schools.

1.5 Research Questions

- i. What quality of learning prevails in Kira municipality nursery schools?
- ii. What support supervisory activities are currently being used in Kira municipality nursery schools?
- iii. To what extent do the current support supervisory practices influence the quality of learning in Kira municipality nursery schools?

1.6 Hypothesis

H_a: There is a significant relationship between support supervisory practices and quality of learning in Kira municipality nursery schools.

1.7 Scope of the Study

The study covered geographical scope, time scope and content scope as explained below;

1.7.1 Geographical Scope

The study was carried out in Kira Municipality-Wakiso District among nursery school teachers and their supervisors. Kira Division is found in Wakiso District in the Buganda Sub-Region of Central Uganda. The division has 2 Parishes and 17 villages and currently has 53 Nursery Schools.

1.7.2 Time Scope

The study took into account all the current support supervisory practices that should be used to assist nursery teachers improve the quality of learning in pre-schools of Kira municipality and consider the period for which every teacher has received support and applied them so long as He/she has been serving in the given kindergarten. However, this study considered Literature and research conducted for the past 10 years with exception of the Covid-19 Lockdown when schools closed. From 2021, the researcher carried out preliminary investigations to test research instruments, collect data from the field, analyze data and compiled the research report.

1.7.3 Content Scope

The study focused on determining the relationship between support supervision and quality of learning in Nursery School in Kira municipality-Wakiso district. The independent variable is support supervisory practices while the dependent variable is quality of learning in Nursery

Schools. The study is guided by the following research objectives: to assess the quality of learning in Kira municipality nursery schools, to establish the actual support supervisory activities currently being used in Kira municipality nursery schools and to determine the extent to which actual support supervisory activities influence the quality of learning in Kira municipality nursery schools

1.8 Significant of the Study

The findings of this study are important in that they have the potential to:

Education Institutions may use the compiled findings as a guiding book for all the different categories of people to close a gap between the theoretical knowledge of helping relationships and the practice of supervision, leading them to question its ultimate productivity.

The Directorate of Education Standards may be able to utilize the study findings to review the roles and duties of those entrusted directly providing support supervision to gain insights into sustenance instruction in pre-primary schools by adhering to policy planning, formulation, implementation and review.

The Ministry of Education and Sports may find the study's recommendations helpful in revising its policy on teacher supervision in nursery schools in order to raise the standard of instruction.

The findings of this study will be used by education quality controllers, such as the Directorate of Education Standards (DES), to strengthen teacher monitoring and increase and sustain the caliber of early childhood learning.

The findings may benefit the lecturers and tutors carrying out research on support supervision and supervision related investigations, the dissertation was used as a source of literature and ideas.

The Ministry of Education and other policy makers may use the information gathered from this study to inform the creation and use of future ECDE providing policy guidelines, the credentials of those overseeing ECD supervising operations and the regulations governing the admission level for ECDE teachers.

Clear guidelines on what should be emphasized by the supervisors during their supervisory work to ensure effective implementation of the curriculum in the preschool were proposed. The National Curriculum Development Center may use these recommendations to unleash the curriculum to cater for the 0–3-year-olds.

Headteachers and teachers may be able to gain updated view of the understanding of support supervision in Nursery schools.

Support supervisors can use the study's findings to identify their own supervisory practices' strengths and limitations. This will motivate them to focus more on implementing supervisory activities in Kira municipality's nursery schools.

This study was important because it offered pertinent data regarding the state of supervision in ECDE services, which in turn helped to enhance the continuous process of putting preschool curricula into practice and offering high-quality preschool instruction to foster holistic child development.

This study may contribute to practical knowledge of the duties and responsibilities associated with support supervision of instruction.

1.9 Operational definitions

Early Childhood Care and Education (ECCE) (ECCE) refers to establishments that children attend from birth until the point at which they must enter a primary school (ages 0–6), regardless of the financing sources or competent bodies, the duration of attendance, or the substance of the program (European Commission, 2014).

Quality Learning- It is learning that is purposeful and enables the learners to gain skills and knowledge to live a better life and fit in day-to-day situations.

Science: refers to all fields of science, including natural science and geography.

Supervision of teaching: The observation of all actions pertaining to the planning and execution of instruction in the classroom is referred to as “supervision of teaching.”

Supervision: It is the process of improving education by fostering professional development for instructors and assisting them in assisting students in meeting the goals of the organization.

Supervisor: Any qualified individual tasked with direct supervisory responsibilities to watch subordinates and assist them in improving school and classroom education, including head teachers, deputy head teachers, experienced teachers, school inspectors, and others.

Teacher performance: Any qualified individual tasked with direct supervisory responsibilities to watch subordinates and assist them in improving school and classroom education, including head teachers, deputy head teachers, experienced teachers, school inspectors, and others.

Teacher's Perception: Integrating elementary school teachers' opinions about the instructional supervision techniques used by head teachers.

Physical education: refers to any instruction in areas like gymnastics, athletics, nutrition, or hygiene that involve physical exertion or are connected to physical health.

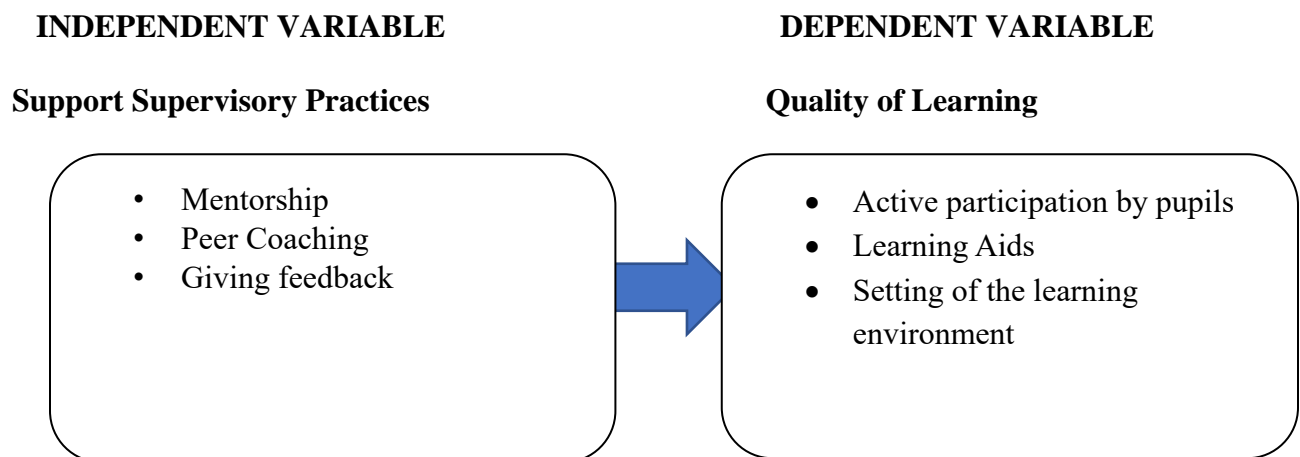
Practical skills: pertains to any activity involving practical skills that isn't covered in another subject, like tying shoelaces.

Playtime: refers to a child's unstructured play period, also known as child-initiated play, during which the youngster chooses what to play with and how (inside or outside).

Activities outside: Field trips, such as visits to museums, public parks, libraries, concerts, and art and science centers, are considered external activities of ECEC institutions.

1.10 Conceptual framework

Figure 1. 1: The conceptual framework showing supportive supervisory practices and quality of learning in nursery schools



Source: Adapted from *The Early Childhood Care and Education Policy (2018)*; Litjens & Taguma, (2010) & OECD, (2014). And modified by the researcher.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

An overview of relevant research on supervision in general, instructional supervision in particular, and its connection to professional growth is given in this chapter. In order to facilitate the reader's understanding, the chapter is structured into five sections. These sections cover the following topics: the history of school supervision; an overview of instructional supervisory approaches; teachers' perspectives of the supervision processes; teachers' attitudes and satisfaction with supervision; and the connection between professional development and instructional supervision.

2.1 The quality of learning in Kira municipality Nursery schools

It's difficult to define what constitutes quality education, and particularly great pre-primary education. What constitutes a quality context varies depending on national educational goals, the ways in which learning settings and teaching methods influence development, and the dimensions of development that are given priority. Class sizes, teacher preparation, and other quality-related factors may also be outlined in quality standards, which are frequently created to reflect both the fundamental needs for safety and the goals for pedagogy in classrooms (Raikes et al., 2021; Bendini & Devercelli, 2022).

Nursery schools and other QAS consist of three key parts: (1) quality standards; (2) tools to check if standards are being fulfilled; and (3) measures to improve quality based on the monitoring tool's findings (Raikes et al., 2021). Consider the pre-primary quality guideline, which states that play-based learning should be the basis for instruction. The monitoring tool would then gather information on whether a play-based pedagogy was being used, probably utilizing a classroom observation tool in this instance. Giving the teacher training in play-based pedagogy would be a possible quality enhancement step if the monitoring tool data revealed that the teacher was not utilizing this method of instruction.

This tripartite system is ideal, but it's important to remember that not all countries will have all of these elements in place. For example, in a recent study on pre-primary QAS in Africa, most countries had at least one element of standards or tools in place, but only a few had all of the elements (Raikes et al., 2021). Globally, there is a dearth of detailed information regarding the quality enhancing components of QAS. Although the SABER-ECD database covers 38 countries and examines pre-primary QAS standards and monitoring, quality enhancement is not included

(World Bank, 2023). Furthermore, no country possessed advanced quality standards or standard conformance, and 32 of the 38 had latent or developing quality systems (World Bank, 2023).

In contrast to Kenya, Nursery schools in the United States and the United Kingdom receive excellent compensation from master's degree-holding teachers. The quality of a teacher's performance in their work is determined by their training level. When children are in the care of well-trained instructors in a clean, healthy environment, they typically exhibit high levels of motivation and attain higher educational grades (MOEST, 2006). Therefore, it is the government's responsibility to hire educators who are qualified to give students the skills and information they need.

Since 1997, BRAC has operated pre-primary schools with one room and one teacher for a total of 25–30 pupils. Children five years old can enroll in a one-year course offered by the program. Program Organizers, or POs, supervise all aspects of school operations, including teacher monitoring, and are open for business for three hours a day, six days a week (Nath et al., 2013). Nath et al. (2012) found in a recent study that PPE in Bangladesh generally had little effect on learning achievement at the conclusion of mandatory primary education. This prompted concerns about Bangladesh's pre-primary education system's caliber.

The method used to create the pre-primary curriculum serves as a model for collaboration between public and private organizations in Bangladesh, as well as between GOs and NGOs. Experts from GO and non-governmental organizations formed an expert group to oversee the entire curriculum creation process. Before creating the pre-primary curriculum, nearly all of the curricula created and implemented by various GO and NGOs in Bangladesh are examined with the curricula of eleven other nations from South Asia, East Asia, Africa, Europe, and America.

Consulted was the National Education Policy 2010, which highlighted the introduction of pre-primary education for children aged 5 to 6 in a clear and unambiguous manner. The Education Policy of 2010 included noteworthy recommendations about goals, procedures, subject matter, and educational activities.

Nursery school education's quality is influenced by several variables. These frequently involve administration, national curricula, teacher preparation, and teaching and learning environments in classrooms. It is commonly believed that one of the key factors influencing the expected results of an educational system is the teaching-learning environment in the classroom. Consequently, this paper's principal goals are to analyze and comprehend elementary education's quality through classroom observations. Examining the classroom environment, the teacher's approach, classroom management, and students' comprehension of the material covered in class are crucial to determining the caliber of primary education.

Quality is important in schooling. Education is the best way to develop human resources, and it generally begins in the classroom. Even though the goal of the new millennium is to provide education to all students in a way that may meet their evolving demands, the issue of educational quality to advance students' cognitive growth continues to be of utmost importance. Low achievement levels in recent student performance assessments indicate that schools may not be offering high-quality instruction (Rashid & Akkari, 2020). The declining quality of education has caused worry among policy leaders, educators, and members of civil society at large. It is now crucial to carefully examine the teaching-learning environment in the classroom, the results, and strategies for raising educational standards in order to develop students into more valuable human resources. In light of this, 10 primary schools from the Gazipur area of Bangladesh—five

government and five non-government semi-kindergarten-style schools—were selected for this study.

In 2015, UNESCO carried out a case study on Bangladesh that involved a detailed analysis of the School Learning Improvement Plan (SLIP) and Pre-primary Education (PPE) programs. UNICEF (2023) listed a number of pertinent key policy recommendations, including the following: "to increase resources for education, to address the issue of silent exclusion, to develop and trial upazila-based universal primary education (including pre-primary) planning and management, and to focus more attention on urban poor children." Furthermore, recommendations were made to enhance the quality of PPE services by giving every school PPE-specific space and teacher, and supporting RNGPS (private religious schools) in their efforts to offer high-quality services, expanding school-level authority with accountability, and guaranteeing a successful approach to coordination and collaboration in PPE both nationally and locally (UNESCO, 2015). Sikder and Banu (2017) conducted a review of pertinent policies, practices, and research in the field of early childhood education (ECE) in another study. The lack of trustworthy data in this sector has been identified and extensively examined in this article. Pockets of exclusion include isolated rural areas, steep terrain, islands and coastal belts, river banks, wetlands, brothels, tea gardens, jails, and other places, insufficient instruments and capacity to evaluate developmental progress along developmental stages; insufficient efforts to raise parental awareness.

Professional workshops pertinent to early childhood education have been found to yield higher-quality treatment than non-attending colleagues (Burchinal et al., 2002). That being said, there is generally a lack of consensus regarding the best kinds of professional growth. One of the causes is that employees have diverse demands; successful training techniques should take into account

the fact that practitioners come from a wide range of backgrounds (Elliott, 2006). Leadership that inspires and promotes teamwork, information exchange, and professional staff development is essential to maintaining the quality of the workforce (OECD, 2014). According to the EPPE study (Sylva et al., 2024), there is a substantial correlation between the educational background and professional growth of leaders and managers of Early Childhood Education and Care (ECEC) services.

It is said that pre-primary education in Tanzanian public schools is of low quality. Research on pre-primary education has generally found that a lack of teaching skills, classroom inadequacies, a lack of teaching and learning resources, a lack of dedicated, caring teachers, and ineffective instructional supervision skills are some of the causes of low-quality pre-primary education (Anderson & Smith, 2017; Komba, 2017; Mghasse & William, 2016; Tandika, 2016; Shukia, 2019; USAID, 2014; UWEZO, 2019).

The efficiency of the educational program and other in-service training techniques although there are linkages between educational attainment and pedagogical quality, the precise nature of these relationships is still unknown. Furthermore, not much is known regarding the efficacy of various training approaches for keeping ECEC practitioners current. Further investigation is required to effectively involve personnel in the understanding and use of evidence-based procedures (Diamond and Powell, 2011). The focus has been on the specific qualifications of staff members rather than their knowledge, leadership, and skills as managers. It has also been discovered that the manager's expertise, leadership, and competencies are crucial. It is necessary to conduct research to demonstrate the significance of this and the reasons behind it, as well as to determine the best ways to give this training to managers and what credentials and training would be most appropriate. Diversity of ethnicities in instruction and training Very little research has been done

on the efficacy of teacher preparation programs that emphasize social and ethnic diversity, both during initial and in-service training. Due to the increased ethnic diversity of the population that many countries are experiencing, this is a topic that is becoming more and more important.

To ensure a bright future for the nation, high-quality education is required. The promotion of instructors' professional development, the choice and modification of learning objectives, instructional materials, teaching strategies, and instruction evaluation are all included in supervision (Ogakwu, 2018). According to Bada (2010), it's also a process that entails a long-term, evaluative interaction between "a more junior member or members of that same profession" and "a more senior member of a profession." The goal of the encouraging and instructive supervision process is to help supervisees apply theories and methods to their practice (Association for Counsellor Education and Supervision, 2003). In an effort to promote the wise use of supervisory services, a number of developmental models of supervision have been proposed (Loganbill et al., 2017; Nwaogu, 2018).

2.2 Support supervisory practices being used in Kira municipality Nursery schools

Pre-primary teachers and their instructional abilities are receiving more and more attention as the need for high-quality pre-primary education grows (Tekin, 2019). This is due to the fact that the most important school-based factor influencing students' learning outcomes is teacher quality (Logeswari et al., 2020). Because of this significance, pre-primary teachers require ongoing pedagogical support in order to teach effectively. They ought to respond to ongoing supervision and training by developing the pedagogical knowledge and skills necessary for their roles as school supervisors (Coimbra et al., 2020).

Research confirmed that monitoring involved cleaning one's eyes, filling out paperwork, and applying consequences (Sharma et al., 2017). In accordance, Glickman et al., (2017) stated that it was to "superintend," "watch over," "direct," and "oversee" the employees. As a result, management was thought to use supervision as a tool to control their subordinates. On the other hand, support supervision was defined by Vencia et al., (2018) as a method of assisting, counseling, and mentoring instructors in order to enhance the way they offer instruction in the classroom and ensure that students learn effectively. Given that support supervision at the school level necessitates a higher degree of communication between the supervisee and the supervisors, several factors must coincide in order to clearly communicate the goal, objective, and means of carrying out the component. In affluent nations like the United States and the United Kingdom, school inspection was given more weight than school supervision (Lee et al., 2020).

Studies conducted in various nations show that education supervision within the school facilitates the acquisition of new teaching techniques and abilities by instructors (Oke, 2016). This indicates that teacher cooperation and learning inside the classroom are seen as important techniques of enhancing teaching abilities and producing effective instruction. DeMatthews et al., (2020) state that in this particular context, successful principals value dialogue that motivates teachers to engage in critical reflection on their professional practices through the use of collaborative strategies like modeling, offering feedback, making suggestions, asking for advice and opinions, and, when appropriate, praising. The cooperative work of class observation, with the supervisor and instructor working together, typically exhibits cycles of observation action-reflection that are particular to action research, based on various collaborative supervisory techniques (Zepeda, 2017). Thus, instructional supervision procedures, when included in the school's ongoing professional development program, provide teachers with an opportunity to

engage in lifelong learning to improve their instruction and grow into competent and successful practitioners.

Teachers' roles should be regarded with the highest care and concern throughout the process, according to Sharma et al., (2017) who argue that supervision should be a continual development and corporate process. Zepeda (2017) asserts that with the support of supervisors, good instructional supervision can enable teachers to assess their own teaching methods in order to foster development and unrestricted communication with the goal of resolving issues and increasing capacity. According to Ogundele et al., (2014), collaboration supervision models have a big impact on early childhood education programs because they help instructors become more knowledgeable and skilled educators.

In Tanzania, head teachers are considered to be responsible for providing instruction in schools. According to several studies (Mghasse & William, 2016; MoEVT, 2010; Shukia, 2014; Wilinski, Nguyen & Landgraf, 2016), pre-primary teachers do not successfully carry out their positions as teachers. One of the contributing elements has been identified as the lack of teaching abilities and knowledge among public pre-primary instructors. According to a study by Kweku and Stelah (2018), supervisory techniques that were mostly used by head teacher such as reviewing teachers' work records and keeping an eye on their regularity and punctuality were shown to have no positive effect on teaching abilities. Regular collaborative strength-based supervision, according to McGhee and Jimerson (2017), fosters teacher development by enabling educators to be proactive and creative problem solvers in order to fulfill the demands of the classroom. Head teachers should therefore make sure that collaborative instructional supervision procedures are used on a regular basis in order to enhance the pedagogical skills of pre-primary teachers.

A structured supervision approach called cluster supervision aims to support educators and other staff members in their administrative and pedagogical work. In Ethiopia and other parts of southern and eastern Africa, this kind of oversight is in place (UNESCO, 2015b). By grouping three to five nearby schools together, school clustering aims to create more localized leadership structures that can help teachers and school administrators both administratively and pedagogically (UNESCO, 2011). With significant community involvement in school operations, it is seen as an efficient decentralized method of managing education (Kasahun & Mitiku, 2017). Accordingly, cluster supervisors play a critical role in overseeing the implementation of curricula, offering assistance to educators and school administrators, conducting research, evaluating and overseeing programs, and organizing the system's overall efforts to improve education quality (Tesfaw & Hofman, 2014).

The frequency with which teachers prefer certain supervisory approaches such as clinical supervision, peer coaching, cognitive coaching, mentoring, self-directed development or reflective coaching, portfolios, and professional growth plans to be implemented in their schools is referred to in this study as the ideal supervisory approaches. Actual supervisory approaches: these are defined as the regularity with which Lusaka instructors believe that the chosen supervisory approaches are implemented in their classrooms (Mahongo, 2020). Clinical supervision is a procedure that enhances professional development and often consists of multiple stages, including conference, supervisor observation, and post-conference (Gozali & Munawaroh, 2021). According to Joyce & Calhoun (2019), peer coaching is a collaborative supervisory method where teachers engage in pairs and small teams to monitor and improve each other's instruction. Using a problem-solving methodology and questions to pique teachers'

curiosity, supervisors aim to support teacher learning through the nonjudgmental process of cognitive coaching (De Jonghe, 2022).

A more seasoned teacher (a mentor) works cooperatively and without bias with a newer or less experienced teacher (a protégé) to explore and discuss strategies to enhance education in the classroom (Olesova & Campbell, 2019). Mentoring is a process that promotes instructional improvement. Mentoring is seen as a crucial component of professional growth in the early school context (Kutsyuruba et al., 2019). It is seen as an effective way to support learning by introspection on one's own experiences, grow one's self-assurance and skill set, and resolve issues in professional interactions (Han & Wang, 2021). Mullen et al., (2020) have examined the shift in thinking that has occurred in relation to mentoring's association with collegiality and collaboration. Similar to this, mentorship is emphasized by Chollet et al., (2021) as a shared and reciprocal action. In mentoring, a mutually trusting connection is formed by two or more individuals. According to Schalk & De Ruiter (2019), the concept of mutuality emphasizes that each participant typically has something valuable to offer and can benefit from the other.

Peer mentoring, according to Briscoe (2019), makes use of the most recent mentoring paradigm, in which all teachers provide and receive help. The widespread consensus that hierarchical, one-way techniques are being replaced by more reciprocal partnerships in which each person is seen as a co-learner or co-constructor of information is also alluded to here (Briscoe, 2019). Mentoring is essential for the formation of a teacher's professional identity in the context of teacher development (Walters et al., 2020). According to Nabi et al. (2021), mentoring is regarded as a form of professional development that is advantageous for the cognitive and socio-emotional components of early educator learning. Consequently, mentees

shed their fears and convictions about their own incompetence and eventually come to recognize themselves as skilled professional insiders (Schulleri & Saleh, 2020).

By using a strategy called self-directed development (also known as reflective coaching), a teacher can deliberately prepare for their own professional development in the classroom (Hargreaves, 2021). Professional growth plans are long-term projects that instructors design and implement that are related to their teaching, as well as individual goal-setting exercises. Professional development is a key element of continuing teacher education that focuses on enhancing teachers' methods of instruction, their capacity to modify curriculum to meet the needs of students, and their classroom management abilities, ultimately fostering the teachers' professional development (Sancar et al., 2021).

According to Jeong & So (2020), in order for instructors to carry out their teaching responsibilities in an efficient manner, principals should constantly review the lesson notes to see whether the material was covered in an effective manner. He insisted that regular lesson note supervision by principals would improve instructors' effectiveness in the classroom. The process of creating a lesson note acts as a guide for successful instruction. According to Karatas and Tuncer (2020), a lesson note facilitates concentration for the teacher during instruction, and a teacher who does not use one would be at a disadvantage in the classroom.

As a result, teachers were expected to write their lesson notes with sufficient care, and in order to hold their immediate superiors, the unit leaders, who checked the notes simultaneously, needed to be more accountable for their work. The school head has a duty to ensure that instructors remain competent in the educational system. The head of the school oversees a variety of instructional supervision tasks, such as reviewing lesson plans, student notes, work

schedules, teachers' punctuality, regular attendance, classroom observation, demonstration, conferences, workshops, microteaching, moderation of exam questions, and moderation of marking schemes (Komalasari et al., 2020).

In order to complete these duties and ensure that instruction and instructional procedures are enhanced in the end, the head of the school must possess the supervisory ability to both enforce the assignment and motivate the teachers to use their talents when needed. One method used by school administrators to try and attain acceptable performance and outcome requirements is instructional supervision. It is a component of school administration that focuses largely on meeting the acceptable expectations of the educational system and serves as a tool for quality control in the educational system (Komalasari et al., 2020). Educators, regardless of experience level, require essential assistance in carrying out the educational plans. Therefore, in their capacity as head of the school, principals must supervise teachers' interactions with pupils and offer this assistance to them. They also need to be active in the execution of instructional programs. Inefficient instructional supervision techniques may be a significant contributing factor to students' poor academic performance.

According to Saleem et al. (2020), in order to effectively supervise teachers, head teachers must make sure that the following are met: regular observations; early lesson planning; engaging beginnings; review of prior knowledge and teachers' use of voice variation and summary of key points at the end; appropriate use of teaching aids and backups; positive relationships with students; and strict adherence to the curriculum. Head teachers can better coordinate, enhance, and uphold high standards for teaching and learning in their schools with the support of effective instructional supervision. The study by Sule et al., (2012) on the principal's visitation and inspection of classrooms, as well as teachers' job performance in

Akwa-Ibom State, Nigeria, showed that the principal's strategies for inspecting lesson notes and visiting classrooms had a significant impact on teachers' job performance. To improve teachers' work performance, they suggested that the government provide routine oversight, which should involve strategies such as visiting classrooms and inspecting lesson notes.

Iglesias-Pradas et al., (2021) study on the effects of particular types of instructional supervision activities on students' academic performance in Ondo State's senior secondary schools. The study's conclusions showed a strong correlation between teachers' role efficacy and instructional supervisory practices of classroom monitoring. The opinions of Ampofo et al. (2019), who proposed that head teachers should efficiently oversee teachers by making certain that they are routinely observed, that lessons are planned ahead of time, that lessons are organized with an engaging beginning, that teachers utilize voice variation and revision of prior knowledge, and that a summary of the main points is provided at the end, all support this, teachers have a positive relationship with their pupils, use instructional aids and backups appropriately, and adhere closely to the curriculum.

In a similar spirit, Bubale et al., (2021) suggested that in order to improve teachers' work performance, the government establish routine oversight, which has to include a strategy for visiting classrooms and inspecting lecture notes. The results also showed a strong positive correlation between the role effectiveness of teachers and the instructional supervisory practice of reviewing lesson notes. This is corroborated by Yusof's (2021) assertion that in order for teachers to carry out their teaching responsibilities in an effective manner, principals should constantly review their lesson notes to determine whether the material was covered in an effective manner. According to Uwineza et al. (2021), a lesson note facilitates concentration for the teacher, and a teacher who does not use one would be at a disadvantage in the classroom. In

summary, in order to make sure the school is accomplishing its objectives, instructional supervision calls on the principal to supervise, evaluate, and guide teachers.

2.3 Support supervisory practices and quality of learning in pre-primary schools

A number of academics have expressed interest in examining the connection between teacher pedagogical methods and supervision (Veloo et al., 2013; Usman, 2015; Sule et al., 2015). For example, Sule et al., (2015) investigated the connection between teachers' roles in guaranteeing efficacy in Nigerian secondary schools and instructional monitoring. According to their research, classroom observations increased a teacher's efficacy within a school. Similar to this, Veloo et al., (2013) found that formal observations greatly aided in the improvement of teacher preparation, lesson development, learner assessment, and classroom management in their study on the impact of clinical supervision on the teaching performance of secondary school teachers in Malaysia.

Formal classroom observations, according to a number of studies (Tesfaw & Hofman, 2014; Campbell, 2019; Milanowski, 2011; Marshall, 2009; Holland, 2004), have minimal impact on instructional strategies. In the meanwhile, these academics support more regular, brief, unannounced, informal classroom observations by school administrators in order to encourage educators to use successful teaching strategies. They argue that informal observations in the classroom give a more accurate picture of the educational practices and competency of the instructor than do formal observations. David (2008) suggests, however, that in order to get better outcomes, the teacher and administration should work together to determine the frequency and goal of the walk-throughs, or quick visits to classrooms. Other academicians who have backed this viewpoint include Milanowsik (2011), who notes that walk-throughs actually give school administrators the ability to determine whether teachers are achieving the established

teaching standards and using successful pedagogical approaches. In fact, he advises that in order for classroom observations to have an impact on teachers' performance, the supervisors need to be well-versed in the subject matter and have received training on how to use supervisory rubrics.

Zepeda (2010), on the other hand, contends that classroom observations can only have a beneficial impact on teachers' effectiveness when supervisors prioritize developing a stronger rapport with instructors through one-on-one coaching conversations following the observations rather than focusing on assigning blame. According to Usman's (2015) study on the effect of instructional supervision on students' academic performance, supervisors' feedback-giving practices have a significant impact on supervisees' pedagogical practices and classroom performance, which aligns with Zepeda's assertion regarding approach. These studies showed that teachers' pedagogical approaches were greatly influenced by their observations in the classroom, but they were primarily carried out in industrialized countries.

The results of various research on portfolio supervision show that it greatly accounts for teachers' efficiency in the classroom (e.g., Sule et al., 2015; Usman, 2015). For example, a study by Usman (2015) on the effect of instructional supervision on secondary school students' academic achievement in Nasarawa State, Nigeria, found a strong positive correlation between instructor performance and portfolio supervision. In a similar vein, research by Sule et al. (2015) revealed a favorable correlation between teacher performance and portfolio monitoring.

Sule et al. (2015) and Peretomode, however, focused solely on the assessment of the teachers' lesson notes, in contrast to Usman (2015), who considered the review of lesson plans, lesson notes, students' notes, and teachers' record keeping as crucial components of portfolio supervision. In the meanwhile, Orenaiya (2014) and Musaazi (2006) advise supervisors that in

order to determine relatedness, task completion, and syllabus coverage, supervisors must examine teaching artifacts, which include lesson plans, student work, teacher notes, and schemes of work.

Zepeda (2010), however, believes that the goal of the supervision should determine what should be included in the supervised portfolio. According to Zepeda (2010), who referenced Bird (1990), portfolio artifacts should stress planning and preparation, in-class instruction, and student evaluations in order to enhance students' learning. It was in fact impossible to determine whether teachers were adhering to established teaching standards or the national curriculum because less than 20% of head teachers in Uganda's ten districts participated in an effective supervision program for teacher preparation, according to a 2012 DES survey on the country's educational system. Less than 40% of head teachers at all levels provided support supervision, according to the MoES's Education Sector Annual Performance Report (ESAPR) of 2013–14 (MoES, 2014), which supported the statistics above. Head teachers are mandated by DES guidelines to guarantee the quality of teaching and learning by routinely reviewing lesson plans, schemes of work, and student work (MoES, 2014).

Supervisors have the primary duty of ensuring that the schools are operated in compliance with established regulations and that high standards are upheld. Ensuring that the basic requirements are met, maintained, and have a significant influence on society through staff and material supervision. Having a quality supervisor is crucial because it will guarantee that the products and services generated in a nation are of the greatest caliber and safeguard consumers from buying inferior goods (Uyanga, 2008).

Oriaife in Maduewesi (2005), states that good supervision is a foundational requirement in education that can be assessed using a reference scale. It is a way of expressing standards or a

method of achieving certain standards in education. Therefore, it is simple to conclude that the entirety of the combination of such essential elements as excellent teachers, excellent instructional materials, and excellent infrastructure (classrooms, chairs, tables, chalkboards, etc.) equals quality in education. Other factors include a good teacher-to-student ratio, a good student-to-classroom ratio, and high-quality instructional supervision. When students are exposed to a balanced and goal-oriented education, particularly in secondary education, all of these and more undoubtedly produce high-quality products (students). The supervisor who is equipped to handle middle-level technical and administrative support in any area of the Nigerian economy, in addition to the demands of postsecondary education.

2..4 Research gaps

From the literature, it was identified that some literature was not in agreement with the research phenomenon either due to methodology, context, or area in which a particular study was conducted. For example, Usman (2015), considered the review of lesson plans, lesson notes, students' notes, and teachers' record keeping as crucial components of portfolio supervision. Zepeda (2010) believes that the goal of the supervision should determine what should be included in the supervised portfolio. Therefore, they did not elucidate clearly how clinical supervision would be implemented so as to ensure quality learning.

Furthermore, Zepeda (2010) cited guidance to teachers regarding lesson planning and lesson preparations as a means to achieve quality learning. In addition, Bird (1990), suggests that Portfolio artifacts should stress planning and preparation, in-class instruction, and student evaluations in order to enhance students' learning. The findings conquered with this assertion since they are key in ensuring child to child interaction, and child teacher interaction hence improving quality assurance.

In addition, ESAPR Report of 2013–14 (MoES, 2014) cited that Less than 40% of head teachers at all levels provided support supervision. Head teachers should routinely review lesson plans, schemes of work, and student work (MoES, 2012). This however was at a minimal rate within Wakiso district.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology used to conduct this study about “Support supervisory practices and quality of learning in Kira Municipality Pre-Primary Schools, Wakiso District-Uganda”. It covers the research design, population, sampling techniques, data collection methods, quality control, data analysis, study limitations and delimitation and ethical considerations.

3.1 Research Design

The cross-sectional design was considered appropriate for the study due to the fact that it is used to gather data from a sample of a population at a particular time in order to obtain information about preferences, attitudes, practices, concerns or interests of a group of people (Kothari, 2010). Both qualitative and quantitative techniques were used for the triangulation of findings (Babbie, 2013). The qualitative findings particularly, gave a voice of participants and ensured that study findings are grounded within participants’ experiences. The quantitative approach produced data that helped to describe the rating of the measures and showed the predictive power of the independent variable on the dependent variable.

3.2 Population and Sampling Techniques

3.2.1 Population

The study used a target population of 351 respondents. These included; Teachers, Directors of Studies, Head teachers, Head of Departments of nursery schools, and Municipal Education Officers. The targeted 30 Kindergartens in Kira Municipality were selected to participate in the study.

3.2.2 Sample

A sample is a part of the targeted population that is systematically selected to represent the whole population (Kothari, 2008). The formula for selecting the participants was determined by Krejcie and Morgan (1970) sample size determination table. From a population of 351 respondents, a sample of 267 used (Krejcie & Morgan, 1970).

Table 3. 1 showing Sample Population and Sample Size

Category	Sample population	Sample size	Sampling Technique
Teachers	190	127	Random sampling
Head Teachers	30	30	Purposive sampling
Municipal Education Officers	1	1	Purposive sampling
Heads of Department	100	80	Random sampling
Director of Studies	30	30	Random sampling
Total	351	267	

Source: Adopted from Morgan and Krejcie, 1970)

3.2.3 Sampling Technique

3.2.3.1 Random sampling

The technique used to reach the sample was random sampling. This was a sampling technique by which every single person that was part of population had the same probability of being chosen to participate in the study (Etikan & Bala, 2017). Using simple random sampling, the data collected had the credibility of being generalised.

3.2.3.2 Purposive sampling

This study employed purposive sampling technique. The main goal of purposive sampling was to focus on particular characteristics of a population that are of interest, which pertinently enabled

one to answer the research questions (Kothari, 2014; Creswell and Creswell, 2018). This technique was chosen because the respondents selected were only those who had related information particular to the phenomenon and considering their qualitative number.

3.3 Homogeneity and Heterogeneity

3.3.1 Homogeneity:

The study focused on Support Supervisory practices and quality of learning in Kira Municipality Nursery schools -Wakiso district. This helped in ensuring a relatively homogeneous sample in terms of age, Gender distribution of the respondents, Teachers' qualification level, Years of teaching experience in Pre-primary schools. The researcher controlled for variables like socioeconomic status and parental education to minimize potential confounding factors.

3.3.2 Heterogeneity:

The study included respondents from diverse ethnic and linguistic backgrounds, reflecting the heterogeneity of the population in the region. The researcher used purposive and random sampling to ensure representation from different types of pre-primary setting for example, public, private, and community-based schools, capturing a range of educational settings.

Therefore, by addressing both homogeneity and heterogeneity, the researchers aimed to increase the validity and generalizability of their findings, while also acknowledging the diversity within the study population.

3.3 Data Collection

A number of instruments were used to collect both primary and secondary data. The research methods included survey, observation, focus group discussions and documentary analysis (Barifaijo et al., 2010).

3.3.1 Questionnaire

Kothari (2010) defines a questionnaire as a short-printed form, with questions given to respondents to fill in order to collect data often relating to the problem. The survey was conducted using a questionnaire (Appendix A) consisting of close-ended questions designed for the respondents to elicit respondents' perceptions, opinions, views, and feelings about Support Supervisory practices and quality of learning in Kira Municipality Nursery Schools-Wakiso District". This instrument was used to collect data from pre-primary teachers because it is convenient for the literate respondents who are able to complete it objectively and within a short time (Willem, et.al, 2017). The questionnaire items were rated using a 5-likert scale, that is; Strongly Disagree (5), Disagree (4), Not Sure (3), Agree (2) and Strongly Agree (1).

3.3.2 Focus Group Discussions

The researcher held two Focus Group Discussions (Appendix B), each with five members (teachers). This provided data on teachers views on the how best quality learning can be attained and the kind of support supervision desirable in pre-primary schools. Focus Group Discussions helped the researcher to clarify and test pre-conceived notions and findings, uncover ideas and issues that initially may not have been considered though very important, (Kumar, 2011).

3.3.3 Interviews

A structured interview guide (Appendix C) was used to interview the Kira Education Office, head teachers, deputy head teachers and support supervisors of in pre-primary schools. The respondents were selected because they hold administrative positions and have experience in regard to support supervision and improving the quality of learning in Wakiso District. Interviews aided in obtaining detailed and in-depth qualitative data to supplement on the quantitative data. This is because, accurate screening which involved face to face interaction

enabled the respondents to keep focused on answering the questions and the researcher captured the verbal and non-verbal responses (Mugenda, 2003; Brew & Lucas, 2009; Amin, 2005).

3.3.4 Documentary Analysis

The main sources of secondary data included; syllabus, Curriculum and published reports on support supervision and quality learning in ECE. These documents provided insights into the nature as well as the quality of education in Uganda particularly in Kira Municipality (Kumar, 2011).

3.4 Research Procedure

Upon peer review, pretesting and supervisors' approval of the study tools, the researcher obtained an introduction letter (Appendix H) from the Head of Department-Early Childhood and Dean School of Education as required by the Graduate School board on behalf of the Academic Registrar of Kyambogo University. The researcher used this letter to introduce himself to the Municipal Education Officers (MEO) of Kira Municipality as well as the Head teachers of nursery schools seeking permission to carry out the study. The MEO authorized the researcher to conduct the study within 30 pre-primary schools in Kira Municipality. The researcher thereafter, traveled to respective pre-primary schools introducing himself to the directors, Head Teachers and Teachers explaining the aim of conducting the study and seeking their full consent to participate voluntarily.

From the Municipality Education Officer, the researcher made prior visits to respective nursery schools using the authorization letter. He introduced himself and interacted with the various head teachers, seeking audience to interact with the head of departments to organize teachers. The researcher made schedules to collect data at intervals of two days after every school at an appropriate time, suitable to school activities. The researcher with permission from the head

teacher was assisted by teachers on duty to meet individual teachers who were recruited to participate in the study through answering questionnaires. The researcher made phone calls a day in advance to remind the headteachers and heads of department about the data collection schedule. On arrival at school for data collection, the head teacher together with the support supervisors provided the procedure to follow while collecting data. The teachers were informed about the purpose of the research and their consent to participate in the study were sought. The questionnaires, interviews and lesson observations were accomplished within two weeks (14 days). The Focus Group Discussions (FGDs) were organized in such a way that, the chairperson invites teachers in groups of 5 to discuss the theme as part of the day's agenda.

The FGDs were carried out in such a way that all the teacher's sat at a round table while the researcher chairs the session.

3. 5 Data Analysis

The quantitative and qualitative data was analyzed in order to address the research questions of the study. Transcribing recorded interview and focused group discussion data and developing of patterns to organize data for data regarding establishing the importance of peer supervision towards classroom teacher performance

3. 5. 1. Quantitative Data Analysis

In order to provide descriptive and inferential statistics, the raw data from the surveys were cleaned, sorted, and entered using the Statistical Package for Social Scientists (SPSS). In order to provide percentages, means, and standard deviations linked to the study objectives, descriptive analysis was used to describe the main variables and associated indicator items. To determine how the independent factors impact the dependent variable, regression analysis was performed. The removing of errors from the data or data editing involved identifying of outliers and

treatment of missing data after they had been identified using frequency tables. The data at preliminary level involved calculating of descriptives that are namely frequencies, percentages and means. The data thereafter was saved as comma delimited to make it amenable for analysis.

3. 5. 2 Qualitative Data Analysis

Thematic analysis was used to assess qualitative data. Thematic analysis is the process of finding common themes and patterns in a dataset in order to answer specific research questions (Henning & Van-Rensburg, 2004). Thematic analysis involved the transformation of key informants' views, opinions, and perceptions by the researcher into themes or patterns in relation to the research questions. These were supplied in the form of verbatim citations to support the quantitative results.

Data from interviews and Focus Group Discussion were analyzed using Creswell's (2018) six-step data analysis procedure.

The first step, which involved organizing and preparing the data for analysis, involved transcription of interviews and focus group discussions to produce written transcripts. This step also included typing up field notes, cataloguing all the visual materials such as observation checklists, sorting and arranging the data. The second step involved reading through the data, in order to reflect on the overall meaning and to gain a general sense of the information and ideas that the participants convey. Thirdly, coding of notes from the lesson observations and focus group discussions as well as interview transcripts followed, to reflect emerging ideas. In the fourth step, which is generalization, I integrated the codes, thereby generalizing to form broader themes. Fifthly, I provided descriptions of the themes and included quotable quotes (participants' voices) from the transcripts to illustrate them. The sixth step, which is interpretation, then followed, where I used relevant literature to make sense of, as well as support the themes. During

my own interpretation process, my experience as an ECE trainer informed my understanding of the participants' stories. To convey the participants' perceptions of their experiences accurately, I focused specifically on what they were saying, the conclusions they drew, and their intentions for future practice.

3.6. Validity and Reliability

3.6.1 Validity

The degree to which an instrument tests or measures what it is intended to measure is known as its validity (Creswell, 2014). Initially, both qualitative and quantitative research instruments were produced and given to the supervisors, who verified their appropriateness. By removing all mistakes, the supervisors' feedback helped to make the questionnaire better. This made it easier to find the gaps and make the necessary adjustments. In order to obtain significant and trustworthy results that are reflected by the study's variables, the researcher made sure that the questions were pertinent (Mugenda & Mugenda 2008).

To prove the validity of the research instrument, the investigator employed the following formula:

$$\text{Content validity index (CVI)} = \frac{\text{Agreed items by all judges as suitable}}{\text{Total number of the items judged}}$$

$$\text{CVI} = 15/20 * 100$$

$$\text{CVI} = 0.75.$$

If the overall content validity index of the instrument is greater or equal to 0.70, it is regarded as valid instrument. Therefore, the instruments scored a CVI of 0.75 thus, being regarded as being valid and therefore suitable for data collection.

3.6.2 Reliability

The degree to which a research instrument produces consistent results following repetition is known as its reliability (Creswell, 2014). The Cronbach's Alpha coefficient was employed to assess the questionnaire's reliability. Reliability can be demonstrated with an alpha of 0.7 or more, according to Amin (2005). Reliability's internal consistency increases with distance from 1 (Sekaran, 2003). Pre-testing of the questionnaire was conducted among respondents from pre-primary schools in the Kiira Municipality, Wakiso district. The statistical package for social scientists (SPSS) was used to calculate the questionnaire's reliability, and the results were assessed. The Cronbach's Alpha Reliability Coefficient for Likert type scales test was used to guarantee the validity of quantitative data. It is frequently employed as a gauge for a sample of test takers' internal consistency or reliability of psychometric test results (strongly disagree (1), disagree (2), not sure (3) agree (4), strongly agree (5)). Sekaran (2003) states that before using an instrument, some professionals generally need to see a reliability of 0.70 or better (obtained on a significant sample). Results over 0.7 were deemed reliable after the test was conducted. Because the alpha coefficient was calculated to be 0.78 above and beyond 0.7, the instrument results could be trusted.

In order to ensure reliability of qualitative data, the researcher adhered to the qualitative reliability procedures described by Gibbs (2007). The researcher checked questions and interview records to ensure that they do not contain mistakes made while in the field. The definition of codes reviewed during coding process to accomplish data comparison with codes. The researcher regularly coordinated with teachers share the analysis with them regarding the quality of education.

3. 7 Limitations and Delimitations

3.7.1 Limitations

Time factor: The research may be affected by time constraints since the researcher carried out the study while simultaneously working full time. The researcher thus designed a work plan to apportion the available time appropriately for the different activities, which he adhered to the as much as possible.

Information: Some of the respondents were not willing to give complete information as they looked at research as a threat and wastage of their time. The researcher however explained the clear purpose of the research and asked them to freely participate in the study as the information may be used for academic purposes only and kept confidential.

Weather: For unfavorable weather conditions like rainy seasons, the researcher used a raincoat or an umbrella to overcome the effect of heavy down pours.

High expectations by the respondents in terms of physical gains and payment from the researcher. In many cases, the respondent wanted something in turn and this was one of the limitations

3. 7. 2 Delimitations

Area scope: support supervision and quality of learning covers the entire country in all kindergartens. However, the researcher narrowed down the geographical scope to cover only Kira municipality in Wakiso district.

Conceptualization: The concept of support supervision and quality learning is wide scope covering, nursery, primary, secondary and university education. This was delimited by only covering how pre-primary school teachers influence education quality in Kira municipality in Wakiso district.

3. 8 Ethical Considerations

The researcher sought permission from the pre-primary school head teachers, getting an introductory letter from Kyambogo University Graduate school and a clearance letter from the Municipality Education offices. There was also getting informed consent from the respondents in the selected pre-primary schools. Utmost confidentiality to the clients about all information that necessitate so was ensured. All respondents who participated in study did it at free will. Furthermore, the researcher also ensured that respondents are safe from any kind of harm during the survey.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter focuses on presentation of findings in terms of the study objectives/themes. The study investigated the influence of support supervisory practices on the quality of learning in Kira Municipality nursery schools. The emphasis of the study was based on; quality of learning, actual support supervisory activities being used as well as establishing the relationship between the current supervisory practices and quality of learning in Kira Municipality nursery schools. The data is presented in tabular form. Frequencies were expressed in percentages, charts or graphs, means and standard deviations were used to interpret and analyze results. Spearman rank correlation coefficient was used to analyze the relationship between supervisory practices and quality of learning in Kira Municipality nursery schools.

4.1 Response Rate

A response rate provides valuable insights into the accuracy of the data collected from the field.;

Table 4. 1: Respondent’s response rate

Category	Target Sample size	Actual sample	Percentage %
Teachers	121	121	100
Head Teachers	30	30	100
Municipal Education Officer	1	1	100
Heads of Department	85	85	100
Director of Studies	30	30	100
Total	267	267	100

Source: Primary Data (2022)

Table 4.1 indicates that the researcher administered tools to 267 respondents out of which 267 were fully answered and returned. This indicates that the overall response rate was 100%. This is

an adequate response rate, following Kothari (2010), who noted that a response rate of 80% is satisfactory for the study findings to be reliable and valid.

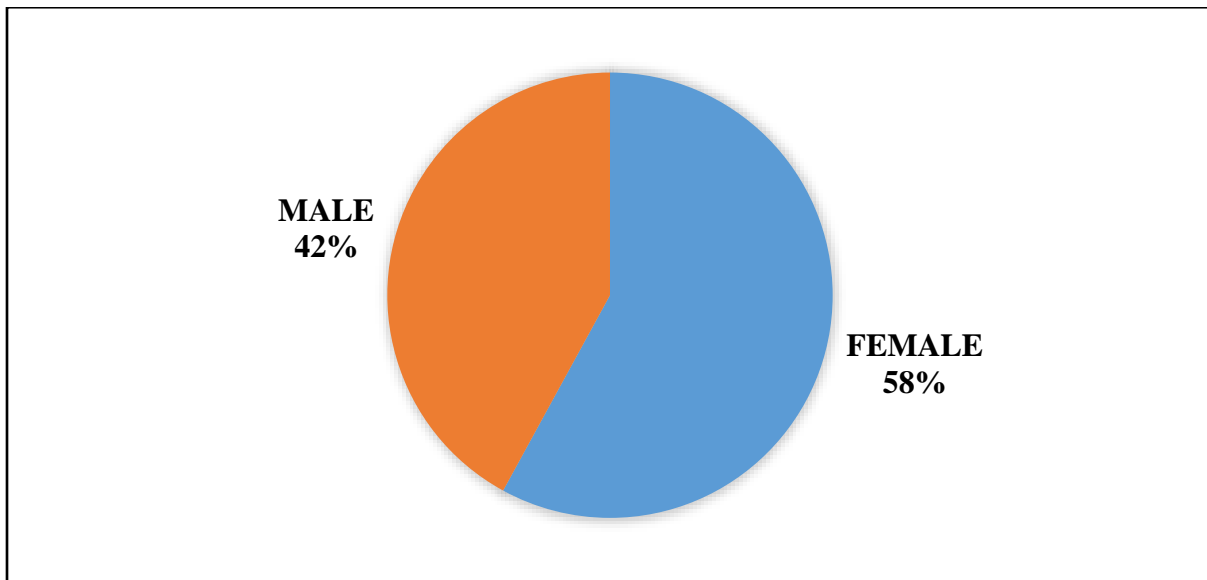
4.2 Respondents Demographic Information

The researcher analyzed Questions 1 to 5 of the questionnaire (Appendix A) dealing with demographic data for purposes of understanding the teachers' performance, where they are now, how they have been and where they are headed. The findings are presented in the Tables below:

4.2.1 Gender distribution of the respondents

The researcher requested respondents to indicate their Gender as shown in figure 1.

Figure 4. 1: Distribution of the respondents by Gender



Source: Survey Data (2022)

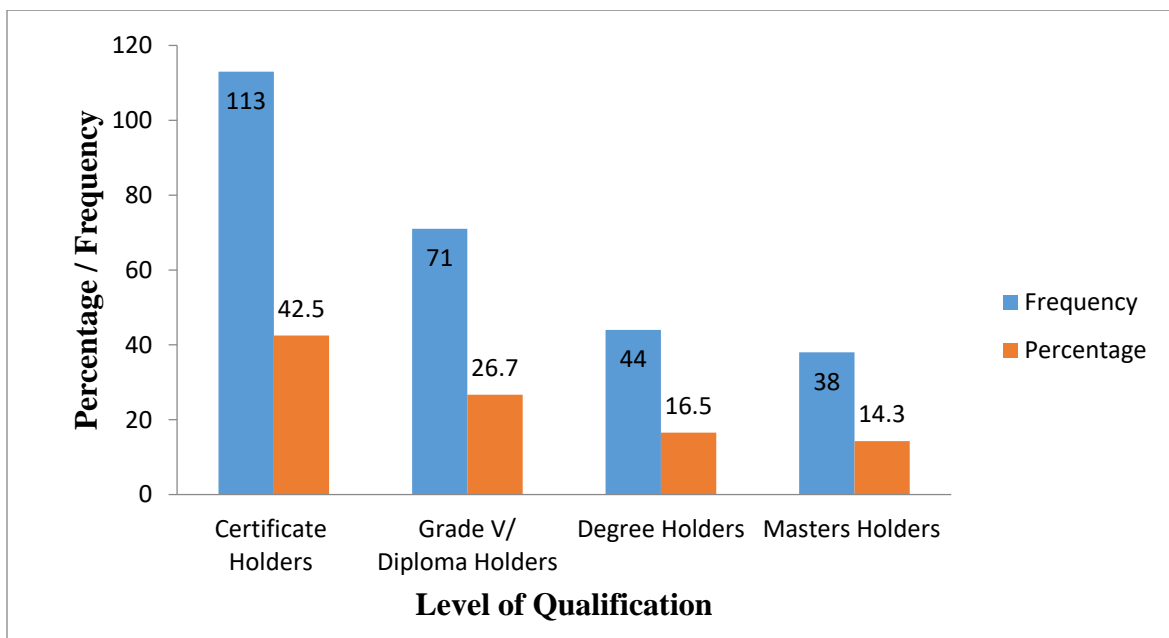
Figure 4.1 shows that out of 267 respondents who participated in the study, majority were female 58% compared to male respondents who were 42%. This is based on the fact that females have more knowledge on how to handle children which therefore explains the reason female teachers dominated the respondents sample size at pre-primary level. Although this was the case, the

ideas and opinions of all the respondents were considered which gave rise to the objectivity of the study results.

4.2.2 Teachers' qualification level

The researcher asked the respondents to indicate their levels of education and below is the figure showing the results.

Figure 4. 2: Distribution of respondents by level of Education



Source: Primary Data (2022)

Figure 4.2 indicates that majority 42.5% of the respondents were certificate holders 26.7% had acquired grade V or diploma qualifications and 14.3% had master's degrees. The results indicate that majority of the respondents had attained higher education beyond certificate level and this is represented by 57.5% of the responses which explains their impact supervision on the quality of learning in Kira Municipality.

4.2.3 Years of teaching experience in Pre-primary schools

The researcher asked respondents to indicate the period they have served/worked with pre-primary schools in Kira municipality Wakiso District. The findings provided were presented as follows;

Table 4. 2: Distribution of Teachers by working experience in pre-primary schools

Period of teaching	Frequency	Percentage
Valid 1 – 5 years	30	11.3
6 -10 years	70	26.3
11 – 15 years	100	37.6
16 and above	66	24.8
Total	266	100

Source: Primary Data (2022)

Table 4.2 shows that majority 37.6% of the respondents had worked in Kira pre-primary schools for a period between 11-15years, 26.3% had served for 6-10years and only 11.3% had worked for a period between 1-5years. The findings indicate that majority of the respondents had worked for a long period of time 55%. This means that teachers were familiar with the nature of supervision practices or activities and how it influenced quality of learning in Kira pre-primary schools.

4.3 Quality of Learning in Kira Municipality Nursery Schools

In bid to measure the quality of learning in the pre-primary schools in Kira Municipality, the researcher used the Basic Requirements and Minimum Standards Indicators for Education Institutions in Uganda 2009 to determine the following; institution land and general school environment, institution structures for normal and special needs learners, health and sanitation

facilities, staff organization and development, organization and management of teaching and learning process, classroom, teacher's requirement, classroom facilities, teacher's lesson plan, learner's progress evaluation, co-curricular equipment available and social and academic activities. The researcher also used the OECD comparison for minimum standard document to determine the child teacher ratio and the child-to-child relationship.

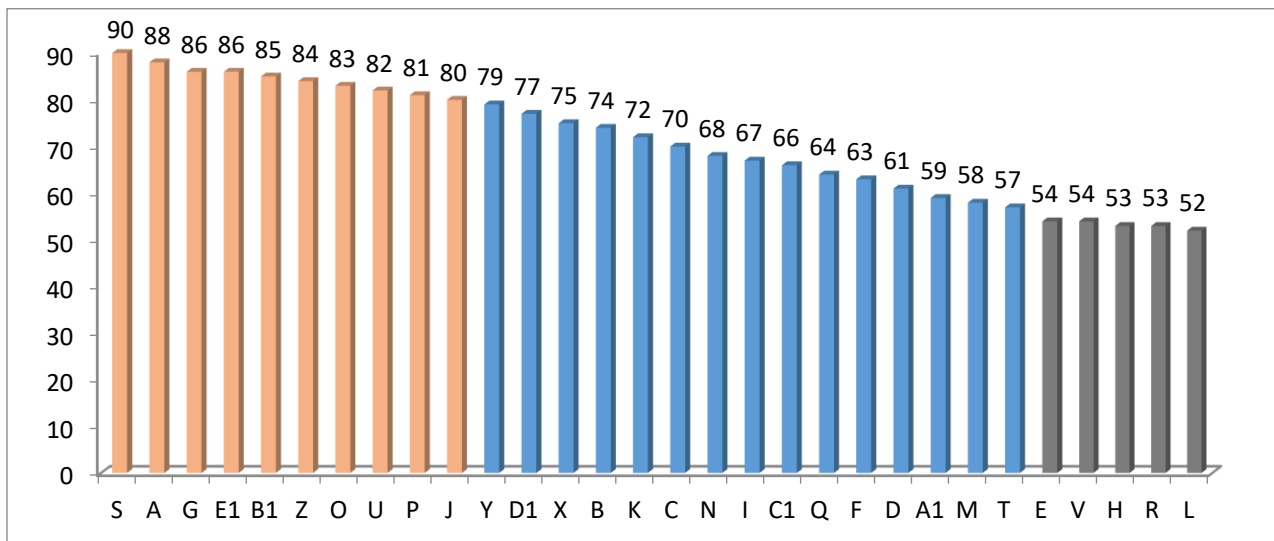
The table in Appendix I shows the criteria used by researcher to measure the quality of learning in pre-primary schools that was adopted from the Basic Requirements and Minimum Standards Indicators for Education Institutions in Uganda 2009 and OECD comparison for minimum standard documents in the OECD countries.

Objective one was to analyze the Quality of Learning in Kira Municipality Nursery Schools. The quality of learning was measured in terms of curriculum being followed, qualified staff attending to learners, time spent with learners on activities, relationships with materials, peers and teachers. Whereas on the other hand structural aspects cover; staff/child ratio, group size, indoor and outdoor play provision, health and safety measures in place, curriculum and spacious classrooms space. If the respondents who strongly agree and agree with the statement provided in the Likert table sum up to a percentage beyond 50% then it was considered that school has a higher standard quality of learning and if for those who disagreed sums beyond 50% then it was considered to have low quality of learning. Objective one was to analyze the Quality of Learning in Kira Municipality Nursery Schools. The quality of learning was measured in terms of curriculum being followed, qualified staff attending to learners, time spent with learners on activities, relationships with materials, peers and teachers. Whereas on the other hand structural aspects cover; staff/child ratio, group size, indoor and outdoor play provision, health and safety measures in place, curriculum and spacious classrooms space. If the respondents who strongly

agree and agree with the statement provided in the Likert table sum up to a percentage beyond 50% then it was considered that school has a higher standard quality of learning and if for those who disagreed sums beyond 50% then it was considered to have low quality of learning.

The criteria guided the researcher on whether the schools had quality learning or not. In order understand whether the school had high standard, moderate or low, the researcher used the scores to gauge the standard of the schools. The schools that 80% and above had high standard, 55% and above but less than 80% moderate and less than 55% low standard

Figure 4.3: Quality of Learning in Pre-primary Schools in Kira Municipality



High standard = >80% ■, moderate =>55%,<80% and below <55% ■ is low standard

Source: Survey Data, 2023

Figure 4.3 shows that majority (50%) of the schools in Kira Municipality were of moderate standard as per the guidelines for the establishment of pre-primary schools in Uganda and in the OECD countries. The schools with high standards as per the study were 33% and only 17% were of low standard. These results therefore imply that majority of the schools in Kira Municipality

to do not meet all the requirements for operating pre-primary schools in Uganda since some of the requirements were found to be missing as indicated in table in Appendix I.

4.4. Support Supervisory Practices being used in Kira Municipality Nursery Schools

Objective two examined the support supervisory practices being used in Nursery Schools. According to Mahongo (2020), supervisory practices include; clinical supervision, peer coaching, cognitive coaching, mentoring, self-directed development or reflective coaching, portfolios, and professional growth plans. Support supervision include; conference, observation by a supervisor, and post-conference, mentoring include; educator, Continuous Professional Developments and Peer Coaching such as problem solving, Brainstorming in teams with teachers for solutions and collaboration. The table 4.4 shows the support supervisory practices that were practiced in Kira Municipality.

Table 4. 3: Support Supervisory Practices Used in Kira Municipality Nursery Schools.

S/N	CATEGORY	PRACTICES	FREQUENCY	PERCENTAGE %
1	SUPPORT SUPERVISION	Conferencing with teachers	170	64
		Teacher observation	182	68
		Monitoring visits	133	50
2	MENTORSHIP	Continuous Professional Development to teachers	113	42
		Delegation	30	11
		Jointly solving children's problems and grievances.	112	41
3	PEER COACHING	Peer support supervision	80	30
		Brainstorming in teams with teachers for solutions	25	9
		Formal and informal meetings	30	11
		Exchange visits	79	30

Source: Survey Data, 2023

Table 4.4 shows that 68% of the respondents considered Teacher observation to be the major supervisory support practice used in Kira Municipality pre-primary schools, followed by 64% who considered Conferencing with teachers and only 9% considered Brainstorming in teams with teachers for solutions. The result furthermore reveals that there were multiple responses captured from different pre-primary schools in Kira Municipality. This therefore, implies that pre-primary schools in Kira Municipality utilize at least more than two supervisory support practices in their schools to promote quality learning in their pre-primary schools.

In an interview, the Municipal Education officer submitted that;

“The major supervisory support practice used in the pre-primary schools in this area is the classroom visits, however each schools employs a different number of support supervisory practices to ensure that their schools produce quality learners to join the primary level of education”.

In observation, the researcher was able to see some of the head teachers and heads of department moving around the classrooms to supervise the quality of education delivered to children in pre-primary schools in Kira Municipality.

4.5 Relationship between support supervisory practices and quality of learning in Kira municipality nursery schools

The third objective was to examine the relationship between actual support supervisory practices and quality of learning in pre-primary schools in Kira municipality. The results were interpreted using bivariate analysis and multivariate analysis as seen in the correlation and regression tables.

Table 4. 4: Correlation between Supervisory Support Practices and Quality of Learning

			Quality of learning	Support supervision	Peer coaching	Mentorship
Spearman's rho	Quality of learning	Correlation Coefficient	1.000	.658(*)	.667(*)	.688(*)
		Sig. (2-tailed)	.	.000	.000	.000
		N	266	266	266	266
	Support supervision	Correlation Coefficient	.658(*)	1.000	.947(*)	.960(*)
		Sig. (2-tailed)	.000	.	.000	.000
		N	266	266	266	266
	Peer coaching	Correlation Coefficient	.667(*)	.947(*)	1.000	.973(*)
		Sig. (2-tailed)	.000	.000	.	.000
		N	266	266	266	266
	Mentorship	Correlation Coefficient	.688(*)	.960(*)	.973(*)	1.000
		Sig. (2-tailed)	.000	.000	.000	.
		N	266	266	266	266

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

Table 4.6 shows that all the variables support supervision, peer coaching and mentorship have a significant correlation at 5% level of significance.

The results show a significant strong positive correlation between support supervision and quality of learning (cc = 0.658, p-value = 0.000). This means that an improvement in the level of support supervision would on average lead to 0.658 improvements in the quality of learning.

The results also show a significant strong positive correlation between peer coaching and quality of learning (cc = 0.667, p-value 0.000). This means that an improvement in peer coaching would on average lead to 0.667 improvements on the quality of learning.

The results also show a significant strong positive correlation between mentorship and quality of learning (cc = 0.688, p-value 0.000). This means that an improvement in mentorship would on average lead to 0.688 improvements on the quality of learning.

Table 4. 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.659(a)	.435	.409	1235.10364

Table 4.7 shows that the adjusted R squared 0.409 implies 40.9% of the variations in quality of learning can be explained by the variable’s supervision activities and supervision practices. Others can be explained by other factors that promote quality learning in schools which need to be investigated.

Table 4. 6: Contribution of the Support Supervisory Practices Variables

Variable	Frequency	Percent
Support supervision	11	36
Peer coaching	9	30
Mentorship	10	34
Total	30	100

Source: Survey Data, 2023

Table 4.8 shows that out of the 40.9% of the variations in quality of learning explained by support supervision, peer coaching and mentorship. Support supervision contributes 36%, followed by mentorship 34% and peer coaching contributes only 30% of the variations.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion, summary, conclusions, recommendations and suggested areas for further research within the context of the objectives and the corresponding research questions as outlined in chapter one.

5.1 Discussion of the major findings

5.1.1 Quality of learning in Kira Municipality Pre-primary Schools

Objective one was to examine the quality of learning in Kira Municipality pre-primary schools and the results reveal that majority (50%) of the schools in Kira Municipality were of moderate standard as per the guidelines for the establishment of pre-primary schools in Uganda and in the OECD countries. Majority of the schools didn't meet all the requirements for the school to be of high standard. This study aligned with UNESCO's (2015) research undertaken in Bangladesh, which examined the Pre-primary Education (PPE) and School Learning Improvement Plan (SLIP) efforts in detail. According to their study, there should be dedicated PPE spaces and teachers in every school, support for RNGPS and madrasas (private religious schools) to offer high-quality services, expansion of school-level authority with accountability, and effective coordination and collaboration approach in PPE both nationally and locally.

This is supported by another study on student performance done in Bangladesh by Rashid & Akkari (2020), which found poor achievement level scores, indicating that the schools are not offering high-quality instruction. Ten primary schools in all—five government and five non-government semi-kindergarten-style schools—were used for the study, which was carried out in

the Gazipur district of Bangladesh. The study's recommendations included looking closely at the teaching-learning environment in the classroom and its results as well as looking for ways to raise educational standards in order to develop students into better human resources.

This study was also consistent with that of Raikes et al. (2021) who argued that although the assessment tool was an ideal tripartite system, it is important to note that countries may not have all these components in place; for instance, in a recent study on pre-primary QAS in Africa, countries usually had at least one component of standards or tools, but only some had all components in place. This therefore implies that the issue of quality learning in pre-primary schools is almost the same across the African continent.

5.1.2 Support supervisory practices being used in Kira municipality Nursery Schools.

The second objective of the study was to examine the support supervisory practices being used in pre-primary schools in Kira Municipality and the results revealed that the respondents considered support supervision to be the major practices being used. The respondents further mentioned that support supervision being used was in three forms that included teacher observation, conferencing with teachers and monitoring visits. This study's findings supported those of Jeong & So (2020), who proposed that in order for teachers to carry out their obligations as educators effectively, principals should constantly review the lesson notes to make sure the material was covered there. They added that instructors' performance in the classroom would improve if principals routinely oversaw their lesson plans.

One more study Komalasari et al. (2020) agreed that one method used by school administrators to try and attain acceptable performance and outcome requirements is supervision. It is a component of school administration that primarily focuses on meeting the acceptable

expectations of the educational system and serves as a tool for quality control in the educational system.

The study also revealed that peer coaching was being used in the schools in Kira Municipality schools. The study further revealed that the peer coaching practices being used were peer support supervision, exchange visits, brainstorming in teams with teachers for solutions and formal and informal meetings. This finding ran counter to that of Freedman (2015), who focused primarily on identifying the role of peer coaching and contended that it fosters collaboration among teachers by having them observe one another during instruction, evaluate and discuss what they saw, and then decide what information to share or what questions to ask in order to advance the members of their triad. Friedman (2015) also discovered that through deft questioning, non-directive peer coaching might quicken the team's learning process. Teachers concentrate on critical questions regarding established standards or objectives, the consequences of choices made, professional development requirements, actions to be performed, expected results, and tactics for putting new procedures, products, or initiatives into practice and maintaining them while working in peer teams.

The study findings also agree with Pramling Samuelsson and Asplund Carlsson (2008) as well as Johansson and Pramling Samuelsson (2009) who stated that trained senior teachers are able to promote early child development and care through providing actual support supervisory practices to their colleagues and peers such as collaborative supervision (peer coaching, cognitive coaching, and mentoring), self-reflection (self-directed development), professional growth plan and portfolio.

The study furthermore revealed that mentorship was also being used to implement quality learning. Mentorship was done in different ways that include Continuous Professional

Development to teachers, jointly solving children's problems and grievances and delegation. The results of this study aligned with those of Peterson et al. (2010), who also agreed that mentoring is viewed as a professional development strategy that enhances early educator learning in both the cognitive and socioemotional domains. Additionally, Johnson (2007) noted that mentees eventually identify as professional insiders who are competent, frequently letting go of fears and preconceptions about their own inadequacy in the process.

5.1.3 Relationship support supervisory and quality of learning in Kira municipality Nursery Schools.

The last objective was to examine the relationship between support supervisory practices and quality of learning. The results show that all the variables such as; support supervision, peer coaching and mentorship has a significant positive relationship with quality of learning. This therefore meant that the variation in quality of learning can be explained by the support supervisory services (support supervision, peer coaching and mentorship). This study is in line with DES's (2012) investigation into the quality of education in ten Ugandan districts, which found that less than 20% of head teachers adequately oversaw teacher preparation, making it difficult to determine whether instructors were adhering to established teaching standards or the national curriculum.

A related study found that, according to MoES (2014), less than 40% of head teachers at all levels provided support supervision in their 2013–14 Education Sector Annual Performance Report in Uganda (ESAPR) (MoES, 2014). Head teachers are required under DES guidelines to guarantee the quality of teaching and learning by routinely reviewing lesson plans, schemes of

work, and student work (MoES, 2014). However, it appears that this is not taking place in Uganda's pre-primary schools as required in practice, which is how this study came to be.

The results of Usman's (2015) investigation into the effect of instructional supervision on pre-primary school pupils' academic performance in Nasarawa State, Nigeria, aligned with the findings of this study. He discovered a strong correlation between teacher performance and portfolio oversight. Similarly, research by Sule et al. (2015) and Peretomode (2001) shown that portfolio supervision and teacher performance are positively correlated. Sule et al. and Peretomode, however, focused solely on the assessment of the teachers' lesson notes, in contrast to Usman (2015), who considered the review of lesson plans, lesson notes, students' notes, and teachers' record keeping as crucial components of portfolio supervision. This study concentrated on teacher observation, conferencing with teachers and monitoring visits and found similar results. Therefore, the results show a significant strong positive correlation between support supervision and quality of learning ($cc = 0.658$, $p\text{-value} = 0.000$). This means that an improvement in the level of support supervision would on average lead to 0.658 improvements in the quality of learning.

5.2 Conclusion of the Findings

Based on discussion of the results, the author was able to draw the following conclusions; The first objective of the study was to examine the quality of learning in Kira Municipality and the results revealed that majority of the pre-primary schools had moderate standards. The study therefore concludes that majority of the pre-primary schools in Kira Municipality do not have all the requirements for the schools to be of high standard. This is also an indication that not only Kira Municipality suffers this problem. However, this is most likely to be a problem country wide and needs special attention.

The second objective was to determine the support supervisory practices being used in Kira Municipality. The study concludes that there were three support supervisory practices being used in Kira Municipality and they include Supervision of teachers by Head teachers peer supervision, that is teachers supervising fellow teachers and supervision of teachers from other schools. Support supervision included teacher observation, conferencing and coaching. Teachers were also holding formal and informal meetings and mentorship programs, jointly solving children's problems and grievances and delegation. This can be done through meetings with the Inspectors of schools who are the immediate supervisors of the teachers.

The final objective was to determine the relationship between support supervisory practices and quality of learning. The study concluded that there was a significant positive relationship between support supervisory practices (support supervision, peer coaching and mentorship). This simply means that an increase in the application of the three variables would lead to improvement in the quality of learning in Kira Municipality.

5.4 Recommendations

Based on the conclusions from the study, the researcher therefore would like to make the following recommendations;

To the school, there is need to enhance quality learning in pre-primary schools. This can be through utilizing locally available materials. In rare instances, there can be a provision of importing manufactured children play materials that cannot be obtained locally. In addition, the school can emphasize making play materials as part of the teaching and learning process.

Schools should employ teachers who have been trained at least with basic skills, such as socialization and interaction with children and can enhance their participation in learning.

Furthermore, the school administrators should design essential strategies of minimizing risk and maximizing children's opportunities to engage with pre-primary teachers, caregivers, to promote physical health, social-emotional, language and cognitive development.

There is also a need for offering continuous support supervision. The study findings advocate for training of support supervisors. This can be realized through workshops, sensitization of senior staff on collaborative approaches of enhancing support supervision such as classroom visits, teacher guidance, nurturing, sharing promotes, counseling, teacher mentoring, coaching to realize quality learning in nursery schools. This will equip pre-primary teachers with the necessary knowledge, techniques and skills to effectively carry out their role to achieve quality in early childhood education.

The Ministry of Education needs to place emphasis on the need for head teachers to regularly monitor professional documents such as lesson plans, lesson notes, schemes of work, and class registers. This can be supplemented with implementation of focused instructional supervision, which involves visiting classrooms, observing teachers, and reviewing teachers' professional records.

Moreso, the Ministry of Education and Sports ought to establish a policy tying an ECD unit to already-existing primary schools. A minimum of three rooms (for the baby, middle, and top) with furniture and child care facilities for each class, an office for the primary caregiver, a store, and a kitchen should be included in every ECD unit. Every ECD unit needs a rest room, a separate pit latrine, and a variety of playthings (swings, sand, visuals, etc.).

In addition, the Ministry of Education and Sports ought to educate the public, in particular parents and educators, on the value of pre-primary education as a tool for promoting holistic

development. To educate communities on the significance of early childhood development, all parties involved must launch a comprehensive sensitization campaign.

To motivate teachers, encourage them on the job, provide immediate and relevant feedback on the issues affecting pre-primary teachers.

5.5 Areas for Further Research

This study was restricted to support supervisory practices and quality of learning in Nursery Schools in Kira Municipality. However, the researcher would like to recommend that further studies be conducted in the following areas:

Factors affecting the quality of learning in pre-primary schools

Influence of support supervisory practices on team spirit and social grouping at a workplace

Relationship between child nutrition and quality of learning in pre-primary schools in Uganda

Effect of Mentorship and Coaching on teacher professional growth in Ugandan public universities

Relationship between environment health and the child's quality of learning in pre-primary schools

Effects lecturers support supervision on students' performance in higher institutions of learning

Investigating the effect of School levy on provision of early childhood education in pre-primary schools in Kampala district-Uganda.

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(4) Others (Please Specify)

4. Years of teaching experience in your school

a) 1 – 5 years ()

b) 6 -10 years ()

c) 11 – 15 years ()

d) 16 and above ()

Section B: Quality of Learning in Kira Municipality Nursery Schools

5. Which of the following statements explain “*The Quality of Learning in Kira Municipality Nursery Schools*”. Please indicate the extent to which you strongly disagree (1), disagree (2), not sure (3) agree (4), strongly agree (5)

S/N	Statement	5	4	3	2	1
1	I attend to children regularly					
2	A child is well support by parent					
3	My school nourishes children well to participate in learning					
4	My school has quality children’s play facilities					
5	The curricula material I use to teach learners contain quality content for basic knowledge					
6	I manage children’s spacious classrooms well					
7	I spend enough time with small group learners for to promote active learning					
8	I enable child play to develop an interest in learning					
9	My fellow teachers are well qualified to facilitate quality learning in kindergartens					
10	I enable child social interaction with peers for quality learning					

Section C: The Actual Support Supervisory Activities Currently Being Used in Nursery Schools

6. Which of the following statements explain *“the actual support supervisory activities currently being used in nursery schools”*. Please indicate the extent to which you strongly disagree (1), disagree (2), not sure (3) agree (4), strongly agree (5)

S/N	Statement	5	4	3	2	1
1	Am often guided by my senior on teaching children better					
2	My headteacher supports me in ECE teaching pedagogy					
3	Support supervisors normally coach us on children’s play					
4	Our nursery schools provide mentoring to improve the quality of learning					
5	I often trained in lesson planning to promote proper lesson delivery to nursery school children					
6	Our support supervisors encourage us to regularly prepare schemes of work					
7	Support supervision has helped me improve assessment					
8	I am socially supported to interact with children well					
9	My personality with children has been enhanced by support supervision					
10	I am refreshed by support supervision to facilitate quality learning					
11	Support supervision is provided to meet a child friendly atmosphere					
12	Our directors often holds classroom visits to develop knowledge					
13	School owners conduct observation visits to boost skill development					
14	Our headteacher guides teachers in matters relating to school curriculum					
15	School administrators hold meetings teacher group discussions					

16	continuous monitoring of classroom has helped to receive feedback on the content					
17	short visit to class when the teacher is conducting a lesson aids reflection on quality teaching					
18	Senior teachers normally share skills through the exchange of information					
19	Our head teacher often checks teacher's record of work					
20	Teachers often receive counseling from experienced staff					

Section D: actual support supervisory activities influence the quality of learning in Kira municipality nursery schools

7. Which of the following statements explain *“the extent to which actual support supervisory activities influence the quality of learning in Kira municipality nursery schools”*. Please indicate the extent to which you strongly disagree (1), disagree (2), not sure (3) agree (4), strongly agree (5)

S/N	Statement	5	4	3	2	1
1	Classroom visits enhance compliance with quality learning in ECE					
2	Teacher guidance allows effectiveness of child care					
3	Nurturing teachers permits competency lesson delivery					
4	Sharing promotes collegiality and improves children play materials					
5	Counseling promotes socio-emotional skills					
6	Hold meetings enables acquisition of basic learning skills					
7	Teacher mentoring proactively improve the quality of learning among children					
8	Holding group discussions enhances skillful assessment to facilitate child learning					
9	coaching teachers boosts confidence for quality content delivery using relevant curricula					
10	observation visits entice early literacy development among					

	learners					
11	Interacting with teachers aids to satisfy children's aspirations					

“Thank you for your cooperation”

Appendix II: Interview Guide For Headteachers And Directors Of Studies

1. What support supervisory practices do you carry out in your school?
2. Explain the support supervisory roles you have found effective.
3. How often do you visit classrooms to observe teachers teaching?
4. Do you give teachers feedback after observation?
5. In your opinion do you think that support supervisory practices contribute to children's quality learning?
6. How do you monitor children's quality learning?
7. What challenges do you face in carrying out instructional supervision in your school?
8. What is the relationship between actual support supervisory practices and quality of learning?
9. How would children's quality learning be improved in your school?

Appendix III: Document Analysis Guide

With the permission of school administration, the researcher will analyze the documents and rate them satisfactory or unsatisfactory then make analysis in relation to each item.

No.	Item	Satisfactory	Unsatisfactory
1	Presence of record of works		
2	Existence of schemes of work		
3	Regularly checked Instructional Materials		
4	Record of work Regularly updated		
5	Curriculum		
6	Teachers guide book		
7	Time table Subjects distributed correctly		
8	Lesson Plans Regularly updated		
9	Classroom visits made		
10	Observed lessons		
11	Prevalence of children play materials		
12	Children charts and pictures		
13	Children's sleeping area		
14	Availability children's neat foods		
15	Presence of qualities teachers		
16	Caring care givers		
17	Teachers attend to children thoroughly		

APPENDIX IV:

Table 4.4 Quality of Learning in Pre-primary Schools in Kira Municipality

Criteria	High Standard	SCHOOLS																														
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	X	Y	Z	A1	B1	C1	D1	E1	
Institution land and general school environment (Basic Requirement s and Minimum Standards Indicators for Education Institutions in Uganda 2009) (14marks)	-Clear access roads to the school with arrows indicating directions	1	1	1	0	0	0	1	0	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	
	-Properly fenced compound	1	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	0	0	1	0	1	0	0	1	1	0	1	1	0	1	
	-Clearly demarcated boundaries	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	
	-Clearly marked foot path for normal learners and learners with visual impairment.	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1
	-Wind brakes and tree shades	1	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	0	0	1	0	1	0	1	0	1	1	1	1	0	0	1
	-Flower gardens	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0
	-Clearly marked protected green areas of the compound	1	0	0	0	0	0	1	0	0	1	0	0	0	1	1	1	0	0	1	0	1	0	1	0	0	1	1	1	0	1	
	-Waste disposal pits	1	1	1	0	0	0	1	0	0	1	1	0	0	0	0	1	0	0	1	0	1	1	1	1	1	0	0	0	0	1	0
	-Dustbins strategically positioned on the compound	1	1	0	1	0	1	1	0	1	1	0	0	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	0	0	1
	-Learner's garden	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
	-Accessible water supply	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	-Sufficient light in classrooms	1	0	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1
	-Adequate light in classrooms.	1	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1
	-Properly marked areas for			0																												

Columbia Early Learning Standards in USA) (6marks)	<ul style="list-style-type: none"> • Identify and value characteristics of self, family, and community. • Recognize abilities and accomplishments of self and others; talk about how people can be helpful/hurtful to one another. • Stand up for rights of self and others; communicate personal experiences or interests; practice independence and self-help skills. 	2	2	1	2	2	1	2	2	2	1	1	2	2	2	2	1	2	2	2	2	1	2	1	1	2	1	2	2	2	2	2
		1	1	2	0	0	1	1	0	0	1	2	0	0	1	1	1	0	0	2	0	1	0	0	2	1	1	1	0	1	2	
		1	1	1	0	0	1	1	0	0	1	1	0	0	0	1	1	0	0	1	0	1	0	1	1	1	0	1	0	0	2	
100%		88	74	70	61	54	63	86	53	67	80	72	52	58	68	83	81	64	53	90	57	82	54	75	79	84	59	85	66	77	86	

High standard = >80%, moderate =>55%,<80% and below <55% is low standard.

Appendix V

Support supervision practices in pre-primary schools in Kira Municipality – Wakiso district, Uganda.

		SCHOOLS																													
Category	practices	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	X	Y	Z	A1	B1	C1	D1	E1
Support Supervision	Conferencing with teachers	6	0	5	4	5	0	7	0	0	8	0	4	0	0	0	7	8	5	6	0	6	0	0	5	8	6	7	8	7	9
	Teacher observation	7	0	6	6	8	0	8	0	0	9	0	6	0	9	0	9	6	7	8	0	7	0	0	6	9	5	7	6	8	5
	Monitoring visits	8	6	8	0	0	0	8	0	0	9	7	0	0	0	8	5	0	0	8	0	7	0	6	8	7	0	6	0	0	7
Mentorship	Continuous Professional Development to teachers	9	0	0	0	0	0	5	0	0	7	0	0	0	0	7	6	0	0	7	0	5	0	6	4	5	0	7	0	6	6
	Delegation	7	0	0	0	0	0	8	0	0	7	0	0	0	0	6	0	0	0	8	0	0	0	0	4	7	0	9	0	0	8
	Jointly solving children's problems and grievances.	8	0	0	0	0	0	7	0	0	9	0	0	0	0	8	7	0	0	9	0	8	0	0	8	6	0	7	0	8	7
Peer Coaching	Peer support supervision	7	0	8	0	0	9	0	7	0	0	9	0	7	0	0	0	0	6	0	0	0	0	7	0	0	0	0	8	0	0
	Brainstorming in teams with teachers for solutions	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	5
	Formal and informal meetings	8	0	5	0	6	0	7	6	8	0	5	0	7	0	8	0	6	0	8	0	7	0	6	5	0	7	8	7	6	7
	Exchange	9	0	6	0	0	3	0	0	0	7	0	0	0	0	0	5	0	0	0	5	0	8	0	0	6	0	4	0	0	0

