

**SUPERVISION OF TEACHING AND TEACHERS' PERFORMANCE IN
GOVERNMENT- AIDED SECONDARY SCHOOLS IN MOYO DISTRICT,
NORTHERN UGANDA**

**FLORENCE ORYEMA
15-MMS-15-KLA-DAY-0020**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF BUSINESS AND
MANAGEMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF MASTER'S DEGREE IN MANAGEMENT STUDIES (HUMAN
RESOURCE MANAGEMENT) OF UGANDA MANAGEMENT INSTITUTE,
KAMPALA**

OCTOBER, 2017

DECLARATION AND APPROVAL

I declare that this dissertation is my own original work and that it has never been presented to any other University for the award of a degree. All works from other sources have been duly acknowledged.

Signature: Date:

Florence Oryema

15-MMS-15-KLA-DAY-0020

This dissertation has been written under our supervision and has been submitted for examination with our approval as supervisors.

Signature: Date:

Dr. ProscoviaNamubiruSsentamu

Uganda Management Institute

Signature: Date:

Mr. TophilOdoyOwino

Uganda Management Institute

DEDICATION

This work is dedicated to the Most Sacred Heart of Jesus and Mary our Mother whose continued intercession has made it possible to undertake this study.

ACKNOWLEDGEMENT

I thank the almighty God for having given me the chance to undertake this study and for having guided and protected me throughout the course of this study despite numerous challenges.

In a very special way, my sincere gratitude goes to my supervisors for their close guidance and availability every time I needed them in the course of my study. Without their immense input, my efforts wouldn't have borne much fruit.

I am very grateful to all the facilitators who helped me, so dearly, during my period of studies and carefully led me to appreciate research work which enabled me to undertake this study with determination.

I am sincerely thankful to the DEO – Moyo, Mr. Michael Mali for his keen interest and great support towards this study and for all his encouragement that greatly motivated me to carry on the study to the end. Without his support, it would have been very difficult for me to access the schools for the needed information.

I thank the head teachers, B.O.G Chairpersons, teachers and student leaders of the schools sampled for this study, whose generosity in providing information that was much needed, made it possible for me to successfully conduct this study.

I cannot forget to recognize the great contributions of my colleagues and friends who have been very close and helpful throughout the study period. Their support and encouragement have been a great boost to the success of this study. I am particularly grateful to Mr. Peter Takahikire who edited this work and to Mr. Moses Kasolo for his statistical enrichment.

I am even more grateful for the support and encouragement of my family members that gave me new strength to continue this struggle. I thank them for having journeyed with me through this demanding time.

Finally, I thank my superiors and the sisters of my congregation for their understanding and for giving me the time I needed to pursue this study.

TABLE OF CONTENTS

| | |
|--|------|
| DECLARATION AND APPROVAL | i |
| DEDICATION | ii |
| ACKNOWLEDGEMENT | iii |
| LIST OF TABLES | x |
| LIST OF ABBREVIATIONS | xiii |
| ABSTRACT | xiv |
| CHAPTER ONE | 1 |
| INTRODUCTION | 1 |
| 1.1 Introduction | 1 |
| 1.2 Background to the Study | 1 |
| 1.2.1The Historical Background..... | 1 |
| 1.2.2 The Theoretical Background | 4 |
| 1.2.3The Conceptual Background | 4 |
| 1.2.4The Contextual Background..... | 5 |
| 1.3 Statement of the Problem | 6 |
| 1.4 Objectives of the Study | 7 |
| 1.4.1 Specific Objectives of the Study | 7 |
| 1.5Research Questions | 8 |
| 1.6 Hypotheses of the Study..... | 8 |

| | |
|---|----|
| 1.7The Conceptual Framework | 9 |
| 1.8 Significance of the Study | 10 |
| 1.9Justification of the Study..... | 11 |
| 1.10 Scope of the Study..... | 11 |
| 1.10.1 Geographical Scope..... | 11 |
| 1.10.2 Content Scope..... | 12 |
| 1.10.3 Time Scope | 12 |
| 1.11Operational Definitions | 12 |
| CHAPTER TWO | 13 |
| LITERATURE REVIEW | 13 |
| 2.1Introduction | 13 |
| 2.2 The Theoretical Review | 13 |
| 2.3.1Influence of Supervision of pre-teaching activities on teacher performance in schools | 18 |
| 2.3.2 Influence of Supervision of actual teaching activities on teacher performance in Schools | 23 |
| 2.3.3 Influence of Supervision of post-teaching activities on teacher performance in Schools | 29 |
| 2.4 Teacher Performance..... | 35 |
| 2.4.1 Task Accomplishment | 36 |
| 2.4.2 Syllabi Coverage..... | 37 |

| | |
|--|----|
| 2.4.3 Time management | 37 |
| 2.5 Summary of reviewed related literature | 38 |
| CHAPTER THREE | 40 |
| RESEARCH METHODOLOGY | 40 |
| 3.1 Introduction | 40 |
| 3.2 Study Design | 40 |
| 3.3 Study Population | 41 |
| 3.4 Sample and Sampling Technique | 41 |
| 3.4.1 Sample Size Selection | 42 |
| 3.4.2 Summary of Sample size and Techniques used..... | 43 |
| 3.5 Data Collection Instruments and Methods | 44 |
| 3.6 Pretesting for Reliability and Validity of Research Instruments..... | 44 |
| 3.6.1 Validity of Research Instruments | 44 |
| 3.6.2 Reliability | 45 |
| 3.7 Data Collection Procedures | 47 |
| 3.8 Data Processing and Analysis | 48 |
| 3.8.1 Quantitative Data Analysis | 48 |
| 3.9 Measurement of Variables | 49 |
| 3.10 Ethical considerations | 49 |
| CHAPTER FOUR..... | 51 |

| | |
|--|----|
| PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS..... | 51 |
| 4.1 Introduction | 51 |
| 4.2 Response Rate | 51 |
| 4.3 Demographic Characteristics of Schools and Respondents | 52 |
| 4.3.1 Information about the Schools..... | 52 |
| 4.3.2 Information on Teachers..... | 53 |
| 4.4 Supervision of Pre-teaching Activities and Teacher Performance..... | 57 |
| 4.4.1 Descriptive Presentation of Data on Supervision of Pre-teaching Activities and Teacher Performance in the Schools | 57 |
| 4.5 Supervision of actual teaching activities and teacher performance | 65 |
| 4.5.1 Descriptive presentation of data on supervision of actual teaching activities and teacher performance in the schools | 66 |
| Qualitative results on content delivery | 67 |
| 4.5.2 Relationship between supervision of actual teaching activities and teacher performance in the schools | 72 |
| 4.6 Supervision of post teaching activities and teacher performance | 75 |
| 4.6.1 Descriptive presentation of data on supervision of post teaching activities and teacher performance in the schools | 75 |
| 4.6.2 Relationship between supervision of post teaching activities and teacher performance | 79 |

| | |
|---|----|
| CHAPTER FIVE | 82 |
| SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS | 82 |
| 5.1 Introduction | 82 |
| 5.2 Summary of findings | 82 |
| 5.2.1 Relationship between supervision of pre-teaching activities and teacher performance in government aided secondary schools in Moyo District..... | 83 |
| 5.2.2 Relationship between supervision of actual-teaching activities and teacher performance in government aided secondary schools in Moyo District | 84 |
| 5.2.3 Relationship between Supervision of post - teaching activities and teacher performance in government aided secondary schools in Moyo District | 84 |
| 5.3 Discussions..... | 85 |
| 5.3.1 Influence of supervision of pre-teaching activities on teacher performance in government aided secondary schools in Moyo District..... | 85 |
| 5.3.2 Influence of supervision of actual teaching activities on teacher performance in government aided secondary schools in Moyo District..... | 87 |
| 5.3.3 Influence of supervision of post teaching activities on teacher performance in government aided secondary schools in Moyo District..... | 90 |
| 5.4 Conclusions | 92 |
| 5.5 Recommendations | 94 |
| 5.6 Limitations of the Study | 96 |
| 5.7 Contributions of the study | 96 |

| | |
|---|-----|
| 5.8Areas of further studies | 97 |
| REFERENCES | 98 |
| APPENDICES | 112 |
| Appendix I: Questionnaire for Teachers | 112 |
| Appendix II: Questionnaire for Student Leaders | 118 |
| Appendix III: Interview Guide for Head Teachers | 121 |
| Appendix IV: Interview Guide for Bog Chairpersons | 122 |
| Appendix V: Work Plan and Time Frame | 123 |
| Appendix VIII: Krejcie and Morghan Table (1970) | 125 |

LIST OF TABLES

| | |
|---|-----|
| Table 3.1: Category, Target population, Sample, Sampling techniques and Research methods | 433 |
| Table 3.2: The Validity of Teachers' Questionnaire | 455 |
| Table 3.3: The Validity of Student Leaders' Questionnaire | 455 |
| Table 3.4: Reliability Statistics for the Teachers' Questionnaire | 466 |
| Table 3.5: Reliability Statistics for the Student Leaders' Questionnaire | 467 |
| Table 4.1: Response Rate..... | 51 |
| Table 4.2: Location of schools..... | 52 |
| Table 4.3: Status of the Schools..... | 53 |
| Table 4.4: Background data of the teachers..... | 54 |
| Table 4.5: Teachers' Operational Information..... | 56 |
| Table 4.6: Opinion of the teachers on scheme of work preparation and management in the schools | 58 |
| Table 4.7: Opinion of the teachers on lesson plan preparation in the schools..... | 59 |
| Table 4.8: The views of the teachers about lesson preparation and its importance in Teaching.. | 60 |
| Table 4.9: Opinion of the teachers on organization of teaching/learning aids in the schools | 61 |
| Table 4.10: Teachers' views on provision of teaching/learning aids in the schools..... | 62 |
| Table 4.11: Correlation coefficient between supervision of pre-teaching activities and teacher performance in government aided secondary schools in Moyo District..... | 63 |
| Table 4.12: The coefficient of determination for supervision of pre-teaching activities and teacher performance | 64 |
| Table 4.13: Hypothesis Test Results from F-Test (ANOVA) for supervision of pre-teaching activities and teacher performance..... | 64 |

| | |
|---|-----|
| Table 4.14: Descriptive Statistics on frequency of head teachers' termly lesson supervision in the schools..... | 666 |
| Table 4.15: Opinion of the teachers on effectiveness of content delivery in the schools..... | 677 |
| Table 4.16: Opinion of the teachers on use of teaching/learning aids in the schools | 68 |
| Table 4.17: Views of student leaders on use of teaching/learning aids in the schools | 699 |
| Table 4.18: Opinion of the teachers on class management in the schools..... | 70 |
| Table 4.19: Opinion of student leaders on teaching/learning activities in the schools..... | 711 |
| Table 4.20: Correlation coefficient between supervision of actual-teaching activities and teacher performance in government aided secondary schools in Moyo District..... | 72 |
| Table 4.21: The coefficient of determination for supervision of actual teaching activities and teacher performance..... | 733 |
| Table 4.22: Hypothesis Test Results from F-Test (ANOVA) for supervision of actual teaching activities and teacher performance..... | 73 |
| Table 4.23: Opinion of teachers on assessment of learners in the schools | 76 |
| Table 4.24: Views of student leaders on assessment of learners in the schools | 766 |
| Table 4.25: Opinion of the teachers on maintaining records of progress in the schools | 777 |
| Table 4.26: Opinion of the teachers on remedial teaching in the schools | 78 |
| Table 4.27: Correlation coefficient between supervision of post teaching activities and teacher performance in government aided secondary schools in Moyo District..... | 80 |
| Table 4.28: Coefficient of determination results for supervision of post teaching activities and teacher performance..... | 80 |
| Table 4.29: Hypothesis Test results from F-Test (ANOVA) for supervision of post teaching activities and teacher performance..... | 81 |

LIST OF FIGURES

| | |
|---|---|
| Figure 1.1: Supervision of teaching and teacher performance | 9 |
|---|---|

LIST OF ABBREVIATIONS

| | |
|-------|---|
| BRMS | Basic Requirements and Minimum Standards |
| CVI | Content Validity Index |
| DEO | District Education Officer |
| DES | Directorate of Education Standards |
| DV | Dependent Variable |
| IV | Independent Variable |
| MoES | Ministry of Education and Sports |
| MESTS | Ministry of Education, Science, Technology and Sports |
| NAPE | National Assessment for Progress in Education |
| NEA | National Education Association |
| PTA | Parents’ – Teachers’ Association |
| SPSS | Statistical Packages for Social Scientists |
| TISSA | Teachers’ Initiative in Sub-Saharan Africa |
| UMI | Uganda Management Institute |
| UPE | Universal Primary Education |
| USA | United States of America |

ABSTRACT

This study investigated the influence of supervision of teaching activities on teacher performance in government aided secondary schools in Moyo District, Northern Uganda. To achieve the purpose of the study, three null hypotheses were formulated. Cross – sectional research design was used for the study. Purposive sampling was used to identify head teachers and BOG chairpersons, while simple random sampling was used to select teachers and student leaders. Content validity of the instruments was established by subjecting the instruments to the scrutiny of research experts and the instruments refined at their recommendations. Questionnaires further subjected to rating and Content Validity Index (CVI) of 0.974 and 0.939 obtained for the teachers' and students' questionnaires respectively. To determine reliability of the instruments, Cronboch's alpha reliability coefficient was computed for each set of questionnaires using SPSS program (Version 20) and Cronboch's alpha value of 0.956 and 0.865 obtained respectively, confirming that the instruments were reliable in achieving the objectives of the study. Data collection was carried out using interviews and questionnaire survey. Descriptive statistical Analysis with frequencies and percentages was used to analyze quantitative data and Pearson Product Moment Correlation co-efficient (r) was used to establish the direction and strength of relationship between supervision and teacher performance at 0.05 level of significance. Coefficient of determination (r^2) was computed to determine the influence of supervision on teacher performance. Results obtained revealed that supervision of pre-teaching activities, supervision of actual teaching activities and supervision of post teaching activities all have significant positive relationship with teacher performance; also supervision of pre-teaching activities, supervision of actual teaching activities and supervision of post teaching activities all have significant positive influence on teacher performance in government aided secondary schools. The study concluded that supervision of pre-teaching activities has weak but significant positive influence on teacher performance; supervision of actual teaching activities has a high positive influence on teacher performance; and supervision of post teaching activities has a moderate positive influence on teacher performance in government aided secondary schools. The study recommended that supervision be carry out alongside improvement in working conditions to create job satisfaction for teachers for better performance, regular class supervision by head teachers and prompt feedback to the teachers and regular workshops and seminars by Ministry of Education and Sports to equip head teachers with skills for effective supervision that will lead to better performance. Further studies could therefore consider investigating supervision and teacher performance in other districts; investigate supervision and teacher performance in private schools in Moyo District; or investigate other factors influencing teacher performance in schools.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Organizations cannot do without supervisors' involvement because the responsibility of improving staff performance by equipping them with knowledge and skills rests on them (Apenteng, 2012). This study investigated supervision of teaching and teacher performance in government-aided secondary schools in Moyo District, Northern Uganda. The factors studied under the independent variable include supervision of pre-teaching activities, supervision of actual teaching activities and supervision of post-teaching activities while the dependent variable was examined in terms of syllabi coverage, task accomplishment and time management. Chapter one presents the statement of the problem, objectives of the study, research questions, hypotheses, conceptual framework, significance and justification of the study as well as scope of the study and operational definitions.

1.2 Background to the Study

The background to this study is broken down into four perspectives: Historical background, Theoretical background, Conceptual background and Contextual background as presented in the subsections that follow.

1.2.1 The Historical Background

Okumbe (2007) points out that the history of supervision can be traced back to the early American Education System in the year 1642. He identifies five stages through which supervision evolved to reach the current practice in educational institutions as the administrative inspection period (1642 – 1875), where the main focus of supervision was on appraising the general achievement of learners, evaluating methods of teaching, general management of the school and use of funds, adopting a judgmental approach to supervision; the efficiency orientation period (1876 – 1936)

which focused on assisting teachers improve their teaching effectiveness; the co-operative group effort period (1937 – 1959) which saw the establishment of posts for superintendents of schools and special area supervisors; the research oriented period (1960 – 1990) which emphasized research procedures in studying school administration and supervision, and the diplomacy and political correctness period (1990 – present) where language has been used to improve human relations in all spheres of the economy, politics and business.

According to UNESCO (2007), supervision and support services have undergone various changes and reforms throughout history. In the United States, the first provision for supervision by official school representative was authorized in 1654 by a statute of the General Court of Massachusetts Bay colony (Mckean, & Mills, 1967). Under the law, the selectmen of the towns were given the responsibility of appointing teachers of sound faith and morals to work in the schools under their jurisdiction, charged with the responsibility of visiting each school to scrutinize the teachers' conduct, observe pupils' behavior, question the pupils closely and examine their written work. This practice ensured that teachers paid attention to their prescribed roles in the schools which ordinarily include effective syllabus coverage, task accomplishment and time management among others. Supervisors are therefore to guide and direct the instructional activities of teachers in line with the professional conduct (Oye, 2009). With the growth of schools and employment of more teachers, one of the teachers was designated as head or principal teacher and began to assume some of the responsibilities formerly held by the selectmen, while maintaining their full schedule of teaching duties. This helped to establish the pattern of supervision as inspection to ascertain the deficiencies of teachers.

With time, a number of African Countries emphasized supervision and inspection with the aim of improving the quality of education (Umoh, 2013). In Kenya, the history of supervision traces back

to the early 1900s, when the department of education was established by the colonial government. Leadership and control of schools were in the hands of the colonial administration. Supervision was viewed as directing and judging the activities of teachers and the school administration. This however could not motivate teachers to perform highly. However, post-independence commissions such as the Aminde Commission later influenced supervision in the schools for better performance (Republic of Kenya, 1964). In its report, emphasis was laid on the importance of school supervision that ensures quality education to the learners. Supervisors were to ensure that teachers effectively prepare for lessons, deliver and assess the learners' progress.

In Uganda, supervision in education started in 1925 with government exercising control over education by establishing a Directorate of Education Standards to ensure quality education in all educational institutions, and rapidly expanded the system in the 1950s and 1960s (The Republic of Uganda, Government White Paper on Education, 1992). Efforts were later made to decentralize supervision for better performance in schools. At district levels inspectors of schools were empowered to carry out school inspection and supervision (The Republic of Uganda, Education Act, 2008). This led to improvement in educational performance in terms of syllabi coverage, accomplishment of assigned tasks and time management.

In Moyo District, supervision in secondary schools started in 1966 with the establishment of Moyo Secondary School as the first government aided secondary school in the then Madi District (Mali, 2014). To date, supervision remains a key factor in the struggle for excellence in the schools. Thus the increased concern about declining performance in the government aided secondary schools in Moyo District prompted this study.

1.2.2 The Theoretical Background

This study was guided by Role Theory because it provides the basis for explaining how individual performance can be enhanced within a social group or system (Briddle, 1986). Role theory was developed in 1957 from contributions of Getzels Jacob and Guba Egon who looked at organization as a social system. According to Role theory, every individual within a social system has a specific defined role, distinct from those of others and there are specific expectations for each role which an individual has to fulfill within the social system (Nyongeza, 2007). This expectation then influences the way an individual behaves and performs within the system.

Role theorists assert that there are four basic assumptions of the theory: First, that an individual will accept a role assigned to him as he accepts employment position from his employer; second, for organization to function optimally there must be consensus regarding the expectations of roles and the manner in which they interact; Third, each role has a set of behavior that are well defined and consistently adhered to by employees and fourth, conflict will arise when role expectations embedded in one role conflict with other roles (Katz & Kahn, 1978). Therefore, roles must be clearly spelt out to enhance performance and avoid conflicts.

This theory is appropriate in studying performance in a school context as a social system. It guides school administration and management in assigning specific roles to teachers and other individuals within the school clearly stipulating what is expected of each role, which then becomes a motivation for high performance in attempt to fulfill role expectations.

1.2.3The Conceptual Background

This study conceptualized supervision of teaching to entail supervision of pre-teaching activities, supervision of actual teaching activities and supervision of post teaching activities as having direct

influence on teacher performance in terms of their task accomplishment, syllabi coverage, and time management. The study examined the influence of Supervision of teaching on teacher' performance, conceptualizing supervision of teaching to include supervision of pre-teaching activities, supervision of actual teaching activities and supervision of post teaching activities. Teacher performance on the other hand is conceptualized in terms of task accomplishment, syllabi coverage and time management. According to Ngala (1997), head teachers' supervisory role ensures early planning of lessons, effective delivery technique and proper use of teaching aids as well as strict follow up of the curriculum. Supervision should ensure that teachers prepare adequately for their teaching task, deliver their lessons effectively in the classrooms to the full benefit of the learners and cover their syllabus as prescribed. Head teachers should therefore supervise teachers not only in the classrooms but at all the three stages of the teaching process: pre-teaching stage as they prepare for teaching, actual teaching stage in the classroom and post teaching stage after the classroom. In this way, teachers will be able to perform better.

1.2.4The Contextual Background

Supervision in schools in Moyo District started in 1966 with the establishment of Moyo Secondary School as the first government aided secondary school in Madi District (Mali, 2014). From 1982 to 1991, five other secondary schools were established and currently Moyo District has a total of 14 Secondary Schools: 6 government - aided, 3 private and 5 community secondary schools.

At district levels inspectors of schools have been empowered to carry out school inspection and supervision (The Republic of Uganda, Education Act, 2008). This enhances educational performance in terms of teacher task accomplishment, syllabi coverage and time management. The scheme of service for teaching personnel in Uganda stipulates head teachers' responsibility to supervise and appraise staff performance (The Republic of Uganda, Education Service

Commission, 2008). However head teachers are over loaded with other administrative roles and find it difficult to regularly supervise teachers personally often delegating the role to their deputies. The Board of Governors responsible for supervision are either rare in the schools, limiting their roles only to attending board meetings, or lack the knowledge and skills to supervise teachers. This difficulty is further fueled by the fact that most teachers commute to schools from far distances due to lack of accommodation within school premises and are irregular in the schools. For example, school inspection report places teacher attendance in term I, 2013 at 64.8% which declined further in term III 2014 to only 54.7% (Moyo District Local Government, School Inspection Reports 2013 – 2014). Syllabi coverage too is unsatisfactory. Average syllabi coverage for English stands at 55%, Mathematics 60%, Biology 65%, Chemistry 85%, History 64% and Geography 75% (Moyo District Local Government, School Inspection Report, 2015). This state of affairs necessitated investigation into the practice of supervision and teacher performance in the government aided schools in the district.

1.3 Statement of the Problem

One of the objectives of the Education Sector Strategic Plan (MoES, 2004 – 2015) in the 2010 version has been the improvement of the effectiveness and efficiency of education service delivery at all levels by increasing the management and monitoring capacity in education (MoES, Basic Education Analysis Report, 2012), which is the responsibility of Government towards grant aided educational institutions to ensure effective service delivery (The Republic of Uganda, Education Act, 2008). The Directorate of Education Standards was set up in the Ministry of Education and Sports to ensure that educational standards are observed in educational institutions. At school level, the scheme of service for teaching personnel in the Uganda education service clearly stipulates the head teacher's responsibility to supervise and appraise all the staff and employees of the institution

and assess their performance (The Republic of Uganda, Education Service Commission, 2008). Despite these established supervisory structures in education, teacher performance in schools has remained a big public concern often shown by late reporting to schools, absenteeism, low syllabi coverage and low levels of participation in other school programs in the government – aided secondary schools in Moyo District. For instance teacher attendance rate in some of the schools has been as low as 36% (Moyo District Inspection Report, 2013/ 2014) and **it remains unclear whether this situation can be explained by inadequacy of supervision in the schools**. If this trend continues unattended to, the performance of students in National Examinations will continue to deteriorate and government investment in education will not yield the expected returns towards the country's development. Therefore the purpose of the study is to investigate supervision and teacher performance in Moyo public secondary schools.

1.4 Objectives of the Study

The general objective was to assess the influence of supervision of teaching on teacher performance in government-aided secondary schools in Moyo District, Northern Uganda.

1.4.1 Specific Objectives of the Study

The study was guided by the following specific objectives:

- 1) To find out the influence of supervision of pre-teaching activities on teacher performance in government-aided secondary schools in Moyo District.
- 2) To establish the influence of supervision of actual teaching activities on teacher performance in government - aided secondary schools in Moyo District.
- 3) To find out the influence of supervision of post – teaching activities on teacher performance in government aided secondary schools in Moyo District.

1.5 Research Questions

The following research questions guided the study:

- 1) What is the influence of supervision of pre-teaching activities on teacher performance in government - aided secondary schools in Moyo District?
- 2) What is the influence of supervision of actual teaching activities on teacher performance in government -aided secondary schools in Moyo District?
- 3) What is the influence of supervision of post-teaching activities on teacher performance in government - aided secondary schools in Moyo District?

1.6 Hypotheses of the Study

The study was based on the following hypotheses:

- HO₁: Supervision of pre-teaching activities has no significant positive influence on teacher performance in government - aided secondary schools.
- HO₂: Supervision of actual teaching activities has no significant positive influence on teacher performance in government - aided secondary schools.
- HO₃: Supervision of post-teaching activities has no significant positive influence on teacher performance in government- aided secondary schools.

1.7The Conceptual Framework

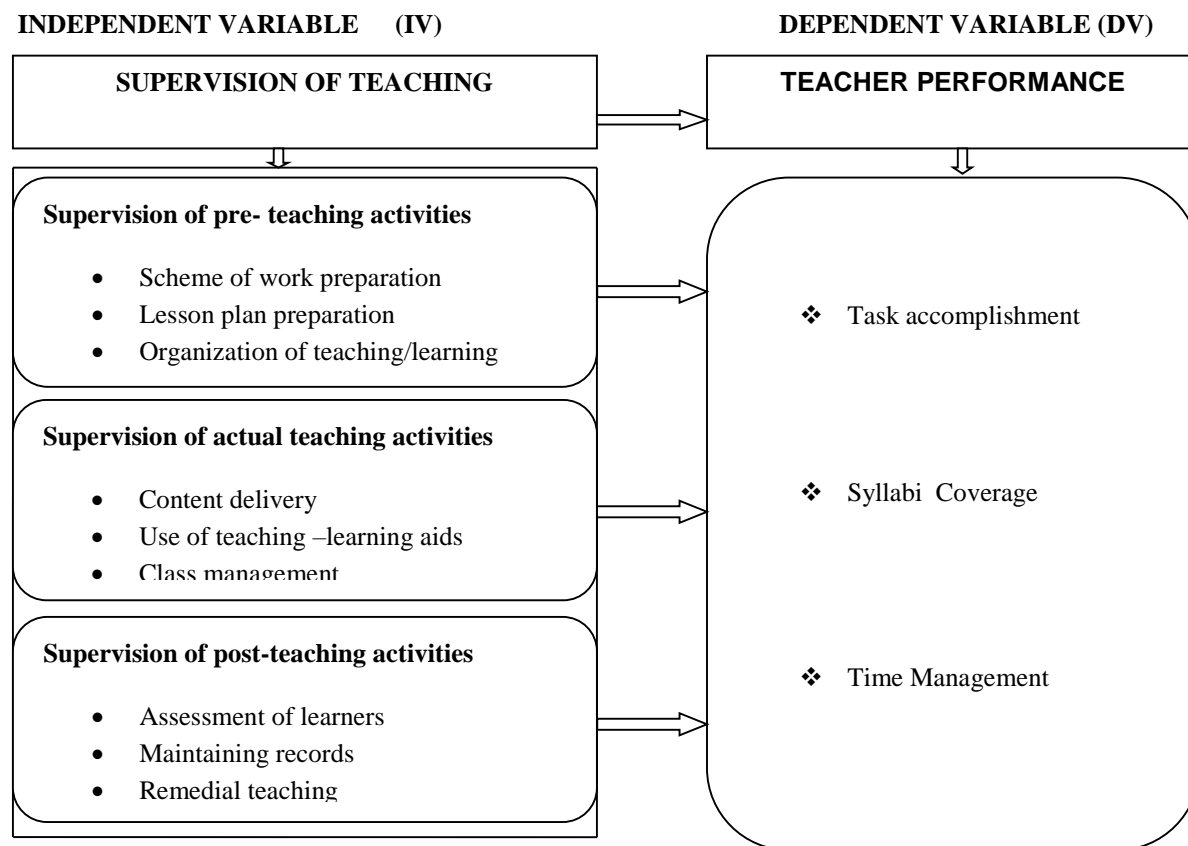


Figure 1.1: Supervision of teaching and teacher performance

(Source: Developed by the researcher)

The conceptual framework above depicts a direct relationship between supervision of teaching and teacher performance in government - aided secondary schools. Supervision of teaching is perceived as the independent variable (IV) broken down into three dimensions: supervision of pre-teaching activities, supervision of actual teaching activities and supervision of post-teaching activities. The dependent variable (DV) is teacher performance which the study analyzes in terms of task accomplishment, syllabi coverage and time management.

It is assumed that when there is adequate and effective supervision of teaching, teachers perform highly implying that teacher performance in teaching depends on supervision. On the other hand,

teachers perform poorly in terms of task accomplishment, syllabi coverage and time management, if supervision lacks or is inadequate.

1.8 Significance of the Study

This study may be significant in a number of ways:

The study might help to generate academic criticisms in the discipline of supervision so as to improve it further among the school community. Those who engage in supervision may find lessons to improve this practice.

The study may generate useful recommendations that may help the Ministry of education to revisit its policy on supervision of teaching in schools for improvement of teacher performance.

In academia, this study is likely to contribute to the existing body of knowledge in the field of employee performance and may thus form a basis for further research on the subject and inform future supervisory practices for better performance.

At district level, the study may bring out the weaknesses and strengths in the practice of supervision of teaching in schools and come up with useful recommendations that may help the school management and administrators to improve supervision for better teacher performance in the schools.

Finally, this study is likely to contribute to the researcher's attainment of the award of Master's degree in Management Studies of Uganda Management Institute and therefore help improve the researcher's knowledge, skills and attitudes for the service of the nation.

1.9 Justification of the Study

Supervisory structure has been established right from national level through the Directorate of education standards down to the district education department, up to school level where head teachers have been empowered to supervise and appraise all staff in the schools (The Republic of Uganda, Education Service Commission, 2008) together with Departmental heads. Despite this supervisory structure, teacher absenteeism, low syllabi coverage and late reporting remain common in schools (Moyo District Inspection Report, 2013/ 2014) with low students' achievements in national examinations causing a big public concern (Uganda National Examinations Results, 2010 – 2015). It was against this back ground that this study was undertaken to assess the influence of supervision of teaching on teacher performance in the government aided secondary schools so as to generate recommendations for improvement of teacher performance in the schools. Various studies conducted in the field of supervision and performance in schools have been undertaken in different geographical locations other than Moyo District, hence it was important that a similar study be carried out in the district in order to generate recommendations that would help improve supervision in the schools for better performance.

1.10 Scope of the Study

This study covered three aspects: Geographical Scope, Content Scope and Time Scope.

1.10.1 Geographical Scope

The study was conducted in Moyo District Local Government, focusing on all the six government - aided secondary schools in the district because over the years, students' performance in national examinations in these schools has persistently remained poor in the district (Moyo District Local Government, Uganda National Examinations Board Results, 2010 – 2015).

1.10.2 Content Scope

The study was centered on supervision of teaching and teacher performance. Supervision of teaching was examined in terms of supervision of pre-teaching activities, supervision of actual teaching activities and supervision of post-teaching activities; while teacher performance considered Task accomplishment, syllabi coverage and time management.

1.10.3 Time Scope

The study considered the period from 2010 –2015 because during this period, students' performance in national examinations remained poor despite government emphasis on basic requirements and minimum standards in schools (The Republic of Uganda, MoES 2009,BRMS).

1.11Operational Definitions

For easy interpretation and understanding of this study, key concepts have been defined. These include supervision of teaching, teacher performance and government -aided secondary schools.

Supervision of teaching

The term supervision of teaching refers to the monitoring of all activities related to teaching preparation and actual teaching in the school.

Teacher performance

In this study, teacher performance refers to the efforts by the teachers in fulfilling their responsibilities of pre-teaching activities, actual teaching activities and post-teaching activities.

Government - Aided Secondary Schools

These mean only those secondary schools that benefit from government support in terms of staff employment, material and financial grants and are not privately owned.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature related to supervision of teaching and teacher performance in schools. The review covers theoretical review and continues through various themes drawn from the objectives of the study and the study variables centered on supervision of pre-teaching activities, supervision of actual teaching activities and supervision of post-teaching activities as determinants of teacher performance in schools.

2.2 The Theoretical Review

This study was guided by Role theory because it provides the basis for explaining how individual performance can be enhanced within a social group or system (Bridle, 1986). Turner (2002) describes “Role” as a cluster of behaviors and attitudes that go together so that an individual is easily seen as acting consistently when performing the various components of a single role and inconsistently when failing to do it. Meanwhile Keller (1997) refers to roles as settled ways of engagement expected from persons holding certain positions in society. Still Sesen (2015) defines role as behaviour associated with a social position. Numerous definitions of roles do exist but important to note is that role is crucial in specifying responsibilities and expected outcomes within a social system.

According to Nyongeza (2007), Role theory was developed in 1957 from the contributions of Getzels Jacob and Guba Egon who conceived of organization as a social system where individuals define their roles and those of others and also establish the expectations for each role. The definition of role and expectation provides a stimulus that pushes an individual to work hard in order to fulfill what is expected of him in a given position. In this way, high performance can be

realized within an organization. According to Jeanne (1998), when expectations are known, individuals will conform either because the person holding expectations is in position of power and can apply sanctions or simply because an individual understands the normative expectations from his role. When individuals understand what is expected of them, they develop a sense of fear of failure to perform and are driven to work harder and perform better. Supervisors and teachers in a school all need to understand what is expected of them in order to carry out their roles effectively.

Sesen (2015), in her study on role theory and its usefulness in public relations ,points out that the word ‘role’ became more prominent in sociological discourse after the 1930s through the theoretical works of George Herbert Mead, Jacob, L. Moreno, Linton, and Talcott Parsons. She maintains that Role theory is a perspective in sociology and in social psychology that considers most everyday activities to be the acting out of socially defined categories. Each individual within a social system has a specific defined role that is distinct from those of others. This view is shared by Turner (2002), who posits that individual behaviour in social context is organized and gains meaning in terms of roles. The concept of roles is therefore very important in any organization as responsibilities to individuals are assigned and evaluated in terms of roles creating clear distinctions between jobs that make operation easy. For example in a school context, the head teacher has to play managerial and supervisory roles to ensure the smooth running of the system and efficient performance, while teachers’ role include preparing for teaching, delivering lessons, assessing learners and providing feedback.

Biddle (1986), distinguishes five different perspectives of role theory. These include Functional Role Theory focusing on the characteristic behaviour of persons occupying social positions within a stable social system; Symbolic Interactionist Role Theory which stresses the role of individual

actors and various cognitive concepts through which social actors understand and interpret their conduct as well as those of others; Structural Role Theory giving little attention to norms and other expectations for conduct and focusing attention on social structures; and Organizational Role Theory with focus on social systems that are preplanned, task oriented and hierarchical; as well as Cognitive Role Theory which emphasizes relationship between role expectations and behaviour. It is important to note that all these perspectives point to the important influence of role on individual behaviour within a system that contributes to the attainment of overall goal. In a school system, head teachers, teachers, other staff and students and management all become aware of the task at hand for them in achieving the common goal. This influences behaviour and attitude towards assigned tasks, fostering hard work and improving performance.

Michener (1999) maintains that the model is based on the observation that people behave in a predictable way and that an individual's behaviour is specific to context, depending on social position and other factors. Administrators, teachers or students in a school context will therefore behave according to what is expected of them in the school setting under normal condition. Each of them must have their role clearly spelt out for appropriate action and behaviour as pointed out by Sesen (2015), that roles which are dictated by both social structure and social interactions guide the behaviour of the individuals.

Katz and Kahn (1978), posit that Role Theory is based on four main assumptions: First, that an individual will accept a role conferred upon him as he accepts employment position from the employer; Secondly that for organization to function optimally, there must be consensus regarding the expectations of roles and the manner in which they interact; Thirdly each role has a set of behaviour that are well defined and consistently adhered to by employees and fourthly conflict will arise when role expectations embedded in one role conflict with other roles. According to

Umoh (2013), conflict may result when teachers' expectations differ from that of the head teacher (principle) or when teachers feel that they do not have adequate skills to cope with the task in front of them. However, amidst the conflicts, head teachers should ensure that teachers are supervised to perform their roles as expected.

According to Jeanne (1998), there are some key conditions that may prevent social conformity with expectations. These include role ambiguity, role overload, role incompatibility and inadequate skills to perform roles. This means that roles assigned to individuals must be clearly understood by the individual, contain manageable workload that the individual can effectively handle, be in line with ones job requirements and the individual should have the skills required to carry out the role. Therefore in schools, head teachers should assign roles to teachers bearing in mind these aspects of clarity, workload, compatibility and skills for effective performance.

There are major criticisms of role theory. One such criticism is that emphasis on roles may create a gap in the system as individuals may develop unwillingness to go beyond their specified roles to the disadvantage of the system. For example, a class teacher may not be willing to stand in for a teacher on duty even if he realizes a gap in the system and in this way performance may suffer. Also lack of proper understanding of roles may also lead to failure in performing one's responsibilities (Betts, 2000). However, despite such weakness, the theory remains relevant in social institutions like schools for the determination of responsibilities and enhancement of performance.

2.3 Supervision of teaching

Supervision is a control mechanism which harmonizes policies and procedures to ensure that educational programmes are effectively implemented (Olorode, &Adeyemo, 2012). According to Apenteng (2012), supervision gives direction and empowers individuals to undertake their responsibilities personally with good results. Bello (2012) maintains that proper and constant supervision is crucial in motivating teachers to work harder towards the achievement of school goals and objectives. This means that supervision provides the impetus for teachers to perform highly in schools. However, Apenteng's study was done in Ghana and Bello's study was conducted in Kaduna state in Nigeria and their findings may not be a reflection of the situation in government aided secondary schools in Moyo District, hence the need for this study.

According to Olorode, &Adeyemo (2012), supervision is required in education to ensure uniformity and effectiveness of educational programmes and therefore promote teaching and learning in schools. This implies that educational programs must be properly directed in order to achieve the goal of education. Supervision therefore plays a key role in enhancing teacher performance and facilitates achievement of school goals. To that effect, it is incumbent upon school administration to do everything possible to have adequate supervision of teachers in order to enhance teacher performance in schools in terms of task accomplishment, syllabi coverage and time management.

A study to examine the influence of secondary school head teacher's general and instructional supervisory practices on teachers' work performance in secondary schools in Entebbe Municipality, Uganda, revealed that head teachers' supervision by checking teachers' pedagogic documents, teachers' attendance books and students' lesson notes does not have much influence on teachers' work performance and therefore recommended that head teachers spare time to supervise teachers during classroom instruction (Nzabonimpa, 2011). This means that head

teachers must visit the classrooms and observe the teaching process in order to help teachers improve their performance in class. A study to evaluate the effect of educational supervision on improving teachers' performance in guidance school of Marand in 2012 / 2013, found that educational supervision is effective in improving teacher performance by improving teaching methods and encouraging use of teaching aids(Hoojqan, Gharamani, & Safar, 2015). This study sought to establish whether the same applied to the government aided secondary schools in Moyo District.

2.3.1Influence of Supervision of pre-teaching activities on teacher performance in schools

A study conducted in Malaysia to establish the school principal's roles in teaching supervision revealed that the effectiveness of principals' supervisions were correlated with curriculum implementation, teaching materials preparation and the improvement of teacher's professionalism (Nek, Jamal, & Salomawati, n.d). The National Open University of Nigeria (NOUN, 2016) shares this view, observing that supervision provides opportunities for teachers to be groomed through critical study of instructional processes as well as classroom interactions to carry out their teaching tasks in a professional way. This means that through supervision and subsequent feedback, teachers are awakened to their professional tasks of scheme of work preparation, lesson plan preparation and organization of teaching/learning aids necessary for effective performance. Ayandoja, Aina, and Idowu (2017) maintain that to achieve quality learning, academic supervision is important to ensure that teachers, students and management are guided towards achievement of school goal. Supervision therefore motivates the teacher to perform his teaching activities better. Study by Nzabonimpa (2011) indicates a moderate correlation between secondary school head teachers' supervisory practices and teachers' work performance. However Cagri (2013) maintains that teaching necessitates passion, dedication and commitment and that commitment is highly

related to teachers' work performance. This means that supervision will not bring the desired outcome, unless teachers cultivate a sense of personal commitment in their work. According to Firestone, and Rosenblum (1988), commitment results from job satisfaction. Thus teachers will show commitment to their work if they perceive their job as satisfying to them. It is therefore important to ensure that supervision is done while at the same time providing conducive working condition that enhances teachers' job satisfaction for better performance.

Stewart et al. (2011), emphasize the importance of goal setting prior to supervision. One –to – one goal discussion with the supervisor helps the teachers understand their professional demands. Supervisors should be able to jointly set goals with the teachers for achievement. This forms the basis for evaluating teacher performance in the schools and ultimately leads to better performance.

2.3.1.1 Scheme of work preparation

Okai (2010) refers to schemes of work as the breakdown of a years' work content into portions to be studied in a term, month or week. For effective teaching and learning, teachers need to have well drawn schemes of work to guide them cover syllabus as required. Setting up a master calendar and determining the core curriculum aspects to cover in each unit gives a clear focus to the lessons. This underscores the necessity of schemes of work in the teaching/learning process. Thus teachers in all schools should be able to draw up schemes of work based on the accepted syllabus of the education system under the supervision of school management or administration to ensure proper syllabus coverage. Against this background, this study sought to establish the practice of the teachers in government aided secondary schools in Moyo District with regard to scheme of work preparation and teachers performance in the schools.

According to Basic Requirements and Minimum Standards in Education (BRMS) - MoES (2009), for effectiveness, every teacher should have a scheme of work for each subject and class taught. In support of this view, Musingafi, Mhute, Zebron, and Kaseke (2015) emphasize that to achieve success in formal education, the selection and sequencing of learning content together with the accompanying methodologies should be done. Thus scheme of work preparation is a major duty of a teacher which every school administration should supervise to ensure high teacher performance in terms of accomplishing tasks, syllabi coverage and time management. This study therefore strives to investigate the relationship between supervision of schemes of work and teachers performance in the schools.

2.3.1.2 Lesson plan preparation

Okai (2010) refers to lesson plan as an organized subject matter and learning experiences that a teacher prepares to be delivered to learners in a specified lesson period. According to Rubio (2009), good planning allows for clear explanations and provides a wide range of suitable resources for the students which leads to successful lessons. However, his argument remains silent on the role of supervision in achieving successful lessons. Therefore if teachers plan their lessons well, they stand a high chance of achieving the objectives of their lessons and for effective planning, supervision is crucial. This study seeks to establish the influence of supervision of lesson plan preparation on teacher performance.

Surgenor (2010) recognizes that lesson plan helps to organize the lesson around the expected learning outcomes and takes care of what students must do to achieve these outcomes. This means that to be able to conduct an organized and successful lesson, a teacher should have a well prepared lesson plan to guide the lesson to the benefits of the learners. The role of supervision in achieving this cannot be over emphasized. School administration should therefore ensure that teachers adhere

to their professional demand for lesson planning a head of every lesson for better performance. It is the interest of this study to find out the practice of lesson planning in the government aided secondary schools in Moyo District.

Aggarwal (2003) opines that teaching is a complex task which requires systematic planning. According to Barge (2014), effective instructional planning requires teachers to have a deep understanding of the curriculum as well as students learning data and should respond to three key questions of what to teach, how to teach and how to assess learners. This means that planning should be comprehensive taking into account not only the content to be delivered, but also the appropriate methods of teaching to adopt and the assignments to give to students in order to gauge their level of understanding. In support of this view, Milkova (n.d) suggests six steps for lesson planning: outlining learning objectives, developing the introduction, planning specific learning activities, planning to check for understanding, developing a conclusion and review and creating a realistic time line for each activity in order to achieve success.

Kimosop (2015) in a study to establish teachers preparedness for effective classroom instruction of secondary school Christian Religious education curriculum in Kenya found that 48.6% of the teachers never accomplished learning objectives, 66.6% prepared schemes of work but majority never referred to them regularly and 86.7% never prepared lesson plans. In his recommendation, he emphasized in-service and refresher courses to equip the teachers with skills for modern ways of teaching; meaning that teaching is not effective without proper lesson planning. It therefore remains a key challenge to school supervisors to ensure that effective planning is done by all teachers in order to achieve the objectives of every lesson. This is in line with Surgenor (2010) who argues that lesson plan provides a framework and means of considering how to address learning objectives in each lesson and therefore should be prepared for each class.

Stronge (2007), emphasizes that when preparing lessons, teachers should take into account the unique needs and characteristics of their students. Students have different learning abilities and it is incumbent upon the teacher to ensure that the lesson caters for all students to learn within their varied abilities (Rubio, 2009). Adeogun (2001) in his study discovered a very strong positive significant relationship between instructional resources and academic performance. Schools endowed with more instructional resources performed better than schools that had less endowment. In his argument, effective teaching cannot take place in the classroom if the basic instructional resources are not present. Therefore lesson plans should show evidence of a range of teaching techniques including oral questions, mental work, discussions and practical work. This study sought to establish the management of lesson planning in the government aided secondary schools of Moyo District and the performance of the teachers thereof.

2.3.1.3 Organization of teaching-learning aids

Teaching/learning aids are instructional materials specially chosen for use in the teaching/learning process (TEMDEP, 1993). Instructional materials are defined as materials of visual, audio and audio visual category that help to make concepts, abstracts and ideas concrete in the teaching / learning process and include chalk board, charts, films, models, over head projectors, television and computers. According to Suleiman (2013), teachers should select those materials that are not only available but also the nearest to the best and not out dated. This means that selection of teaching/learning aids should be carefully done to ensure that relevant materials are used to aid lessons. To achieve this, school administration should supervise teacher preparation of teaching aids to ascertain the relevance of the materials chosen. In this way learners will be kept abreast with new knowledge and developments, hence relevant education. However, Sulaimain does not bring out the important role supervisors play in ensuring effective organization of

teaching/learning aids for success in the teaching/learning process. This study aims at bridging this gap.

According to Wambui (2013), instructional materials help to glue information into learners' minds as what is seen is understood more than what is heard. Adeogun (2001) in his study discovered a very strong positive significant relationship between instructional resources and academic performance. Schools endowed with more instructional resources performed better than schools that had less endowment. In his argument, effective teaching cannot take place in the classroom if the basic instructional resources are not present. However these findings came up in the Kenyan context and may not necessarily reflect the Ugandan context with respect to the government aided secondary schools. Taking time to organize teaching aids a head of lessons remains part and parcel of teacher preparation for effective teaching and should be done for all lessons for better performance.

2.3.2 Influence of Supervision of actual teaching activities on teacher performance in Schools

Instructional supervision provides a vehicle and a structure which allows schools, departments and individuals to effectively respond to curriculum and instruction in order to achieve the stated educational objectives (Ayeni, 2012). Studies by Sule, Arop, and Alade (2012) revealed that principals' classroom visitation strategy and inspection of lesson notes strategy each significantly influence teachers' job performance. This suggests that head teachers should regularly visit the classrooms and observe lessons to motivate teachers improve their performance. In the same vein, Ikegbusi, and Eziamaka (2016) in a study on the impact of supervision of instruction on teacher effectiveness in secondary schools in Nigeria found that both internal and external supervision of instruction have positive effect on teacher effectiveness in secondary schools. However the study does not address the aspects of pre-teaching supervision and post- teaching supervision which are

also crucial in enhancing teacher performance in terms of accomplishing tasks, syllabi coverage and time management which the current study focuses on.

Peretomode (2001) argues that for teachers to perform their teaching duties effectively, the principals should always check their lesson notes to ascertain the effectiveness of content coverage and compel teachers to give the best to the learners in the classroom. This means that head teachers should regularly visit class to observe lessons and check the content given to the learners and give appropriate feedback to the teachers in order to help them improve their performance and stick to the expected standard of learning content for the students. Thus to find out the situation of the government aided secondary schools in Moyo District in relation to this argument was the reason for this study.

Nakpodia (2011) in a study to investigate the dependent outcome of teacher performance in secondary schools in Delta State in Nigeria found that teacher performance in secondary schools is significantly dependent on the capacity of the principals to effectively conduct adequate and valuable supervision. Similarly Oye (2009) in a study to investigate the perceived influence of supervision on teachers' classroom performance in Ijebu North Education Zone of Ogun State in Nigeria revealed that interaction between teachers and instructional supervisors to a great extent influences teachers' classroom performance. Much as these findings imply that laxity in supervision by the head teachers in schools cause teachers to become reluctant to perform their classroom and outside duties within the schools, they are based on contexts external to the government aided secondary schools in Moyo District. Hence the need to conduct a similar investigation to establish the influence of supervision on teacher performance in the government schools in Moyo.

2.3.2.1 Content delivery

According to Ezewu (2000), teaching must be properly done because faulty teaching leads to failure in achieving major goals of the schools. Olorode, and Adeyemo, (2012) emphasize that teachers should make their lessons attractive and interesting to the learners so that they can participate actively in the teaching and learning process. Teachers should take time to adequately prepare their lessons incorporating materials and activities that can arouse learners' interest in class. In this way, teachers' ability to effectively deliver content to the learners is enhanced. To achieve this, school administration should ensure regular and effective supervision of actual teaching in the classrooms by giving feedback to the teachers on their performance and need for improvement. Study by Awite, and Raburu (2015) to establish the influence of head teachers' supervision of teacher curriculum development on provision of quality education in secondary schools in Kenya found that there is a strong relationship between head teachers' supervision of curriculum implementation and quality education provision. The researcher therefore intends to discover the influence of supervision of actual teaching on teacher performance.

According to Wanjiku (2012), supervisors should clearly explain the purpose of classroom visit to the teachers so that they appreciate it as a means of enabling them understand the educational programme and improve performance. This implies that when supervisors take teachers unaware in the classroom, they cause inconvenience and suspicion to the teachers which may affect their performance negatively. Wondering whether this happens in government aided secondary schools in Moyo District, it was necessary to carry out this study in order to establish the situation on ground.

According to Barge (2014), lessons should be guided by best practices outlined in the instructional framework which includes among others having clear learning objectives, modeling and

demonstrating, guided practice and checking for understanding. Mean while, Stronge, Tucker, and Hindman, (n.d), point out that to deliver effectively, there must be good content knowledge because one cannot teach what he does not know. Having good content knowledge places the teacher in a better position to respond to student questions and help them to understand concepts clearly. While these findings are appropriate in the teaching and learning environment, it remains silent on the aspects of learners' assessment, remedial teaching and record keeping that are considered in this study as key factors in improving teacher performance, hence the need for further investigations.

Coe, Aloisi, Higgins, and Major (2014) list six elements that lead to quality teaching as content knowledge, quality instruction, classroom climate, classroom management, teacher beliefs and professional behaviours. Thus teachers should internalize contents a head of lessons and be able to exercise professional behaviour in class for better content delivery.

According to the Directorate of Education Standards Report (2014), the quality of teaching highly depends upon teachers' knowledge and the level of support offered(*The Republic of Uganda, DES 2014*).These calls for schools to intensify supervision so as to support teachers perform highly in the classrooms. A study on instructional supervisory practices and teachers' role effectiveness in public secondary schools in Calabar South Local Government Area of Cross River State, Nigeria, revealed that there was a significant positive relationship between instructional supervisory practice of classroom observation and teachers' role effectiveness (Sule, Ameh, & Egbai (2015). In this regard, the researcher sought to investigate the government aided secondary schools in Moyo District.

2.3.2.2Use of teaching-learning resources

Teaching – learning resources are very important in teaching and must be carefully chosen. Sun (2010) argue that teachers need to design supporting materials to make lessons more appealing and more practical to learners if their enthusiasm in learning must be enhanced. According to Chanda, Phiri, and Nkosh (n.d), teaching becomes interesting when the teaching aids used are of reasonable size which can be easily seen by the learners. Studies by Igu, Ogb, and Igwe (2014); Olayinka (2016); found that students who were taught with instructional materials performed better than those taught without. In the same vein Gogo (2002), concluded in his study that poor performance could be attributed to inadequate teaching and learning materials and equipment. This means that use of instructional materials enhances teacher performance in the classroom. Oye (2009) in a study to investigate the perceived influence of supervision of instruction on teachers' classroom performance says that the use of instructional materials influences teachers' classroom performance to a great extent. These findings confirm the fact that the contribution of teaching and learning resources to learning outcomes cannot be ignored. Therefore, school administration should see to it that teachers use teaching and learning materials during lessons in class for better performance and effective learning.

Findings by Likoko, Mutsotso, and Nasango (2013) about the private teacher training colleges revealed that inadequate instructional materials and resources in private teacher training colleges in Bugoma County in Kenya prevented the institutions from imparting up to date and specialized knowledge for their trainees. This means that teaching/learning aids should be adequate for the needs of the teachers and the learners in order to have positive learning outcomes. It is therefore important that school administration avails teaching aids for use by the teachers as required. Thus this study also aimed at investigating use of teaching/learning aids in the government aided secondary schools in Moyo District.

2.3.2.3Class management

Sushila (2004) emphasizes discipline as the most important component in education. The teacher must enforce discipline in class during lessons in order to effectively manage the class. Effective class management also requires proper time management. According to Coe, Aliosi, Higgins, and Major (2014), a teacher can manage the class effectively if he is able to make efficient use of lesson time, coordinate classroom resources and space and manage students behaviour with clear rules that are consistently enforced. This underscores the importance of time management by the teacher in the classroom situation. Teachers should be able to efficiently manage class time and adequately engage students during learning so as to focus their attention towards learning and thus effectively control the class. This implies that if supervisors emphasize time management in the classrooms teacher performance will improve. However while this has worked well in some places, it calls for fresh investigations to find out whether the same applies to the government aided secondary schools in Moyo.

According to Kopershoek, Harms, de Boer, and Van kuijk (2014), effective classroom management requires a positive classroom environment and an effective teacher – student relationship. This view is supported by Dunbar (2004) who maintains that a good classroom seating arrangement with assigned seats for students facilitate discipline and instruction in the classroom. This means that in the struggle to effectively manage classes, teachers should be able to maintain order in class and ensure that classrooms are well arranged a head of lessons. This orderliness in class enforces discipline among the learners which aids class management. However scholars argue that for easy class management, there must be classroom rules and procedures jointly developed with the learners so that learners easily comply with class regulations thus eliminating disorder in the classroom (Calderon, n.d; Dunbar, 2004). In this regard, school

administration and management's class supervision should help to ensure that classrooms have adequate desks and tables for the learners in addition to well set rules and procedures in order to provide conducive learning environment for all the learners and a good ground for high teacher performance.

Bello (2012), argues that to manage classroom effectively, a teacher should be able to arouse the attention of learners during teaching and ensure that classroom is well organized. This can be done through engaging students in active discussions or involving them in the use of teaching aids so that they remain busy throughout the lesson time. In this way, teachers will be able to successfully manage classes. Class supervision by school administration can help guide the teachers to observe such class management strategies. Studies have found that a lack of classroom management affects both students and the teacher and therefore the objectives of the lesson cannot be achieved (Borden, 2013).

In the argument of Ogbu (2015), the success or failure of how the teachers manage the classroom depends a lot on their perception of the school climate. Teachers will effectively manage their classes if they perceive the school climate as conducive and supportive to them in the management of discipline. The ability of the school administration to enforce clear policy and rules on discipline in the schools therefore provides an added advantage for teachers to regulate learners' behaviours and ensure effective class management. While this was proved true right in the Nigerian context, it remains a cause for investigation for the government aided schools of Moyo District.

2.3.3 Influence of Supervision of post-teaching activities on teacher performance in Schools

Post-teaching activities are basically the assessment of the interactive process of teaching which includes among others assessment of learners, maintaining records and remedial teaching. These

provide feedback to the teacher about their students and form a basis for setting new strategies to improve performance (Ezewu, 2000). However, improvement in performance can be enhanced if supervision is properly done. Therefore to improve teacher performance, supervision should cover teacher's assessment of learners, maintenance of records and remedial teaching in the schools. Ekpoh, and Eze (2015) in a study to investigate the relationship between principals' supervisory techniques and teachers' job performance found that a significant relationship exists between principal's supervisory techniques and teachers' job performance in secondary schools. In a related study, Aldaihani (2017) found that supervision has a positive effect on the professional performance of teachers and the supervisors' observations help teachers to identify their shortcomings and adjust for better performance. Thus this study set out to establish the influence of supervision of post teaching activities on teacher performance in the government aided secondary schools in Moyo District.

2.3.3.1 Assessment of learners

According to the Basic Requirements and Minimum Standards Indicators (BRMS) for educational institutions, learners' progress should be evaluated at the end of each lesson, each topic and each term to ensure effective teaching and learning (*The Republic of Uganda, MoES 2009*). This means that for effective learning, assessment should be regular in schools to give the learners the opportunity to frequently evaluate their performance and engage new efforts for improved performance. It is well noted that assessment may be carried out in form of examinations with positive learning outcomes. Therefore, to improve student learning, assessment should be regular and continuous and not just limited to examinations at the end of the term.

Osuji, and Adebawale (2008) quoting Afolabi (1999) states that students who have more observed scores for continuous assessment are more likely to obtain final scores that are closer to the mean

scores of the group than those who have fewer observed scores. This means that continuous assessment greatly facilitates students' achievements and should go hand in hand with end of term examinations in a school setting. According to Aggarwal (2003), examinations give pupils a goal towards which to strive and a stimulus urging them to attain that goal thus demanding a steady and constant effort that results in better performance. Therefore, supervisors should ensure that continuous assessment is exercised in schools so that learners are given regular feedback of their progress to prepare them for high performance during summative assessment at the end of each period. In this regard, the researcher sought to investigate the government aided secondary schools with regard to assessment.

Barge (2014) maintains that learning should be assessed frequently and in multiple ways including checks for understanding throughout the instruction, planned formative assessments, performance assessments and summative assessments. This is crucial in ensuring that the entire learning needs of the students are taken care of because students' achievement is a yard stick by which teacher performance can be measured (Coe, Aloisi, Higgins, & Major, 2014). Therefore supervision should ensure that teachers assess learners' appropriately and provide feedback to encourage students work hard in schools. While this is the ideal for any learning institution, it is not the case with every institution. Therefore, finding out what the practice is in the government aided secondary schools in Moyo District, calls for this study.

2.3.3.2 Maintaining records

Records are the documented information generated, collected or received at the start, during or after completion of an activity and consists of sufficient content to provide proof of the activity (Osuji, & Adebawale, 2008). Record keeping helps teachers to document information through which they can track their own performance, the progress of the learners and provide

accountability to their employers (Chifwepa, n.d). This provides a good basis for teachers to plan on how best to assist the learners and improve their own performance within the schools in terms of their preparation to teach, syllabi coverage, meeting deadlines and timeliness. In a study to establish the relationship between Principals' inspection of teachers' record keeping and teachers' job performance, Sule, Odu, Nkama, and Adeyeni (2012) found that principal's inspection of record keeping strategy significantly influenced teachers' job performance. For this reason, it is crucial for school administration to supervise teachers and enforce the practice of proper record keeping for better performance in the schools. Thus study therefore sought to establish the influence that record keeping has on teacher performance in the government aided secondary schools in Moyo District.

Ibraheem (n.d) holds that records facilitate effective guidance and counseling for learners in the schools by readily providing important information about the individuals. Teachers' ability to follow up and guide learners towards greater achievement in the schools depends heavily on the amount of information they have about the learners. This means that if teachers keep up to date records about learners and their progress, they can be able to guide and plan their teaching in a way that improves learning in the schools, ultimately translating into better teacher performance. In this regard, Oluwole, and Ivagher (2015) reaffirm the importance of record keeping and recommend that school administrators should enforce the culture and practice of keeping regular records of students and the activities or events in the schools. It is therefore important for school administration to supervise teachers and ensure that proper record keeping is practiced in the schools.

Osuji, and Adebawale (2008) in a study to establish record keeping practices of primary school teachers in Ondo State found that although teachers were familiar with some principles of record

keeping, they were not proficient in most of the operational procedures and did not demonstrate the knowledge of using record keeping to further the development of teaching and learning. However, these findings were based on primary schools and may not necessarily reflect the situation in secondary schools hence the need for an independent investigation of the secondary schools with regard to supervision and teacher performance.

2.3.3.3 Remedial teaching

One big problem that every school faces is the difficulty of dealing with slow learners (Dasaradhi, Rajeswari, & Badarinath, 2016). Remedial teaching is a special lesson designed for learners with specific learning difficulty with the objective of giving additional help to the learners who, for one reason or the other, have fallen behind the rest of the class. According to The Learning Disabilities Association of America (2013), success for the student with learning disabilities requires a focus on individual achievement, individual progress, and individual learning which calls for specific, directed, individualized, intensive remedial instruction for the struggling students. This means that teachers should pay attention to weak students by organizing effective remedial lessons in which individual learners' challenges can be addressed and the slow learners helped to catch up with the rest of the class. This demands extra efforts of the teachers that can be enhanced through supervision which this study is out to investigate with respect to the government aided secondary schools in Moyo.

Selvarajan, and Vasanthagumar (2012) in a study to identify the impact of remedial teaching on improving the competencies of low achieving students in Mannar District of Srilanka found that implemented remedial program proved effective with recovering 94% of students in language and 93% in Mathematics. They established that the socio economic condition of the family and the physical and psycho social status of the learner cause low achievement in learning. This means

that for effective learning, supportive learning condition needs to be provided for the learners and special attention be paid by the teachers to the slow learners through remedial arrangement to enable them cope with the learning challenges. This can be done through special instructional spacing, regular feed back to the learners, coupled with modified learning materials administered with great flexibility to allow learning take place. Important to note is that while this finding is true of learners of Mannar District of Srilanka, it may vary for learners in Moyo District in its unique context which calls for a separate investigation.

According to Dasaradhi, Rajeswari, and Badarinath (2016), remediating should not be done in isolation. The family of the learner should be involved to provide good care and support to slow learners by way of providing quality breakfast and ensuring proper sleep in order to create a comfortable experience that can facilitate learning. This means that the family setting of the learner should be conducive for the child's learning. Supervision by school administration should therefore ensure that teachers incorporate learners' families in remediation process for better results.

In a related study, Jarrar (2014) found that there was an obvious effect of the remedial classes on improving the students' level in English Language learning and recommended that teachers should give more emphasis to remedial education techniques during teaching and help low achievers make progress. According to Government of Hong Kong Education Bureau (2013), Remedial teachers should design diversified teaching activities and adopt various teaching methods to help students develop their potential and remove the obstacles in learning. This is in line with Dasaradhi, Rajeswari, and Badarinath (2016) who maintain that to actively engage slow learners in the learning process; teachers need to vary the methods of presentation, the classroom climate and instructional materials used. To do this, teachers need to take time to adequately prepare and

provide variety in remedial teaching and it is necessary for school administration to play supervisory role in this. This can have a far reaching effect on the way teachers perform in terms of task accomplishment, syllabi coverage and time management.

2.4 Teacher Performance

Jason, Colquitt, Lepine, and Wesson (2010) define performance as the value of the set of employee behaviours that contribute either positively or negatively to the achievement of organizational goal. Scholars generally agree that effective performance require goal setting because individuals who set goals and are motivated to work towards the goals attempt to achieve them regardless of other factors (Hersey, Blanchard, & Dewey, 2002). Thus for teachers to perform highly and effectively in terms of task accomplishment, syllabi coverage and time management, schools must have set goals or targets towards which to work. It is therefore the responsibility of all school administration to clearly declare to the teachers what is expected of them to enable them work towards achieving the expected targets. This calls for a well defined job description for every teacher in order to clarify and communicate expectations within the organization (Hale, 2004).

Oye (2009) argues that performance should be under individual's control for better results. This is because when individuals take full responsibility of their duty, they become self motivated and put in more efforts to achieve best results. Teachers therefore need to take full control of their responsibilities of accomplishing assigned tasks, covering syllabi and managing time to achieve high performance. Croswell (2006) observes that the work teachers engage in on a daily basis is complex and demanding and requires a level of personal engagement and commitment. Teachers therefore need to take personal commitment to execute their responsibilities and be able to achieve the objectives of their schools; but as to whether teachers in the government aided secondary schools of Moyo District practice such, stands to be established by this study.

According to Sibley (1995) however, work place has both the organizational objectives and employee objectives and unless the two sets of objectives are compatible, employees will not perform effectively. Therefore organizations must be able to reasonably meet employee expectations at work to ensure employee satisfaction and consequent better performance. In the same vein if schools meet teachers' expectations, they will be able to perform better in terms of task accomplishment, syllabi coverage and time management in their operation within the schools.

2.4.1 Task Accomplishment

Iwata, Jones, Havens, & Martin (2009), observe that for effective task accomplishment, the supervisor and the supervisee should set time limit for tasks. This implies that for teachers to meet set targets, there should be collective planning in which time limit is set for various tasks like time to submit schemes of work, lesson plans, records of work covered and student assessment results. In this way, teachers are challenged to work hard and accomplish expected tasks within set deadlines.

For quality teaching to be realized, it should be well planned, prepared for and organized (DES, 2014). Preparation to teach involves among others designing, revisiting the syllabi, knowing the type of class, understanding who the students are as well as understanding the academic policies and practices and developing a productive faculty (University of Washington, 2016). This means that teachers require deliberate effort to determine and organize what to teach and all the materials required to effect the teaching before entering a class so that once in class, they can excel in their performance.

2.4.2 Syllabi Coverage

The English Oxford Living Dictionaries define syllabus as the subjects in a course of study or teaching. It is a sum of what needs to be taught to the learners within a specified level of education. Thus syllabus refers to a selection of topics or contents designed to be covered at a particular educational level. This means that for good performance, every teacher has to pay attention to the syllabus for effective teaching because teaching within the prescribed syllabus helps to prepare learners effectively. In a study to correlate syllabus coverage and students' performance in mathematics, Musasia, Nakhanu, and Wekesa (2012) concluded that syllabus coverage has a significant effect on students' performance in mathematics at KCSE level in Kenya. Achievement made by students is a yardstick by which teacher performance is measured (Coe, Aloisi, Higgins, & Major, 2014). This implies that when teachers are guided by the syllabus, their performance in terms of outcome of teaching is higher. Therefore teachers should place emphasis on adequate syllabus coverage in the schools for better performance. However, the above finding was limited to mathematics in secondary schools in Kenya with focus on students' performance while the current study focuses on teacher performance in the government aided secondary schools in Moyo District.

2.4.3 Time management

Time management is the art of arranging, organizing, scheduling and budgeting one's time for more effective work and productivity. A study to examine the impact of time management on organizational performance revealed a positive relationship between adequate time management and organizational performance (Ujukuru, & Kahinde, 2011). This means that when time is well managed, a lot is achieved. Therefore, in a classroom context, teachers will be able to conduct

successful lessons and complete syllabus if time is well managed. Each lesson should begin and end on time as planned.

Adebisi (2013) in a study to examine the effect of time management on business performance found that time management enable most organizations to survive competition and get more business. The study concluded that there is a significant and positive relationship between time management practices and the performance of businesses. This implies that even in school settings, time management should be observed both in the classroom and outside. Teachers have a range of activities that run throughout the day in the schools and therefore in order to perform their tasks well, time should be well managed and respected in order to attend to the various activities that contribute to the achievement of school goals. Teachers must particularly observe time management in order to accomplish their complex tasks of teaching and achieving school objectives and goals.

2.5 Summary of reviewed related literature

Supervision gives direction and empowers individuals to undertake their responsibilities personally with good results (Apenteng, 2012) and constant supervision motivates teachers to work harder towards the achievement of school goals and objectives (Bello, 2012). Supervision is required in education to ensure uniformity and effectiveness of educational programmes and promote teaching and learning in schools (Olorode, & Adeyemo, 2012). However, head teachers' supervision by checking teachers' pedagogic documents, teachers' attendance books and students' lesson notes does not have much influence on teachers' work performance. Head teachers need to spare time to supervise teachers during classroom instruction (Nzabonimpa, 2011). Teaching on the other hand necessitates passion, dedication and commitment (Cagri, 2013) and commitment

results from job satisfaction (Rosenblum, 1988). Therefore to improve teacher performance school management should ensure conducive work environment that enhances satisfaction of the teachers.

Schemes of work and lesson plans are essential for effective teaching and every teacher should have them for each subject and class taught (MoES, BRMS, 2009; Surgenor, 2010) and instructional materials inform of teaching aids be used in teaching to help glue information into learners' minds as what is seen is understood more than what is heard (Wambui, 2013). Learning should be assessed frequently and in multiple ways (Barge, 2014) and school administrators should enforce the culture and practice of keeping regular records of students and the activities in the schools (Oluwole and Ivagher, 2015) to track the progress of learners. Remedial teaching be done for slow learners to catch up with the rest, but should involve the family of the learner (Dasaradhi, Rajeswari, & Badarinath, 2016) and focus on individual achievement, individual progress, and individual learning (The Learning Disabilities Association of America, 2013).

Effective performance requires goal setting (Hersey, Blanchard, & Dewey, 2002) and should be under individual's control for better results (Oye, 2009). Finally, several studies have revealed significant positive relationship between supervision and teacher performance in schools (Peretomode, 2001; Oye, 2009; Nakpodia, 2011; Sule, Arop, & Alade, 2012; Ikegbusi, & Eziamaka, 2016).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology used to conduct this study. It tackles the design of the study, the study area, study population, sampling and sampling techniques as well as the data collection instruments. Validity and reliability of research instruments, procedure for conducting the study, data analysis techniques and ethical considerations in the study are also handled.

3.2 Study Design

The study used cross-sectional design because the researcher intended to collect data from a cross section of the population once and within a short period of time(Hulley, Cummings, & Newman, n.d) and to ensure that the study was fast and inexpensive (Salkind, 2010). Both qualitative and

quantitative approaches were used in order to counteract the limitations associated with either of the approaches and come up with more reliable findings in line with Ivankova, Creswell, and Clark (2014) who hold that when used together, qualitative and quantitative methods complement each other and enable a more complete analysis of the research situation and the understanding of the relationship between the study variables which the researcher was interested in.

3.3 Study Population

Population refers to the entire group of individuals, events or objects about which required information is to be ascertained (Puhan, 2013). The study population consisted of six head teachers, 95 teachers, six BOG chair persons and 90 student leaders; all from the six government-aided secondary schools in the District. Therefore the study targeted an overall population of 197 respondents.

Head teachers were chosen for the study in order to obtain the views of each of them as they are considered key players in education and supervisors in the schools; and being knowledgeable in the field, can provide the relevant and reliable information required. This reason also guided the choice of BOG chairpersons.

The choice of teachers for the study was based on the fact that they are directly supervised in the schools and therefore their input is considered important for this study. Similarly student leaders were chosen to represent the views of the students as key participants in the teaching/learning activities of the schools.

3.4 Sample and Sampling Technique

A mix of both probability and non-probability sampling techniques were used in the study. Representative sample were obtained from the study population to cut down on the time spent for

the study and reduce cost of the study as recommended by (Maree, & Pietersen, 2014). Simple random sampling was used to identify teachers and student leaders so as to reduce the number of participants in the study and to ensure that each individual in the group gets an equal chance of being selected, thus avoiding bias (Nachmias, & Nachmias, 2008; Fox, Hunn, & Mathers, 2009; Hemed, 2015).

Purposive sampling was precisely used to select the head teachers and PTA chairpersons for the reasons that they are few in number, are well informed about educational matters and therefore capable of providing the required information. This was in line with the argument of Maree, and Pietersen (2014) that purposive sampling be used with specific purpose in mind.

3.4.1 Sample Size Selection

A sample is a portion of the population whose results can be generalized to the entire population (Amin, 2005). Sample size selection for this study ranged between 80% - 100% of the target population for the different categories based on the principle that sample size should be at least 30% of the population for adequate representation of the population as emphasized by Best and Khan (2006). For the head teachers and BOG chair persons, all elements in the group were selected because they were few and because their individual views were considered important for the study; while for categories of student leaders and teachers which had many elements, representative sample of up to 80% were selected in order to obtain information that could be generalized and also save time (Maree, & Peitersen, 2014). This was also in line with Koul (2006) that a good sample should be as representative of the population as possible.

3.4.2 Summary of Sample size and Techniques used

Table 3.1 shows the category of respondents, target population, sample size and sampling techniques that were used:

Table 3.1: Category, Target population, Sample, Sampling techniques and Research methods

| Category | Target population | Sample Size | Sampling Technique | Research Methods |
|------------------|-------------------|-------------|------------------------|----------------------|
| Head teachers | 06 | 06 | Purposive Sampling | Interviews |
| BOG Chairpersons | 06 | 06 | Purposive Sampling | Interviews |
| Teachers | 95 | 76 | Simple Random Sampling | Questionnaire survey |
| Student leaders | 90 | 73 | Simple Random Sampling | Questionnaire survey |
| Total | 197 | 161 | | |

(Source: Developed by the Researcher using Krejcie & Morghan, 1970Guide)

3.5 Data Collection Instruments and Methods

Data was collected using interviews and questionnaire survey. Interviews were used to solicit information from the head teachers and BOG chairpersons because as argued by Creswell (2014), the method is a very good way of assessing individual perception and definition of the situation under study and to obtain first hand information from knowledgeable informants as advocated for by Zohrabi (2013) and obtain a more accurate information (Wyse, 2014). There were two sets of structured interview guides for the head teachers and BOG chairpersons respectively that were used to capture their unique responses. The guides were used to maintain focus on the area of study and avoid diversion that could misinform the study findings (Wyse, 2014). Questionnaire survey was used to solicit information from teachers and student leaders in order to save time and cut cost since they were many as recommended by Chaleunvong (2009) that questionnaire survey method is cost effective and time saving. This was intended to capture the independent views of the teachers and the student leaders and to cut down the study cost while ensuring freedom of response without fear (Chaleunvong, 2009).

3.6 Pretesting for Reliability and Validity of Research Instruments

Reliability of research instruments refers to its dependability and consistency in measuring whatever it is intended to measure (Kimberlin, & Winterstein, 2008; Gravetter, & Forzano, 2009; Mahamad *et al.* 2015). Meanwhile Validity of research instrument refers to the appropriateness of the instrument for a particular study (Gravetter, & Forzano, 2009). The instruments were tested for both reliability and Validity as below.

3.6.1 Validity of Research Instruments

Content validity of the instruments was established by subjecting the instruments to the scrutiny of research experts whose recommendations were used to make corrections and refine the

instruments to ensure that the instruments cover all the content they should with regard to the study variables (Heale, &Twycross, 2015). The questionnaires were further subjected to rating by two experts and the Content Validity Index (CVI) was computed for each set of questionnaires using the formulae: $CVI = (\text{No of items declared valid}) / (\text{Total number of items})$. Content Validity Index of 0.974 and 0.939 were obtained for teachers' questionnaires and student leaders' questionnaires respectively, as shown in Table 3.2 and 3.3:

Table 3.2: The Validity of Teachers' Questionnaire

| Number of Valid Items | Total Number of Items | Content Validity Index |
|-----------------------|-----------------------|------------------------|
| 75 | 77 | 0.974 |

(Source: *Primary data from field*)

Out of 77 items in the questionnaire, 75 items were rated as valid and 2 items rated invalid, giving a Content Validity Index of 0.974 as shown in Table 3.2. Therefore the instrument was accepted as valid.

Table 3.3: The Validity of Student Leaders' Questionnaire

| Number of Valid Items | Total Number of Items | Content Validity Index |
|-----------------------|-----------------------|------------------------|
| 31 | 33 | 0.939 |

(Source: *Primary data from Field*)

Out of the 33 items in the student leaders' questionnaire, 31 items were rated valid and only 2 items rated invalid, giving a content validity index of 0.939. The instrument was therefore accepted as valid.

3.6.2 Reliability

The instruments were piloted for reliability with a similar category of respondents at Orussi Secondary School in Nebbi District to determine consistency of results. SPSS program was used

to enter the collected data in the computer and Cronboch's alpha reliability coefficient was computed for each set of questionnaire. Cronboch's alpha value of 0.956 was obtained for teachers' questionnaire as in the table below:

Table 3.4: *Reliability Statistics for the Teachers' Questionnaire*

| <i>Variable</i> | <i>Cronbach's Alpha coefficient</i> | <i>No. of valid items</i> |
|---|-------------------------------------|---------------------------|
| Supervision of pre-teaching activities | 0.796 | 20 |
| Supervision of actual teaching activities | 0.902 | 21 |
| Supervision of post-teaching activities | 0.798 | 15 |
| Teacher performance | 0.934 | 19 |
| Entire data collection tool | 0.956 | 75 |

Source: Primary Data

Table 3.4 above shows a Cronbach alpha of 0.796 for Supervision of pre-teaching activities with 20 items, 0.902 for Supervision of actual teaching activities with 21 items, 0.798 for Supervision of post-teaching activities with 15 items, 0.934 for Teacher performance with 19 items, 0.956 for all the variables under study totaling 75 items. The tool therefore passed the test of reliability for each of the variables and for all the variables since they were all greater than 0.7, given that the level of Cronbach that is adequate is any value equal to or greater than 0.7 (Amin, 2005). The instruments were therefore suitable for data collection.

Table 3.5: *Reliability Statistics for the Student Leaders' Questionnaire*

| <i>Variable</i> | <i>Cronbach's Alpha coefficient</i> | <i>No. of valid items</i> |
|------------------------------|-------------------------------------|---------------------------|
| Teaching/Learning activities | 0.783 | 16 |
| Teacher performance | 0.790 | 15 |
| Entire data collection tool | 0.865 | 31 |

Source: Primary Data

Table 3.5 above shows a Cronbach alpha of 0.783 for Teaching/Learning activities with 16 items, 0.790 for Teacher performance with 15 items and 0.865 for all the variables under study totaling 31 items. The tool therefore passed the test of reliability for each of the variables and for all the variables since they were all greater than 0.7, given that the level of Cronbach that is adequate is any value equal to or greater than 0.7 (Amin, 2005). The instruments were therefore suitable for data collection

3.7 Data Collection Procedures

A letter of introduction was obtained from Uganda Management Institute (UMI) and used to get permission to conduct the study in the field. The researcher first met and briefed the DEO about the study before reaching the schools. At the various schools, the researcher sought permission from the head teachers to brief and administer questionnaires to the students and teachers. Some of the teaching staff assisted to administer the questionnaires to the teachers and the student leaders while the researcher analyzed the relevant documents and interviewed the head teacher and at a later date, the BOG chairpersons at different times. Data was then collected to be processed, analyzed, presented and interpreted.

3.8 Data Processing and Analysis

Both quantitative and qualitative methods of data analysis were used.

3.8.1 Quantitative Data Analysis

Following the views of Corbin, and Strauss (2008), quantitative data from the questionnaires were carefully edited to ensure accuracy and consistency. The data was then coded by assigning numerical values to the items of the questionnaires to ensure that specific answers fall in a specific cell in a given category (Punch, 2014). Quantitative data was fed into the computer using the SPSS program (Version 20). Descriptive statistical analysis with frequencies and percentages was then used to analyze quantitative data.

Pearson Product Moment Correlation coefficient Analysis (r) was used to establish the direction and strength of the relationship between supervision of teaching and teacher performance; Coefficient of determination (Adjusted R^2) was used to establish the variation in teacher performance that is explained by the variation in supervision of teaching. Analysis of Variance (ANOVA) was used to test the hypotheses (Kothari, and Garg, 2014) and assess the overall significance of the regression model for Supervision of teaching activities and Teacher performance.

3.8.2 Qualitative Data Analysis

Qualitative data from interviews and open questions in the questionnaires, were arranged into themes according to the stated objectives, subjected to content analysis and then presented in narrative form. Nuiewenhuis (2014) considers content analysis as the process of viewing data from different angles to identify key ideas that can be used to interpret the raw data. Raw data obtained from interviews and open ended questions from the questionnaires were analyzed by first

identifying key points and categorizing them into dominant themes which were then interpreted to bring out the study findings. This was in line with Flick (2013) who holds that qualitative analysis aims at comparing the different cases and determining common elements and differing opinions in view of deriving generalizable statements from the findings.

3.9 Measurement of Variables

Variables were measured using the ordinal scales and nominal scales. Nominal scale was used to measure the personal information of respondents such as gender and year of service of teachers by assigning them to categories in order to differentiate the information (“Measurement”, Sage Publications) while ordinal scale was used to measure respondents’ opinions about supervision of pre-teaching activities and teacher performance; supervision of actual teaching activities and teacher performance; supervision of post teaching activities and teacher performance; using a 5 points likert scale to ensure that the categories are sufficient for all observations (Michael, n.d). The variables for both the independent and dependent variables were assigned numbers based on the different rating (1 = strongly disagree, 2 = Disagree, 3 = Uncertain, 4 = Agree and 5 = strongly agree) as recommended by Nachmias, & Nachmias (2008).

3.10 Ethical considerations

The researcher considered a number of ethical issues during the study which included approval, permission, informed consent, honesty, respect and objectivity as well as no harm to participants. Prior to the study, the researcher obtained the institute’s approval for data collection and a letter of introduction was obtained from Uganda Management Institute and used by the researcher to obtain permission of the District Education Officer Moyo and the head teachers of the selected schools as recommended by (Creswell, 2014).

To ensure informed consent and voluntary participation during data collection, participants were given early information about the study and their consent to participate obtained before issuing questionnaires or administering interviews to collect data. Questionnaires were distributed and collected back from the respondents after one week. In this way, no one was forced to participate in the study against his or her own free will. This was in line with recommendations by (Bordens, & Abbott, 2008).

The researcher observed honesty during the study by clearly introducing herself and openly discussing with respondents the purpose of study and assuring them that data obtained would be used strictly for study purpose and their responses treated with the highest level of confidentiality (Babbie, 2007). Furthermore, the researcher observed respect of the participants by politely talking to them and accepting their views with great sense of value which made the respondents participate with interest. To avoid harming any participant, the researcher carefully selected words for expression or asking questions so that the respondents may not have any sense of hurt or fear in the course of the study. Finally, during data analysis, the researcher remained objective and expressed findings as they were without taking sides with any group of participants during report writing.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter analyzes, presents and interprets the research findings based on the questionnaires and interviews, according to the study objectives which focus mainly on supervision of pre-teaching activities, supervision of actual teaching activities and supervision of post teaching activities as factors affecting teacher performance in government aided secondary schools. The study also analyzes performance in terms of preparedness to teach, syllabi coverage, meeting deadlines and timeliness.

4.2 Response Rate

Respondents consisted of head teachers, BOG chairpersons, teachers and student leaders. The response rate was 100% for head teachers, 83.3% for BOG chairpersons, 81% for teachers and 97% for student leaders, giving an overall response rate of 89.4% as reflected in the Table 4.1:

Table 4.1: Response Rate

| Category of Respondents | Targeted number | Number of respondents | Percentage |
|-------------------------|-----------------|-----------------------|--------------|
| Head teachers | 06 | 06 | 100% |
| BOG Chair persons | 06 | 05 | 83.3% |
| Teachers | 76 | 62 | 81% |
| Student leaders | 73 | 71 | 97% |
| Total | 161 | 144 | 89.4% |

(Source: *Primary data from field study*)

This means that there was a very high level of cooperation and participation by the respondents. Therefore the study findings represent the general view of the people and can be generalized to the

population. This is in agreement with Nulty (2008) who maintains that response rates of 60% to 70% are acceptable as adequate in an academic research. In the same vein, response rate below 51% is considered inadequate in social sciences (Sivo, Saunders, Chang, & Jiang, 2006).

4.3 Demographic Characteristics of Schools and Respondents

4.3.1 Information about the Schools

Major information captured about the school includes the location of the schools and status of the school.

4.3.1.1 Location of the schools

Out of the schools selected for the study, 4.8% are located within the urban area, 11.1% are located in the peri-urban and 83.9% located in the rural setting as reflected in Table 4.2:

Table 4.2: *Location of schools*

| Location | Frequency | Percent | Cumulative Percent |
|-----------------|------------------|----------------|---------------------------|
| Urban | 3 | 4.8 | 4.8 |
| Peri-urban | 7 | 11.3 | 16.1 |
| Rural | 52 | 83.9 | 100.0 |
| Total | 62 | 100.0 | |

(Source: *Primary data from field study*)

This indicates that most of the government aided secondary schools in the district are located in rural setting which makes it difficult to access the schools for supervision. Therefore extra efforts and resources are required to facilitate effective supervision in these schools.

4.3.1.2 Status of the Schools

Data for the study were collected from schools with diverse status: 21.1% were boarding schools, 45.1% were partially boarding while 33.8% were day schools. The mixed status of these schools presents yet another difficulty to effective supervision because the schools that are day and partially boarding have limited time that can be used for supervision since some members leave the school when classes end each day, thus limiting supervision in the schools. Table 4.3 presents the school status.

Table 4.3: Status of the Schools

| | Frequency | Percent | Cumulative Percent |
|--------------------|------------------|----------------|---------------------------|
| Boarding | 15 | 21.1 | 21.1 |
| Partially boarding | 32 | 45.1 | 66.2 |
| Day | 24 | 33.8 | 100.0 |
| Total | 71 | 100.0 | |

(Source: *Primary data from field study*)

4.3.2 Information on Teachers

This captured facts on background data of the teachers and the teachers' operational information.

4.3.2.1 Background data of the teachers

Gender information of the teachers revealed that 82.3% of the teachers in the schools are male and only 17.7% are female. This shows that majority of the teaching staff are male who should have ample time to spend on their teaching job given that culturally men are not so much involved in domestic chores as women do. Therefore teacher performance in the schools on average should be high. Table 4.4 summarizes the teachers' background information:

Table 4.4: Background data of the teachers

| | Frequency | Percent | Cumulative percent |
|-------------------------|-----------|--------------|--------------------|
| Male | 51 | 82.3 | 82.3 |
| Female | 11 | 17.7 | 100.0 |
| Total | 62 | 100.0 | |
| Certificate | 2 | 3.2 | 3.2 |
| Diploma | 31 | 50.0 | 53.2 |
| Bachelor's degree | 26 | 41.9 | 95.2 |
| Post graduate / Masters | 3 | 4.8 | 100.0 |
| Total | 62 | 100.0 | |
| Government appointed | 43 | 69.4 | 69.4 |
| Board appointed | 19 | 30.6 | 100.0 |
| Total | 62 | 100.0 | |
| Less than 3 years | 15 | 24.2 | 24.2 |
| 3 – 5 years | 9 | 14.5 | 38.7 |
| 6 – 10 years | 29 | 46.8 | 85.5 |
| More than 10 years | 9 | 14.5 | 100.0 |
| Total | 62 | 100.0 | |

(Source: *Primary data from field study*)

Teachers in the schools are adequately qualified for their jobs. Data obtained reveals that 96.7% of the teachers in the schools qualify to teach in secondary schools with diplomas, bachelor's degrees, post graduate or masters degrees. This means that the teachers in these schools are well trained for the job and are expected to perform highly in the way they prepare for teaching, their syllabi coverage, meeting deadlines and timeliness in carrying out other responsibilities assigned to them.

Employment status of the teachers reveals that 69.4% of the teachers are appointed by Government and only 30.6% are locally appointed by the school boards. To this effect, majority of the teachers are well employed and stable in their jobs and therefore capable of high performance in the schools.

Working experience of the teachers reveals that 24.2% have less than 3 years experience, 14.5% have experience of 3 – 5 years, and 61.3% have working experience of 6 years or more. In this regard, 75.8% of the teachers have at least 3 or more years of experience in their job. Given their experience, the teachers are generally capable of effectively preparing for teaching, covering syllabi, meeting deadlines and observing timeliness in the schools which would amount to high performance.

4.3.2.2 Teachers' Operational Information

Distance covered by teachers shows that 45.2% of the teachers live within half a kilometer from the school premises, while 54.9% of them live beyond half a kilometer from the school. This means that most of the teachers operate from a distance to the schools due to inadequate housing facilities within the school premises. Therefore teachers spend valuable time between their homes and the schools which have a negative bearing on their ability to observe timeliness in their performance.

The work load of the teachers indicates that 51.6% of the teachers have teaching load of less than 15 periods in a week and 48.4% of the teachers have teaching load of 15 periods or more. In this regard, the teachers operate within the 24 period work load per week recommended by Ministry of Education and sports. This means that teachers have manageable work load and therefore are capable of high performance in terms of preparation for teaching, syllabi coverage, meeting deadlines and timeliness.

Assessment of number of schools covered by teachers indicates that 59.7% of the teachers operate in their mother school only while 40.3% of the teachers operate in two or more schools. This means that 40.3% of the teachers have divided attention in their operation which makes them unable to adequately prepare for teaching, cover syllabi, meet deadlines or observe timeliness in the schools. This partly accounts for the failure of teachers to meet public expectations in their performance in the schools. Table 4.5 presents data on teachers' operational information.

Table 4.5: Teachers' Operational Information

| | | Frequency | Percentage | Cumulative %age |
|-----------------|----------------------------|-----------|--------------|--------------------|
| Distance | Less than half a kilometer | 28 | 45.2 | 45.2 |
| | Half – one kilometer | 5 | 8.1 | 53.2 |
| | One – two kilometers | 6 | 9.7 | 62.9 |
| | More than two kilometers | 23 | 37.1 | 100.0 |
| | Total | 62 | 100.0 | |
| Periods | 3-6 | 2 | 3.2 | 3.2 |
| | 7-10 | 10 | 16.1 | 19.4 |
| | 11-14 | 20 | 32.3 | 51.6 |
| | 15 or more | 30 | 48.4 | 100.0 |
| | Total | 62 | 100.0 | |
| No. of | One | 37 | 59.7 | 59.7 |
| Schools | Two | 21 | 33.9 | 93.5 |
| | More than three | 4 | 6.5 | 100.0 |
| Total | | 62 | 100.0 | |

(Source: *Primary data from field study*)

4.4 Supervision of Pre-teaching Activities and Teacher Performance

The first specific objective of this study was to find out the influence of supervision of pre-teaching activities on teacher performance in government-aided secondary schools in Moyo District. Teachers were asked to give their opinions on various statements relating to supervision of pre-teaching activities and teacher performance. Data obtained are presented, analyzed and interpreted below:

4.4.1 Descriptive Presentation of Data on Supervision of Pre-teaching Activities and Teacher Performance in the Schools

4.4.1.1 Scheme of Work Preparation

According to the findings summarized in Table 4.6, on average, 12.3% of the respondents disagreed that they appropriately handle scheme of work preparation in the schools while 85.4% agreed that they appropriately prepare schemes of work in the schools. The remaining 2.3% of the teachers remained uncertain of their position regarding schemes of work preparation in the schools as reflected in the table below. This shows that teachers generally prepare schemes of work in the schools as required which indicates that teachers are supervised to fulfill their responsibility of scheme of work preparation in the schools. Preparation of schemes of work standing at 85.4% means that teacher performance in terms of preparedness to teach is high in the schools. This is attributed to supervision, teachers' qualification and support by the school administration in providing materials for scheme preparation in the schools.

Table 4.6: Opinion of the teachers on scheme of work preparation and management in the schools

| PARTICULARS | | Respondents Percentage | | | | |
|---|-------------|------------------------|-----|-------------|------|------------|
| Scheme of work preparation | 1 | 2 | 3 | 4 | 5 | Total |
| I prepare scheme of work for every subject. | 4.9 | 3.3 | 0.0 | 50.8 | 41.0 | 100 |
| I ensure separate scheme for each class. | 9.7 | 9.7 | 0.0 | 40.3 | 40.3 | 100 |
| I feel duty bound to prepare my schemes of work | 9.7 | 3.2 | 1.6 | 61.3 | 24.2 | 100 |
| School administration provides materials I need for scheme of work preparation. | 8.1 | 4.8 | 3.2 | 37.1 | 46.8 | 100 |
| School administration and management supervise my scheme of work preparation. | 3.3 | 4.9 | 6.6 | 54.1 | 31.1 | 100 |
| Average response | 12.3 | 2.3 | | 85.4 | | 100 |
| Key: 1 = Strongly Disagree 2 = Disagree 3 = Uncertain 4 = Agree 5 = Strongly Agree | | | | | | |

(Source: Primary data from field study)

Qualitative results on scheme of work preparation

In agreement with the quantitative findings, results from interviews reveal that due to supervision, teachers generally prepare schemes of work which brings about consistency in syllabus coverage and *teachers generally become more focused on their work*. Some of the head teachers reported that *because of supervision, teachers are able to follow the time frame set for completing and submitting schemes of work and at least three-quarters of the teachers comply and make their schemes of work*. This confirms the quantitative finding that teachers' performance in terms of preparedness to teach is high.

4.4.1.2 Lesson Plan Preparation

Findings on lesson plan preparation reveal that on average 19.3% of the teachers disagreed that appropriate and effective lesson plan preparation is done in the schools while 65.6% agreed that there is appropriate and effective lesson planning in the schools. Only 15% of the teachers were undecided on the status of lesson plan preparation in the schools as reflected in Table 4.7.

Table 4.7: Opinion of the teachers on lesson plan preparation in the schools

| PARTICULARS | Respondents Percentage | | | | | |
|---|-------------------------------|----------|-------------|-------------|----------|--------------|
| Lesson plan preparation | 1 | 2 | 3 | 4 | 5 | Total |
| I am willing to prepare lesson plan for each lesson. | 4.8 | 17.7 | 19.4 | 40.3 | 17.7 | 100 |
| School administration supervises my lesson plan preparation. | 11.3 | 21.0 | 17.7 | 43.5 | 6.5 | 100 |
| School administration provides materials needed for lesson plan preparation. | 6.5 | 16.1 | 17.7 | 37.1 | 22.6 | 100 |
| I always prepare lesson plan ahead of each lesson. | 9.7 | 16.1 | 16.1 | 45.2 | 12.9 | 100 |
| My lesson plan bears clear objectives for each lesson. | 4.8 | 1.6 | 6.5 | 51.6 | 35.5 | 100 |
| My lesson plan reflects the curriculum. | 4.8 | 1.6 | 12.9 | 43.5 | 37.1 | 100 |
| Average response | 19.4 | | 15.0 | 65.6 | | 100 |
| Key: 1 = Strongly Disagree 2 = Disagree 3 = Uncertain 4 = Agree 5 = Strongly Agree | | | | | | |

(Source: Primary data from field study)

However, much as majority (65.6%) of the teachers prepares lesson plans as required, the other 34.4% of teachers (who disagreed or remained undecided) not actively involved in lesson plan preparation means that lesson plan preparation in the schools fall below expectation. The

performance gap in lesson plan preparation can be explained by the fact that some teachers operate in more than one school and therefore lack the time to prepare lesson plans.

On importance of lesson plan in teaching, 14.5% of the teachers were of the view that there is no time for lesson plan preparation, 12.9% held that lesson plan is not necessary, 64.5% recognized that lesson plan is necessary for all lessons and 8.1% maintained that lesson plan preparation should be done by novice teachers. This indicates that 35.5% of the teachers do not have the right attitude towards lesson plan preparation in the schools but 64.5% of the teachers recognize that lesson plan preparation is necessary for all lessons. Similarly 90.3% of the teachers maintained that lesson plan helps them deliver their content better as opposed to 9.7% who held that lesson plan does not help them deliver better in class as presented in the Table 4.8. This means that much as some teachers do not prepare lesson plans, they generally appreciate the importance of lesson plan in teaching.

Table 4.8: *The views of the teachers about lesson preparation and its importance in Teaching*

| | | Frequency | Percentage | Cumulative Percentage |
|--------------------------------|-----------------------------------|------------------|-------------------|------------------------------|
| Views | There is no time | 9 | 14.5 | 14.5 |
| | Not necessary | 8 | 12.9 | 27.4 |
| | Necessary for all lessons | 40 | 64.5 | 91.9 |
| | Should be done by novice teachers | 5 | 8.1 | 100.0 |
| | Total | 62 | 100.0 | |
| Helps to deliver better | Yes | 56 | 90.3 | 90.3 |
| | No | 6 | 9.7 | 100.0 |
| | Total | 62 | 100.0 | |

(Source: *Primary data from field study*)

Qualitative results on lesson plan preparation

Findings from interviews confirmed that lesson planning is not done by most teachers *because they feel that it is a duplication of the schemes of work while long serving teachers argue that they already know their lessons and don't need to plan*. This finding is in agreement with the quantitative finding that lesson plan preparation falls below expectation. Therefore there is need for close supervision to motivate teachers plan their lessons for better performance.

4.4.1.3 Organization of Teaching/Learning Aids

Regarding teaching and learning resources in the schools, a total of 9.4% of the teachers disagreed that teaching /learning aids are appropriately organized and managed in the schools, 9.3% remained uncertain and 81.3% agreed that teaching/learning aids are appropriately organized and managed in the schools as reflected in Table 4.9.

Table 4.9: Opinion of the teachers on organization of teaching/learning aids in the schools

| Statements | %age Respondents | | | | | Total |
|--|------------------|------------|-------------|------|------|------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Organization of teaching/learning aids | | | | | | |
| I organize teaching/learning aids ahead of each lesson | 1.6 | 3.2 | 3.2 | 59.7 | 32.3 | 100 |
| School management supervises my teaching and learning aids organization. | 5.0 | 16.7 | 20.0 | 53.3 | 5.0 | 100 |
| I am self-motivated to organize teaching/learning aids. | 1.6 | 0.0 | 4.8 | 53.2 | 40.3 | 100 |
| Average response | 9.4 | 9.3 | 81.3 | | | 100 |

Key: 1 = Strongly Disagree 2 = Disagree 3 = Uncertain 4 = Agree 5 = Strongly Agree
(Source: Primary data from field study)

This finding indicates that generally there is good organization and management of teaching and learning aids in the schools and therefore teaching/learning aids are appropriately used in the

schools. This means that teacher performance in terms of preparedness to teach is good. This can be attributed to the fact that the teachers in the schools are trained and therefore do appreciate the importance of teaching/learning aids in the teaching and learning process besides supervision in the schools.

On provision of teaching and learning aids in the schools, 53.2% of the teachers admitted that there is adequate provision of teaching and learning aids in the schools while 46.8% of the teachers rated provision of teaching and learning aids as inadequate in the schools. This shows that almost half of the teachers in the schools are not satisfied with the level of teaching and learning aids provision in the schools and therefore lack materials to effectively conduct their lessons. This means that there is deficiency in teaching and learning aids provision in the schools which affects teachers' ability to exhaustively deliver to the learners. This can be attributed to failure by school administration to adequately allocate resources needed for teaching/learning aids provision and also laxity by the teachers to improvise teaching/learning aids needed. Table 4.10 summarizes findings on teaching/learning aids provision in the schools.

Table 4.10: Teachers' views on provision of teaching/learning aids in the schools

| | Frequency | Percentage | Cumulative Percentage |
|--------------|------------------|-------------------|------------------------------|
| Adequate | 33 | 53.2 | 53.2 |
| Inadequate | 29 | 46.8 | 100.0 |
| Total | 62 | 100.0 | |

(Source: *Primary data from field study*)

Qualitative results on teaching/learning aids

Results from interviews reveal that schools provide teaching/learning aids and teachers are able to identify and use suitable teaching aids. However, reliance on teaching/learning aids provided by

the schools means that teachers have limited initiatives to improvise teaching/learning aids and therefore lack variety needed for effective teaching and learning.

4.4.1.4 Relationship between supervision of pre-teaching activities and teacher performance

Correlation coefficient was computed to determine the relationship between supervision of pre-teaching activities and teacher performance. At 95% level of confidence, Pearson Correlation coefficient of 0.397 was obtained, indicating that there is a weak positive relationship between supervision of pre- teaching activities and teacher performance in government aided secondary schools in Moyo District as reflected in the Table 4.11. The relationship is statistically significant since the generated p-value (Sign) is less than 0.05 ($=0.002$). This means that improvement in supervision of pre-teaching activities in these schools will lead to improvement in teacher performance. Similarly decline in supervision of pre-teaching activities in these schools will lead to decline in teacher performance.

Table 4.11: Correlation coefficient between supervision of pre-teaching activities and teacher performance in government aided secondary schools in Moyo District

| | | Teacher performance |
|--|---------------------|---------------------|
| Supervision of pre-teaching activities | Pearson Correlation | .397* |
| | Sig. (2-tailed) | .002 |
| | N | 61 |

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

Regression results for supervision of pre-teaching activities and teacher performance in government aided secondary schools of Moyo District

Regression analysis was done to determine the influence of supervision of pre-teaching activities on teacher performance in the schools. Coefficient of determination (Adjusted R^2) of 0.143 was obtained. This means that supervision of pre-teaching activities accounts for only 14.3% of the

variation in teacher performance in the government aided secondary schools. Table 4.12 presents the coefficient of determination results:

Table 4.12: *The coefficient of determination for supervision of pre-teaching activities and teacher performance*

| Model | R | R Square | Adjusted R Square |
|--|-------------------|----------|-------------------|
| 1 | .397 ^a | .158 | .143 |
| Predictors: (Constant), Supervision of pre-teaching activities | | | |

Hypothesis Test for Supervision of Pre-teaching Activities and Teacher Performance

To test the hypothesis and assess the overall significance of the regression model for Supervision of Pre-teaching Activities and Teacher Performance, Analysis of Variance (ANOVA) was conducted and the results are presented in the table below.

Table 4.13: *Hypothesis Test Results from F-Test (ANOVA) for supervision of pre-teaching activities and teacher performance*

| ANOVA | | | | Coefficients | | |
|------------|----|--------|-------------------|-------------------------------|-------|------|
| Model | Df | F | Sig. | Standardized Beta Coefficient | T | Sign |
| Regression | 1 | 11.046 | .002 ^b | 0.397 | 3.324 | .002 |

a. Dependent Variable: Teacher performance

b. Predictors: (Constant), Supervision of pre-teaching activities

In determining whether a regression model is significant, the decision rule is that the calculated p-value (level of significance) must be less than or equal to 0.05. Since the generated p-value of 0.002 is less than 0.05, the regression model was found to be statistically significant ($F=11.046$, $df = 1$, $p<0.05$ ($=0.002$)). This means that Supervision of pre-teaching activities has a significant influence on Teacher performance.

Furthermore to establish whether Supervision of pre-teaching activities is a predictor of Teacher performance and determine the magnitude to which Supervision of pre-teaching activities influence Teacher performance, Standardized Beta and t Coefficients were generated. For the magnitude to be significant the decision rule is that the t value must not be close to 0 and the p-value must be less than or equal to 0.05. Since the t – value of 3.324 isn't close to 0 and p-value<0.05 (=0.002), the study confirmed that Supervision of pre-teaching activities is a predictor of Teacher performance. A standardized Beta coefficient of 0.397 means; every 1 unit increase in Supervision of pre-teaching activities will lead to an increase of 0.397 units of Teacher performance.

Research findings from correlation analysis established that Supervision of pre-teaching activities has a weak positive statistically significant relationship with Teacher performance. Findings from regression analysis further affirmed that Supervision of pre-teaching activities has a significant positive influence on Teacher performance. Therefore the hypothesis that was stated that *“Supervision of pre-teaching activities has no significant positive influence on teacher performance in government - aided secondary schools”* was rejected.

4.5 Supervision of actual teaching activities and teacher performance

The second specific objective of this study was to establish the influence of supervision of actual teaching activities on teacher performance in government aided secondary schools in Moyo District. Teachers and students responded to the questionnaires. Data obtained were analyzed for the different sub-variables and presented below:

4.5.1 Descriptive presentation of data on supervision of actual teaching activities and teacher performance in the schools

Findings reveal that on average, 34.4% of the teachers are not supervised at all by the head teachers in a term, 55.7% of the teachers are supervised at least twice or three times in a term while only 9.8% of the teachers are supervised more than three times in term. In this regard, a total of 65.5% of the teachers are supervised twice or more times by the head teachers in a term while the rest are not. This means that supervision of actual teaching activities is inadequate in the schools and this affects performance of the teachers in terms of preparedness to teach, syllabi coverage, meeting deadlines and timeliness. Inadequate supervision is as a result of heavy workload on head teachers from various demands of their offices. Table 4.14 presents statistics on frequency of head teachers' termly lesson supervision in the schools.

Table 4.14: Descriptive Statistics on frequency of head teachers' termly lesson supervision in the schools

| | Frequency | Percentage | Cumulative Percentage |
|------------------|------------------|-------------------|------------------------------|
| Not at all | 21 | 34.4 | 34.4 |
| Twice or thrice | 34 | 55.7 | 90.2 |
| more than thrice | 6 | 9.8 | 100.0 |
| Total | 61 | 100.0 | |

(Source: *Primary data from field study*)

4.5.1.1 Content delivery

Findings from the teachers reveal that on average, 8% disagreed that content delivery is effective, 89.2% agreed that there is effective content delivery in the schools while 2.8% remained uncertain of the effectiveness of content delivery. This finding shows that content delivery is largely effective in the schools. This means that most teachers adequately prepare for teaching, have

mastery of their subject content and employ the right methods of teaching in class. This is attributed to supervision carried out in the schools and the fact that the teachers are adequately qualified for their work. Effective content delivery means that teachers generally perform well in class. Opinion of the teachers about the effectiveness of content delivery is summarized in Table 4.15.

Table 4.15: Opinion of the teachers on effectiveness of content delivery in the schools

| Statement | Percentage of Respondents | | | | | Total |
|--|---------------------------|------|------------|-------------|------|------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Content Delivery | | | | | | |
| Teachers have mastery of their lesson content in class. | 6.6 | 0.0 | 0.0 | 45.9 | 47.5 | 100 |
| Teachers simplify concepts for easy understanding. | 4.9 | 1.6 | 0.0 | 50.8 | 42.6 | 100 |
| Teachers use relevant examples in class. | 3.3 | 1.6 | 1.6 | 42.6 | 50.8 | 100 |
| Teachers use variety of teaching strategies. | 3.3 | 3.3 | 6.7 | 56.7 | 30.0 | 100 |
| Teachers give assignments and home work for students at the end of every lesson. | 3.3 | 13.3 | 8.3 | 40.0 | 35.0 | 100 |
| Teachers give notes to the class for each lesson. | 3.3 | 3.3 | 0.0 | 34.4 | 59.0 | 100 |
| Average response | 8.0 | | 2.8 | 89.2 | | 100 |

Key: 1 = Strongly Disagree 2 = Disagree 3 = Uncertain 4 = Agree 5 = Strongly Agree

(Source: Primary data from field study)

Qualitative results on content delivery

Findings from interviews with head teachers indicate that because of time constraint, it is mostly the deputy head teachers and DOSs who enter classes to observe lessons, note areas of strength

and weaknesses during lessons and file reports which they then share with the head teachers for follow up and sometimes conference with the teachers to point out areas of improvement. One of the head teachers noted that *conferencing with teachers has helped teachers to gradually improve their content delivery as well as use of teaching/learning aids; teachers are generally challenged to prepare adequately for teaching and this enhances content mastery as well as syllabus coverage.* This supports the fact that there is effective content delivery in the schools.

Another head teacher observed *that class prefects record teacher attendance at every lesson using a specially designed lesson monitoring forms which are then submitted to the administration at the end of every week. This method of supervision makes teachers become keen on lesson attendance and syllabus coverage is improved.*

4.5.1.2 Use of teaching and learning aids

Regarding use of teaching/learning aids in the schools, 14% of the teachers disagreed that teaching/learning aids is appropriately used in the schools, 76.7% agreed that there is appropriate use of teaching/learning aids in the schools while 9.3% of them were uncertain about use of teaching/learning aids as presented in table 14.6 below:

Table 4.16: Opinion of the teachers on use of teaching/learning aids in the schools

| Statements | Percentage of Respondents | | | | | Total |
|---|---------------------------|-----|-----|------|------|-------|
| | 1 | 2 | 3 | 4 | 5 | |
| Use of Teaching/Learning Aids | | | | | | |
| Teachers always use teaching/learning aids to facilitate lessons. | 3.3 | 3.3 | 6.6 | 50.8 | 36 | 100 |
| Teachers actively involve students in using teaching/learning aids. | 4.9 | 3.3 | 8.2 | 55.7 | 27.9 | 100 |

| | | | | | | |
|--|-----------|------------|-------------|------------|------|-----|
| School administration supervises use of teaching/learning aids in class. | 8.2 | 21.3 | 26.2 | 32.8 | 11.5 | 100 |
| Text books are provided for students. | 6.7 | 13.3 | 3.3 | 50.0 | 26.7 | 100 |
| Teachers refer to text books for better understanding of concepts. | 6.6 | 1.6 | 0.0 | 47.5 | 44.3 | 100 |
| Supervision helps improve use of teaching/learning aids in class. | 6.7 | 5.0 | 11.7 | 46.7 | 30.0 | 100 |
| Average response | 14 | 9.3 | 76.7 | 100 | | |

Key: 1 = Strongly Disagree 2 = Disagree 3 = Uncertain 4 = Agree 5 = Strongly Agree

(Source: *Primary data from field*)

In support of the above finding, 77% of student leaders admitted that teachers regularly use teaching learning aids, while 22.9% objected as presented in table 4.17:

Table 4.17: Views of student leaders on use of teaching/learning aids in the schools

| Teachers regularly use teaching/learning aids | Frequency | Percent | Cumulative Percent |
|--|------------------|----------------|---------------------------|
| Yes | 54 | 77.1 | 77.1 |
| No | 16 | 22.9 | 100.0 |
| Total | 70 | 100.0 | |

(Source: *Primary data from field study*)

The findings from tables 4.16 and 4.17 mean that there is inadequate use of teaching/learning aids in the schools and special attention needs to be paid to teachers who do not comply with the requirement to use teaching/learning aids in the classrooms. This can be explained by the fact that there are teachers who operate in two or more schools and therefore hardly find time to organize teaching/learning aids for their lessons.

Qualitative results on use of teaching/learning aids

Results from interviews show that DOSs supervise lessons regularly and gives feedback to teachers which helps them improve their approach in the classroom including use of teaching aids. In one school the head teacher observed that *it is mostly science teachers who regularly use teaching/learning aids during lessons but most teachers of arts subjects are reluctant to use teaching aids during lessons. This compromises the quality of teaching.* This confirms that there is inadequate use of teaching/learning aids in the schools.

4.5.1.3 Class Management

Findings on class management in the schools reveal that on average, 18% of the teachers disagreed that classes are well managed in the schools, 71.3% agreed that classes are well managed and 10.7% were uncertain about class management in the schools as reflected in the Table 4.18:

Table 4.18: Opinion of the teachers on class management in the schools

| Statements | Percentage of Respondents | | | | | Total |
|---|---------------------------|------|-------------|------|-------------|------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Class Management | | | | | | |
| Teachers ensure discipline in class. | 4.9 | 0.0 | 0.0 | 41.0 | 54.1 | 100 |
| Teachers engage students in various activities during lessons. | 8.2 | 0.0 | 1.6 | 57.4 | 32.8 | 100 |
| Class is well arranged for different learning situations. | 4.9 | 8.2 | 4.9 | 63.9 | 18.0 | 100 |
| Teachers involve parents, staff and other agents appropriately. | 16.4 | 29.5 | 36.1 | 11.5 | 6.6 | 100 |
| Average response | 18 | | 10.7 | | 71.3 | 100 |

Key: 1 = Strongly Disagree 2 = Disagree 3 = Uncertain 4 = Agree 5 = Strongly Agree

(Source: Primary data from field study)

This finding indicates that teachers generally manage their classes well in the schools. Proper class management means that teacher performance in the classrooms is good. This is because teachers are well qualified and are able to handle the classes professionally besides supervision.

Opinion of student leaders on teaching/learning activities in the schools

On teaching/learning activities in the schools, findings from student leaders show that on average 68.7% of them hold that teaching/learning activities in the schools are well managed while 31.3% of them maintain that teaching/learning activities in the schools are not well managed. This means that over all, teaching/learning activities are well managed and therefore confirms teacher's opinion that classes are well managed in the schools. Summary of students' responses is presented in Table 4.19.

Table 4.19: Opinion of student leaders on teaching/learning activities in the schools

| Statements | Percentage of Respondents | | |
|--|---------------------------|-------------|------------|
| | 1 | 2 | TOTAL |
| Is time managed properly during lessons? | 57.7 | 42.3 | 100 |
| Do learners attend all lessons regularly? | 39.4 | 60.6 | 100 |
| Are teachers regular for their lessons? | 63.8 | 36.2 | 100 |
| Do teachers ensure discipline in class? | 95.7 | 4.3 | 100 |
| Are students actively involved during lessons? | 86.6 | 13.4 | 100 |
| Do teachers follow time table for lessons? | 71.8 | 28.2 | 100 |
| Do teachers attend to students' learning problems outside classes? | 66.2 | 33.8 | 100 |
| Average response | 68.7 | 31.3 | 100 |

Key: 1 = Yes, 2 = No

(Source: *Primary data from field study*)

Qualitative results on class management

Findings from interviews show that sometimes head teachers themselves directly supervise the different aspects of teaching in class. One of the head teachers had this to say: “*Personally I enter class any time even outside lessons. This keeps teachers alert first of all, to adequately organize all materials required for the lesson and secondly to ensure that lessons start on time and end on time*”. This means that supervision helps teachers to observe timeliness in their work.

4.5.2 Relationship between supervision of actual teaching activities and teacher performance in the schools

Findings on supervision of actual teaching activities and teacher performance in government aided secondary schools in Moyo District were subjected to further analysis using correlation coefficients. At 95% level of confidence, Pearson correlation coefficient of 0.784 was obtained. This result indicates that there is a significant strong positive relationship between supervision of actual teaching activities and teacher performance in government aided secondary schools in Moyo District as reflected in the Table 4.20. The relationship is statistically significant since the generated p-value (Sig.) is less than 0.05 (=0.002). Therefore improvement in supervision of actual teaching activities will lead to improved teacher performance in the schools. Similarly decline in supervision of actual-teaching activities in these schools will lead to decline in teacher performance.

Table 4.20: Correlation coefficient between supervision of actual-teaching activities and teacher performance in government aided secondary schools in Moyo District

| | | Teacher performance |
|--------------------------------|---------------------|---------------------|
| Supervision of actual teaching | Pearson Correlation | .784* |
| | Sig. (2-tailed) | .000 |
| | N | 61 |

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

Regression results for supervision of actual teaching activities and teacher performance in government aided secondary schools of Moyo District

To establish the extent to which supervision of actual teaching activities influence teacher performance, regression analysis was done. The coefficient of determination (Adjusted R²) obtained was 0.608. This means that 60.8% of the variation in teacher performance in the schools is as a result of variation in supervision of actual teaching activities. Table 4.21 presents the coefficient of determination results:

Table 4.21: *The coefficient of determination for supervision of actual teaching activities and teacher performance*

| Model | R | R Square | Adjusted R Square |
|-------|-------------------|----------|-------------------|
| 1 | .784 ^a | .615 | .608 |

a. Predictors: (Constant), Supervision of actual teaching

Hypothesis Test for Supervision of Actual Teaching Activities and Teacher Performance

To test the hypothesis and assess the overall significance of the regression model for Supervision of actual teaching activities and Teacher performance, Analysis of Variance (ANOVA) was conducted and the results are presented in the table below.

Table 4.22: *Hypothesis Test Results from F-Test (ANOVA) for supervision of actual teaching activities and teacher performance*

| ANOVA | | | | Coefficients | | |
|-------|----|---|------|-------------------------------|---|------|
| Model | Df | F | Sig. | Standardized Beta Coefficient | T | Sign |

| | | | | | | |
|------------|---|--------|-------------------|-------|-------|------|
| Regression | 1 | 94.192 | .000 ^b | 0.784 | 9.705 | .000 |
|------------|---|--------|-------------------|-------|-------|------|

a. Dependent Variable: Teacher performance

b. Predictors: (Constant), Supervision of actual teaching activities

In determining whether a regression model is significant, the decision rule is that the calculated p-value (level of significance) must be less than or equal to 0.05. Since the generated p-value of 0.000 is less than 0.05, the regression model was found to be statistically significant ($F=94.192, df = 1, p<0.05 (=0.000)$). This means that Supervision of actual teaching activities has a significant influence on Teacher performance.

Furthermore to establish whether Supervision of actual teaching activities is a predictor of Teacher performance and determine the magnitude to which Supervision of actual teaching influence Teacher performance, Standardized Beta and t Coefficients were generated. For the magnitude to be significant the decision rule is that the t value must not be close to 0 and the p-value must be less than or equal to 0.05. Since the t – value of 9.705 isn't close to 0 and $p\text{-value}<0.05 (=0.000)$, the study confirmed that Supervision of actual teaching activities is a predictor of Teacher performance. A standardized Beta coefficient of 0.784 means that every 1 unit increase in Supervision of actual teaching activities will lead to an increase of 0.784 units of Teacher performance.

Research findings from correlation analysis established that Supervision of actual teaching activities has a strong positive statistically significant relationship with Teacher performance. Findings from regression analysis further affirmed that Supervision of actual teaching activities has a significant positive influence on Teacher performance. Therefore the hypothesis that was stated that “*Supervision of actual teaching activities has no significant positive influence on teacher performance in government - aided secondary schools*” was rejected.

4.6 Supervision of post teaching activities and teacher performance

The third specific objective of this study was to find out the influence of supervision of post teaching activities on teacher performance in government aided secondary schools in Moyo District. To achieve this objective, teachers and student leaders were asked to react to a number of statements on supervision of post teaching activities and teacher performance. The outcomes of their responses are categorically presented in the tables that follow:

4.6.1 Descriptive presentation of data on supervision of post teaching activities and teacher performance in the schools

4.6.1.1 Assessment of learners

Findings on assessment of learners in the schools show that on average, 16.5% of the teachers disagreed that learners are regularly assessed and given feedback on their performance, 72.4% agreed that assessment is regularly done and feedback given while 11.0% remained uncertain of the state of assessment in the schools. The view that assessment is regularly done was also supported by the students, 61.0% of whom confirmed that they are regularly assessed and given feedback on their performance. This finding reveals that generally assessment is done but there is a gap in assessment of learners in the schools and the feedback thereof. Inadequate assessment means that teachers do not go deep into discovering the students’ learning problems which should

help them improve on how they prepare for teaching, syllabi coverage and working towards set targets within stipulated time while addressing the needs of slow learners. Therefore teachers need continuous supervision to promote regular assessment of the learners in the schools. Tables 4.23 and 4.24 present the summary of the findings from teachers and students.

Table 4.23: Opinion of teachers on assessment of learners in the schools

| Statements | Percentage of Respondents | | | | | Total |
|--|---------------------------|------|-------------|-------------|------|------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Assessment of learners | | | | | | |
| I assess students at the end of each lesson. | 6.6 | 18.0 | 11.5 | 42.6 | 21.3 | 100 |
| I give students tests at the end of every topic. | 5.0 | 13.3 | 18.3 | 48.3 | 15.0 | 100 |
| I give regular feedback to students to improve performance | 4.9 | 1.6 | 3.3 | 59.0 | 31.1 | 100 |
| Average response | 16.5 | | 11.0 | 72.4 | | 100 |

Key: 1 = Strongly Disagree 2 = Disagree 3 = Uncertain 4 = Agree 5 = Strongly Agree

(Source: Primary data from field study)

Table 4.24: Views of student leaders on assessment of learners in the schools

| Statement | Percentage | | Total |
|--|-------------|-------------|------------|
| | 1 | 2 | |
| Assessment of Learners | | | |
| Are students given assignments regularly? | 56.3 | 43.7 | 100 |
| Are students given regular tests? | 55.7 | 44.3 | 100 |
| Are students given prompt feedback on their performance? | 71.0 | 29.0 | 100 |
| Average response | 61.0 | 39.0 | 100 |

Key: 1 = Yes, 2 = No

(Source: Primary data from field study)

Qualitative Results on Assessment

Interviews with head teachers revealed that due to supervision of post teaching activities, teachers show commitment to setting and marking two examinations every term at the beginning and end of the term and give regular tests, class exercises and assignments are to students. One head teacher observed that *there is also timely marking and corrections for students which help the students learn better*. BOG chair persons confirmed that due to supervision, teachers are able to follow assessment programs set by the schools. This suggests that supervision encourages teachers to carry out their responsibilities in the schools and therefore should be reinforced.

4.6.1.2 Maintaining records

Data obtained shows that 7.2% of the respondents disagreed that records are well maintained, 4.4% were uncertain, while 88% agreed that records are well maintained as seen in Table 4.25. This means that teachers generally maintain records well in the schools. Therefore teachers have the data to enable them keep track of weak students for assistance, track syllabi coverage and meet set targets as planned. Teachers are therefore capable of high performance in the schools.

Table 4.25: Opinion of the teachers on maintaining records of progress in the schools

| Particulars | Percentage of Levels | | | | | |
|--|----------------------|-----|------|------|------|-------|
| Maintaining records of progress | 1 | 2 | 3 | 4 | 5 | Total |
| I always keep records of lessons taught. | 3.3 | 5.0 | 5.0 | 58.3 | 28.3 | 100 |
| I keep up to date records of students' class attendance. | 5.0 | 1.7 | 8.3 | 56.7 | 28.3 | 100 |
| I keep records of all examinations and tests. | 5.0 | 1.7 | 0.0 | 45.0 | 48.3 | 100 |
| Average response | 7.2 | 4.4 | 88.3 | | | 100 |

Key: 1 = Strongly Disagree 2 = Disagree 3 = Uncertain 4 = Agree 5 = Strongly Agree

(Source: *Primary data from field study*)

Qualitative results on record maintenance

The head teachers generally observed that supervision has helped to improve records maintenance in the schools. In one school, the head teacher pointed out that *the DOS prepares monthly summary of students' attendance and teachers' lesson attendance while individual teachers keep assessment records and records of work in their subject areas*. This helps in managing syllabus coverage in the schools. In the same vein BOG chair persons confirmed that due to supervision, teachers are made more vigilant in record keeping especially assessment records, class attendance and record of work covered that are commonly demanded during supervision. These findings all point to the positive influence of supervision on teacher performance.

4.6.1.3 Remedial teaching

On remedial teaching, on average 19.3% of the teachers disagreed that remedial teaching is well managed in the schools, 13.1% expressed uncertainty and 67.6% agreed that remedial teaching is well managed in the schools. This finding shows that teachers are rather reluctant to participate in remedial teaching, and therefore slow learners are not given adequate attention to enable them cope with the fast learners in the schools, hence the poor results in national examinations. Laxity in remedial teaching is due to teachers operating in two or more schools, thus failing to find time for extra lessons to cater for weak students. The opinion of teachers on remedial teaching in the schools is reflected in Table 4.26 below:

Table 4.26: *Opinion of the teachers on remedial teaching in the schools*

| Statement | Percentage of Respondents | | | | | Total |
|-------------------|---------------------------|---|---|---|---|-------|
| | 1 | 2 | 3 | 4 | 5 | |
| Remedial teaching | | | | | | |

| | | | | | | |
|---|-------------|-------------|-------------|------------|------|-----|
| I plan remedial teaching for slow learners in my class. | 8.2 | 16.4 | 23.0 | 41.0 | 11.5 | 100 |
| The school encourages remedial teaching. | 4.9 | 11.5 | 4.9 | 52.5 | 26.2 | 100 |
| Remedial teaching helps slow learners catch up. | 3.3 | 6.7 | 6.7 | 45.0 | 38.3 | 100 |
| Students willingly respond for remedial teaching. | 9.8 | 16.4 | 18.0 | 41.0 | 14.8 | 100 |
| Average response | 19.3 | 13.1 | 67.6 | 100 | | |

Key: 1 = Strongly Disagree 2 = Disagree 3 = Uncertain 4 = Agree 5 = Strongly Agree

(Source: *Primary data from field study*)

Qualitative results on remedial teaching

Interviews revealed that to some extent, teachers are able to conduct remedial teaching mainly because of supervision. However, a good number of the teachers do not pay attention to remedial exercises except when the schools make special arrangements for remedial teaching and attach monetary rewards. This means that remedial teaching is inadequate in the schools and a lot has to be done to enforce remedial teaching in the schools.

4.6.2 Relationship between supervision of post teaching activities and teacher performance

Correlation analysis was conducted to establish the relationship between supervision of post teaching activities and teacher performance and correlation coefficient of 0.701 was obtained as presented in Table 4.27. The relationship is statistically significant since the generated p-value (Sign) is less than 0.05 ($=0.002$). This means that improvement in supervision of post teaching activities will lead to improvement in teacher performance in the schools. Similarly decline in supervision of post teaching activities in these schools will lead to decline in teacher performance.

Table 4.27: Correlation coefficient between supervision of post teaching activities and teacher performance in government aided secondary schools in Moyo District

| | | Teacher Performance |
|---|---------------------|---------------------|
| Supervision of post teaching activities | Pearson Correlation | .701* |
| | Sig. (2-tailed) | .000 |
| | N | 61 |

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

Regression results for supervision of post teaching activities and teacher performance in the schools

Regression analysis to determine the extent to which supervision of post teaching activities influences teacher performance in the government aided secondary schools yielded a coefficient of determination (Adjusted R^2) of 0.483. This means that 48.3% of the variation in teacher performance in the schools is as a result of variation in supervision of post teaching activities.

Table 4.28 below presents the results of the coefficient of determination.

Table 4.28: Coefficient of determination results for supervision of post teaching activities and teacher performance

| Model | R | R Square | Adjusted R Square |
|-------|-------------------|----------|-------------------|
| 1 | .701 ^a | .491 | .483 |

a. Predictors: (Constant), Supervision of post teaching activities

Hypothesis Test Results for Supervision of Post Teaching Activities and Teacher Performance

To test the hypothesis and assess the overall significance of the regression model for Supervision of Post teaching Activities and Teacher Performance, Analysis of Variance (ANOVA) was conducted and the results are presented in the table below.

Table 4.29: Hypothesis Test results from F-Test (ANOVA) for supervision of post teaching activities and teacher performance

| ANOVA | | | | Coefficients | | |
|------------|----|--------|-------------------|-------------------------------|-------|------|
| Model | Df | F | Sig. | Standardized Beta Coefficient | T | Sign |
| Regression | 1 | 56.988 | .000 ^b | 0.701 | 7.549 | .000 |

a. Dependent Variable: Teacher performance

b. Predictors: (Constant), Supervision of post teaching activities

In determining whether a regression model is significant, the decision rule is that the calculated p-value (level of significance) must be less than or equal to 0.05. Since the generated p-value of 0.000 is less than 0.05, the regression model was found to be statistically significant ($F=56.988$, $df = 1$, $p<0.05$ ($=0.000$)). This means that Supervision of post teaching activities has a significant influence on Teacher performance.

Furthermore to establish whether Supervision of post teaching activities is a predictor of Teacher performance and determine the magnitude to which Supervision of post teaching activities influence Teacher performance, Standardized Beta and t Coefficients were generated. For the magnitude to be significant the decision rule is that the t value must not be close to 0 and the p-value must be less than or equal to 0.05. Since the t – value of 7.549 isn't close to 0 and $p\text{-value}<0.05$ ($=0.000$), the study confirmed that Supervision of post teaching activities is a predictor of Teacher performance. A standardized Beta coefficient of 0.701 means; every 1 unit increase in Supervision of post teaching activities will lead to an increase of 0.701 units of Teacher performance.

Research findings from correlation analysis established that Supervision of post teaching activities has a strong positive statistically significant relationship with Teacher performance. Findings from regression analysis further affirmed that Supervision of post teaching activities has a significant positive influence on Teacher performance. Therefore the hypothesis that was stated that *“Supervision of post teaching activities has no significant positive influence on teacher performance in government - aided secondary schools”* was rejected.

CHAPTER FIVE

SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes findings from the study, discusses the findings, draws conclusions on the findings and gives recommendations on how to improve teacher performance in government aided secondary schools, all in answer to the study objectives spelt out in chapter one.

5.2 Summary of findings

The summary from the findings of the study are presented below:

5.2.1 Relationship between supervision of pre-teaching activities and teacher performance in government aided secondary schools in Moyo District

The study found out that there is a weak but significant positive relationship between supervision of pre- teaching activities and teacher performance in government aided secondary schools in Moyo District. At 95% level of confidence, Pearson Correlation coefficient of 0.397 was obtained, confirming that there is a weak positive relationship between supervision of pre- teaching activities and teacher performance in the government aided secondary schools. However the relationship is statistically significant since the generated p-value (Sign) is less than 0.05 (=0.002) meaning that improvement in supervision of pre-teaching activities in these schools will lead to improvement in teacher performance and decline in supervision of pre-teaching activities in these schools will lead to decline in teacher performance.

The study also found out that supervision of pre-teaching activities has significant influence on teacher performance in government aided secondary schools in the district. The coefficient of determination (r^2) of 0.143 was obtained, meaning that 14.3% of the variation in teacher performance in the schools is as a result of variation in supervision of pre-teaching activities. The regression model further confirmed that Supervision of pre-teaching activities has a statistically significant influence on Teacher performance ($F=11.046$, $df = 1$, $p<0.05$ (=0.002)).

Qualitative findings revealed that due to supervision, teachers generally prepare schemes of work but most teachers do not prepare lesson plans. Schools provide teaching / learning aids but are mostly used in science lessons while teachers of arts subjects are quite reluctant in using teaching/learning aids.

5.2.2 Relationship between supervision of actual-teaching activities and teacher performance in government aided secondary schools in Moyo District

The study established that there is a significant strong positive relationship between supervision of actual teaching activities and teacher performance in government aided secondary schools in Moyo District with Pearson correlation coefficient (r) of 0.784. This means that any improvement in supervision of actual teaching activities will lead to a great improvement in teacher performance in the schools. At the same time the coefficient of determination (r^2) was found to be 0.608, indicating that 60.8% of the variation in teacher performance in the schools is as a result of variation in supervision of actual teaching activities. This means that supervision of actual teaching activities has a great positive influence on teacher performance.

Qualitative findings revealed that Lessons are mostly observed by DOS and the deputy head teachers. Head teachers do not have the time to regularly supervise teaching due to heavy work load and their tight schedule. Supervision by the BOG is inadequate due to lack of time and transport difficulty. However supervision fosters teachers' preparedness for teaching, improves syllabus coverage and leads teachers to become more conscious and timely in responding to their responsibilities.

5.2.3 Relationship between Supervision of post - teaching activities and teacher performance in government aided secondary schools in Moyo District

Findings from the study revealed that there is a significant strong positive relationship between supervision of post teaching activities and teacher performance in the government aided secondary schools in Moyo District. Pearson correlation coefficient of 0.701 was obtained. This shows that any improvement in supervision of post teaching activities will bring about much improvement in teacher performance in the schools.

The study also found that supervision of post teaching activities has a considerable positive influence on teacher performance in the schools. A coefficient of determination value of 0.483 (48.3%) was obtained, indicating that 48.3% of the variation in teacher performance in the schools is as a result of variation in supervision of post teaching activities. This means that supervision of post teaching activities has a significant positive influence on teacher performance.

Qualitative findings discovered that due to supervision, teachers are committed to regular assessment of learners and follow assessment programs set by the schools. There is improved records maintenance which in turn helps in managing syllabus coverage and to some extent supervision influences teachers to conduct remedial teaching, but a good number of the teachers do not pay attention to remediation. Therefore, remedial teaching is inadequate in the schools.

5.3 Discussions

5.3.1 Influence of supervision of pre-teaching activities on teacher performance in government aided secondary schools in Moyo District

The first specific objective of this study was to find out the influence of supervision of pre-teaching activities on teacher performance in government aided secondary schools in Moyo District. Pre-teaching activities focused on schemes of work preparation, lesson plan preparation and organization of teaching/learning aids. Findings reveal that there is a weak but significant positive relationship between supervision of pre-teaching activities and teacher performance in government aided secondary schools in Moyo District (Pearson correlation coefficient of 0.397). Pearson correlation coefficient of 0.397 means that the relationship between supervision of pre-teaching activities and teacher performance is positive but weak and therefore improvement in supervision of pre-teaching activities will lead to a slight improvement in teacher performance. This could be

attributed to the fact pointed out by Firestone and Rosenblum (1988); Cagri (2013); that teaching necessitates passion, dedication and commitment and that commitment results from job satisfaction. For teachers to perform well, they must feel satisfied with their job. This implies that teacher performance is not determined by supervision alone but also by other factors such as level of commitment and job satisfaction. Thus schools have a duty to create conducive working condition alongside adequate supervision that enhances the teachers' job satisfaction for better performance. This supports findings by Nakpodia (2011) who in a study to investigate the dependent outcome of teacher performance in secondary schools in Delta State, Nigeria, discovered that teacher performance in secondary schools is significantly dependent on the capacity of the principals to effectively conduct adequate and valuable supervision.

This study found that coefficient of determination (r^2) was 0.143, meaning that only 14.3% of the variation in teacher performance in the schools is as a result of variation in supervision of pre-teaching activities. This maintains that supervision of pre-teaching activities has a significant positive influence on teacher performance. This implies that the hypothesis that “*supervision of pre-teaching activities has no significant positive influence on teacher performance in Government aided secondary schools*” is rejected. The positive value of the coefficient of determination is an indication that as supervision of pre-teaching activities increases, teacher performance also improves. This finding relates with findings of a previous study conducted to investigate the principals' roles in teaching supervision in selected schools in Perak, Malaysia by Nek, Jamal and Ishak (n.d); which established that the effectiveness of principals' supervisions is correlated with curriculum implementation, teaching materials preparation and the improvement of teacher's professionalism; which also agrees with the argument of Adeogun (2001), that effective teaching cannot take place in the classroom if the basic instructional resources are not present. School

administration should therefore ensure timely and adequate provision of instructional resources including teaching aids to boost the performance of teachers in the schools. However, Stewart et al (2011) emphasizes the importance of goal setting prior to supervision. He observes that one –to – one goal discussion with the supervisor helps the teachers understand their professional demands. Supervisors should be able to jointly set goals with the teachers so that teachers are made aware of what is expected of them in order to perform highly. Supervision should therefore base on set goals for effective evaluation of performance. This agrees also with Role Theory as developed from the contributions of Getzels and Guba (1957) which emphasizes specific defined role for every individual within a social system with specific expectations which influence the way an individual behaves and performs within the system. It is the duty of School administration and management to clearly define roles and expectations to individual teachers and play their supervisory role to enhance teacher performance which has remained a public concern in the district.

5.3.2 Influence of supervision of actual teaching activities on teacher performance in government aided secondary schools in Moyo District

The second specific objective of this study was to establish the influence of supervision of actual teaching activities on teacher performance in government aided secondary schools in Moyo District. Findings revealed that there is a strong significant relationship between supervision of actual teaching activities and teacher performance in government aided secondary schools in Moyo District given by Pearson correlation coefficient of 0.784. The strong positive correlation means that improving supervision of actual teaching activities leads to great improvement in teacher performance in the schools. This finding is coherent with the study findings by Sule, Arop and Alade (2012) whose study to investigate principals' classroom visitation and inspection and

teachers' job performance in Akwa – Ibo State, Nigeria, found that principals' classroom visitation strategy and inspection of lesson notes strategy each significantly influence teachers' job performance. This means that for teachers to perform well in teaching, school heads must regularly visit the classrooms and observe lessons. This also agrees with findings by Sule, Ameh, & Egbai (2015) who in a study to investigate instructional supervisory practices and teachers' role effectiveness in public secondary schools in Calabar South Local Government Area of Cross River State, Nigeria, established that there is a significant positive relationship between instructional supervisory practice of classroom observation and teachers' role effectiveness.

The finding is further supported by Dangara (2015) who in a study to examine the impact of instructional supervision on academic performance of secondary school students in Nasarawa State, Nigeria, found that regular instructional supervision by checking students' note books, classroom visitation by school administrators, checking teachers' lesson plans and inspection of teachers' record keeping have significant correlation with teachers' performance and students' academic achievement in secondary schools. This is supported by the views of Peretomode (2001) who argues that for teachers to perform their teaching duties effectively, the principals should always check their lesson notes to ascertain the effectiveness of content coverage and compel teachers to give the best to the learners in the classroom; which is also in agreement with findings by Ekpoh and Eze (2015) whose study to investigate the relationship between principals' supervisory techniques and teachers' job performance in Ikom Education Zone of Cross River State, Nigeria, found that there is a significant relationship between principals' supervisory techniques and teachers' job performance. This means that schools should ensure regular and close supervision of the different aspects of the teachers' roles in order to achieve high teacher performance.

However, Nzabonimpa (2011) in his study to examine the influence of secondary school head teacher's general and instructional supervisory practices on teachers' work performance in secondary schools in Entebbe Municipality, Wakiso District, Uganda, found that head teachers' supervision by checking teachers' pedagogic documents, teachers' attendance books and students' lesson notes does not have much influence on teachers' work performance. This means that it is not enough for the head teacher to monitor performance from outside through alternative means. Head teachers should spare time to supervise teachers personally during classroom instruction for better performance.

The study findings also revealed coefficient of determination (r^2) to be 0.608, indicating that 60.8% of the variation in teacher performance in the schools is as a result of variation in supervision of actual teaching activities. This means that supervision of actual teaching activities has a significant positive influence on teacher performance. Therefore the hypothesis which states that "*Supervision of actual teaching activities has no positive influence on teacher performance in government - aided secondary schools*" is rejected. The positive influence means that if supervision of actual teaching activities improves, teacher performance in actual teaching will also improve. Head teachers should devote time for classroom supervision and give feedback to teachers so as to help them identify their weaknesses and improve their performance for the greater benefit of the learners. This is consistent with the argument by Sule, Ameh, and Egbai (2015) in their study on instructional supervisory practices and teachers' role effectiveness in public secondary schools in Calabar South Local Government Area of Cross River State, Nigeria, that if teachers are not well supervised, effectiveness in instruction will be adversely affected and the instructional purposes will not be well realized. It further confirms findings by Oye (2009) in a study on perceived influence of supervision on teachers' classroom performance in Ijebu – North

Education Zone of Ogun State, Nigeria, which revealed that interaction between teachers and instructional supervisors to a great extent influences teachers' classroom performance. Therefore, the wanting performance of teachers presented in the problem statement requires intensive supervision of teachers so that improvement in their performance will lead to improved overall school performance which the public is concerned about.

Qualitative findings revealed that Lessons are mostly observed by DOSs and the deputy head teachers. Head teachers do not have the time to regularly supervise teaching due to heavy work load. This finding is related to the findings by M'Mburugu (2014) in a study on institutional factors influencing head teachers' instructional supervision practices in public primary schools in Laikipia East District, Kenya; which ruled head teachers' work load as the most significant factor affecting head teachers' instructional supervision in the schools. This is in agreement with findings by Wawira (2012) who in his study on head teachers' characteristics influencing instructional supervision in public primary schools in Kasarani District, Kenya, established that doubling tasks was a challenge to many head teachers in carrying out instructional supervision as they get overwhelmed. These findings confirm that overwhelming work load affects head teachers' supervision in all school contexts, hence the need to relax head teachers' workload to allow time for instructional supervision which is crucial in enhancing teacher performance in schools.

5.3.3 Influence of supervision of post teaching activities on teacher performance in government aided secondary schools in Moyo District

The third specific objective for this study was to find out the influence of supervision of post-teaching activities on teacher performance in government - aided secondary schools in Moyo District. Analysis and interpretation of the data collected obtained from the study showed that there is a significant strong positive relationship between supervision of post teaching activities and

teacher performance in the government - aided secondary schools in Moyo District, with Pearson correlation coefficient of up to 0.701. This means that any improvement in supervision of post teaching activities will bring about much improvement in the performance of the teachers.

The study also found that coefficient of determination (r^2) for supervision of post teaching activities and teacher performance is 0.483, an indication that 48.3% of the variation in teacher performance in the schools is as a result of variation in supervision of post teaching activities. This means that supervision of post-teaching activities (assessment, record keeping and remedial teaching) has a positive influence on teacher performance; which means the hypothesis that *“supervision of post teaching activities has no significant positive influence on teacher performance in government aided secondary schools”* is rejected. If assessment of learners, record keeping and remedial teaching are well supervised, teachers will perform better in the schools. This finding is supported by Sule, Odu, Nkama, and Adeyeni (2012) who in a study to relate teachers’ record keeping and teachers’ job performance in Cross River State Secondary Schools, Nigeria, found that principal’s inspection of record keeping strategy significantly influenced teachers’ job performance. The finding is also compatible with findings by Selvarajan, and Vasanthagumar (2012) in a study to establish the impact of remedial teaching on improving the competencies of low achieving students in Mannar District of Sri Lanka, which discovered that implemented remedial program was effective with recovering 94% of students in language and 93% of students in mathematics. This suggests that remedial teaching has a positive and significant effect on students’ achievement which in turn reflects better teacher performance; and further agrees with the views of Apenteng (2012) that supervision has a direct effect on staff performance since tasks and responsibilities are clearly assigned to individuals for performing activities; which is also in line with Role theory that every individual within a social system has a defined role and

each role has expectations that influence the way an individual behaves and performs within the social system. Thus supervision of clearly defined tasks such as assessment of learners, keeping records and remedial teaching will lead to improved teacher performance in the schools.

5.4 Conclusions

5.4.1 The first specific objective of this study was to find out the influence of supervision of pre-teaching activities on teacher performance in government aided secondary schools in Moyo District. In line with this objective and considering the findings that there is a weak but significant positive relationship between supervision of pre-teaching activities and teacher performance in government aided secondary schools in Moyo District; and that supervision of pre-teaching activities has influence on teacher performance in government aided secondary schools in the district; and incorporating the qualitative findings that due to supervision, teachers generally prepare schemes of work but most teachers do not prepare lesson plans, and schools provide teaching / learning aids but are mostly used in science lessons while teachers of arts subjects remain reluctant to use teaching/learning aids; and in light of the discussion that the contribution of supervision to teacher performance cannot be under estimated but that teaching necessitates passion, dedication and commitment and that commitment results from job satisfaction and for teachers to perform well, they must feel satisfied with their job; it is logical to conclude that supervision of pre-teaching activities has a significant positive influence on teacher performance (at 14.3%). Hence 14.3% of the variation in teacher performance in the government aided secondary schools can be attributed to variation in the level of supervision of pre-teaching activities. It is therefore important that attention be paid to supervision while at the same time addressing the other factors that have greater influence on the performance of teachers in the schools.

5.4.2 The second specific objective of this study was to establish the influence of supervision of actual teaching activities on teacher performance in government aided secondary schools in Moyo District. Basing on this objective and in line with the findings that there is a significant strong positive relationship between supervision of actual teaching activities and teacher performance in government aided secondary schools in Moyo District; and that 60.8% of the variation in teacher performance in the schools is as a result of variation in supervision of actual teaching activities in the schools; and taking into account the qualitative findings that lessons are mostly observed by DOSs and the deputy head teachers because head teachers do not have the time to regularly supervise teaching due to heavy work load and their tight schedule; recognizing however that supervision fosters teachers' preparedness for teaching, improves syllabus coverage and leads teachers to become more conscious and timely in responding to their responsibilities; and in light of the discussion that generally agree that supervision of actual teaching leads to better teacher performance, but that head teachers' supervision by checking teachers' pedagogic documents, teachers' attendance books and students' lesson notes does not have much influence on teachers' work performance and that it is not enough for the head teacher to monitor performance from outside through alternative means but should spare time to supervise teachers personally during classroom instruction for better performance; it is logical to conclude that supervision of actual teaching activities has a great positive influence on teacher performance in government aided secondary schools (up to 60.8%). Hence teacher performance in government aided secondary schools will be enhanced if the level of supervision of the various aspects of actual teaching improves. It is therefore important for the school administration and management to intensify supervision of actual teaching so as to improve teacher performance in the schools which will result in better students' achievements desired by the public.

5.4.3 The third specific objective for this study was to find out the influence of supervision of post-teaching activities on teacher performance in government - aided secondary schools in Moyo District. In line with this objective and considering the study findings that there is a significant strong positive relationship between supervision of post teaching activities and teacher performance in the government - aided secondary schools in Moyo District; and that 48.3% of the variation in teacher performance in government aided secondary schools in Moyo District is a result of variation in supervision of post teaching activities; incorporating the qualitative findings that due to supervision, teachers are committed to regular assessment of learners, there is improved records maintenance but a good number of teachers do not pay attention to remediation and remedial teaching is inadequate in the schools; in light of the discussion which supports that supervision of post-teaching activities has a positive influence on teacher performance and improvement in supervision will lead to better teacher performance in the schools; it can be logically concluded that supervision of post teaching activities has a positive moderate influence on teacher performance (by 48.3%) in government aided secondary schools. Hence teacher performance in government aided secondary schools is also dependent on the level of supervision of post teaching activities. Therefore teacher performance will be enhanced if supervision of post teaching activities improves.

5.5 Recommendations

5.5.1 The first specific objective of this study was to find out the influence of supervision of pre-teaching activities on teacher performance in government aided secondary schools in Moyo District. In line with this objective and considering the conclusion that supervision of pre-teaching activities has a significant positive influence on teacher performance (14.3%) and that teacher performance in government aided secondary schools can be partly attributed to the level of

supervision of pre-teaching activities, therefore attention be paid to supervision as well as identifying and addressing the other factors that have greater influence on the performance of teachers in the schools; it is recommended that management of government aided secondary schools should carry out supervision and at the same time endeavor to find out and address the other factors affecting teacher performance and ensure conducive working condition for teachers to create job satisfaction so that teachers may be able to concentrate on their mother schools and improve their performance in the schools.

5.5.2. The second specific objective of this study was to establish the influence of supervision of actual teaching activities on teacher performance in government aided secondary schools in Moyo District. Basing on this objective and considering the conclusion that supervision of actual teaching activities has a great positive influence on teacher performance in government aided secondary schools (up to 60.8%). Hence teacher performance in government aided secondary schools will be enhanced if the level of supervision of the various aspects of actual teaching improves, and that it is important for the school administration and management to intensify supervision of actual teaching so as to improve teacher performance in the schools which will result in better students' achievements desired by the public; it is recommended that head teachers in the government aided secondary schools should spare time and in person conduct regular supervision of actual teaching in class and provide feedback to teachers to help them discover their areas of weaknesses and make adjustments for better performance in the schools.

5.5.3. The third specific objective for this study was to find out the influence of supervision of post-teaching activities on teacher performance in government - aided secondary schools in Moyo District. In line with this objective and considering the conclusion that supervision of post teaching activities has a positive moderate influence on teacher performance (by 48.3%) in government

aided secondary schools. Hence teacher performance in government aided secondary schools is also dependent on the level of supervision of post teaching activities; therefore teacher performance will be enhanced if supervision of post teaching activities improves, it is recommended that Ministry of Education and Sports should organize regular workshops and seminars for head teachers to equip them with supervision skills in order to carry out effective and adequate supervision of teachers and in order to improve teacher performance.

5.6 Limitations of the Study

This study was limited to investigating government aided secondary schools in Moyo District only and left out the private secondary schools in the district that could provide useful information to enrich the study as well as other districts in the region yet the outcry on teacher performance cuts across both the government aided and the private schools in the region.

The study only investigated the influence of supervision of teaching on teacher performance in the government aided secondary schools yet there are several factors that influence teacher performance.

The study was also restricted to the period from 2010 – 2015 in assessing performance but the performance issue continues to persist to date.

5.7 Contributions of the study

The following contributions have been made by this study:

- The study brought out that lessons in government aided secondary schools are mostly observed by DOSs and the deputy head teachers. Head teachers do not have the time to regularly supervise teaching due to heavy work load.

- The study also discovered that due to supervision, teachers generally prepare schemes of work but most teachers do not prepare lesson plans.
- The study also brought out that schools provide teaching / learning aids but they are mostly used in science lessons while teachers of arts subjects are quite reluctant in using teaching/learning aids.

5.8Areas of further studies

- This study focused investigation of supervision and teacher performance in Moyo District. Other studies could consider investigating other districts.
- This study looked at supervision of teaching and teacher performance in government aided secondary schools. Therefore other studies could investigate the private secondary schools.
- The study looked at the influence of supervision of teaching on teacher performance, other studies could consider investigating other factors influencing teacher performance.
- This study used the cross-sectional research design. Other studies could used other study designs to investigate the problem.

REFERENCES

- Adebisi, J.F. (2013). *Time Management Practices and its Effects on Business Performance*. Canadian Social Science. Vol.9, No.1, 2013 pp. 165 -168.DOI: 10.3968/j.css.1923669720130901.2419
- Adeogun, A.A. (2001). *The Principal and the Financialmanagement of Public Secondary Schools in Osu State*. Journal of Education System and Development.5 (1), pp. 1- 10.
- Aggarwal, J.C. (2003). *Principles, Methods & Techniques of Teaching*.(Revised Ed.). New Delhi: Vikas Publishing House Private Limited.
- Aldaihani, S.G. (2017). *Effect of Prevalent Supervisory Styles on Teaching Performance in Kuwaiti High Schools*.Asian Social Science. Vol.13, No.4, 2017 ISSN 1911 -2017 E-ISSN 1911 -2025
- Amin, M.E. (2005). *Social Science Research: Concepts, Methodology & Analysis*. Uganda: Makerere University.
- Apenteng, J.O. (2012). *The Effect of Supervision on Staff Performance in Ga South Municipal Education Directorate*.Unpublished Masters' Dissertation. Ghana: Kwame NkrumahUniversity of Science and Technology.
- Ayandoja, A.C., Aina, B.C. &Idowu, A.F. (2017).*Academic Supervision as a Correlate of Students' Academic Performance in Secondary Schools in Ekiti State*,

- Nigeria*. International Journal of Educational Policy Research and Review. Vol.4(1) PP. 8 – 13 January, 2017. <http://dx.doi.org/10.15739/IJEPRR.17.002> ISSN: 2360 – 7076 Available on Line at <http://www.journalissues.org/IJEPRR/>
- Awiti, J.A. & Raburu, P. (2015). *Influence of Head Teachers' Supervision of Teacher Curriculum Development on Provision of Quality Education in Secondary Schools in Kenya*. International Journal of Science and Research ISSN: 2319 – 7064 Index copernicus value (2013): 6.14/ Impact factor (2013): 4.438
- Ayeni, A.J. (2012). *Assessment of principals' supervisory roles for quality assurance in secondary schools in Ondo State, Nigeria*. Vol.2, No.1, Feb. 2012. URL: <http://dx.doi.org/10.5430/wje.v2n1p62>
- Babbie, E. (2007). *The Practice of Social Research*. (11th Ed.). USA: Wadsworth Cengage
- Badi, R.V. (2006). *Human Resource Management*. Delhi: Vrinda Publications Private Limited.
- Barge, J.D. (2014). *Teacher Assessment on Performance Standard 2: Instructional Planning*. Georgia Department of Education. <https://www.gadoe.org/.../Teacher.../QG%20-%20TKES%20-%20TAPS202%20inst>
- Bello, S. (2012). *Impact of School Supervision on Management of Primary Schools in Northern Kaduna State*. Unpublished Master's Dissertation. Ahmadu Bello University, Zaria – Nigeria.
- Best, W.J. & Kahn, V.J. (2006). *Research in Education*. New York: Pearson Education.
- Betts, P.W. (2000). *Supervisory Management*. (7th Ed). England: Pearson Education Limited.
- Borden, D. (2013). *Class Room Management: Research for Beginning Teachers*. Master's Research Project. The Ever Green State College.

Bordens, K.S. & Abbott, B.B. (2008). *Research Design and Methods*. (7th Ed.). New York: McGraw Hill.

Briddle, B.J. (1986). Recent Developments in Role Theory. Center for Research in Social Behaviour. Columbia: University of Missouri.

Retrieved: 6th June, 2017 from: www.annualreviews.org

Cagri, T.M. (2013). *Commitment to School and Students*. International Journal of Academic Research in Business and Social Sciences. Vol.3, No.1 ISSN: 2222 – 6990

Calderon, M.T.F. (n.d). Effective Classroom Management.

Chaleunvong, K. (2009). *Data Collection Techniques. Training Course in Reproductive Health Research. Vientiane.*

Chanda, D.H., Phiri, S.N.A. & Nkosha, D.C. (n.d). *Teaching and Learning Materials Analysis and Development* Coe, R., Aliosi, C., Higgins, S. & Lee, E.M. (2014). *What Makes Great Teaching? Review of the Underpinning in Basic Education*. UNESCO Basic Education Capacity Building Project, Training kits for local NGOs.

Chifwepa, V. (n.d). *Managing Records at School Level*. Retrieved: 20/06/2017 from: www.adeanet.org/adea/downloadcenter/NESIS/E-records-021065.pdf The Sutton Trust: Durham University.

Corbin, J. & Strauss, A. (2008). *Basics of Qualitative Research*. UK: Sage Publications Inc.

Creswell, J.W. (2014). *Research Design: Qualitative, Quantitative and Mixed Approaches*. (4th Ed.). New Delhi: Sage.

- Crosswell, L. (2006). *Understanding Teacher Commitment in Times of Change*. Doctor of Education Thesis, Queensland University of Technology. Unpublished.
- Dangara, U.Y. (2015). *The Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State, Nigeria*. Journal of Education and Practice. ISSN 2222 – 288x (on line) Vol.6, No.10, 2015.
- Dasaradhi, K., Rajeswari, C.S.R., &Badarinath, P.V.S. (2016).30 Methods to Improve Learning Capability in Slow Learners.International Journal of English Language, Literature and Humanities.Vol. IV, Issue II, February 2016 ISSN 2321- 7065.
- Dunbar, C. (2004). *Best Practices in Classroom Management*.Michigan State University.
<http://outreach.msu.edu>
- Ekpoh, U.I. &Eze, G.B. (2015).*Principals' Supervisory Techniques and Teachers' Job Performance in Secondary Schools in Ikom Education Zone, Cross River State, Nigeria*.British Journal of Education Vol.3, No.6, PP. 31 – 40, June 2015.
- Ezewu, E. (2000). *Sociology of Education*. Nigeria: Longman Education Texts.
- Firestone &Rosenblum, (1988) In: Cagri, T.M. (2013). *Commitment to School and Students*.International Journal of Academic Research in Business and Social Sciences. Vol.3, No.1ISSN: 2222 – 6990 New York: McGraw Hill Irwin.
- Flick, U. (2013).*The Sage Hand Book of Qualitative Data Analysis*. New Delhi: Sage.
- Gravetter, F.J. &Forzano, L.B. (2009).*Research Methods for the Behavioural Sciences*. (3rd Ed.). Canada: Wadsworth Cengage Learning.
- Hale, J. (2004). *Performance-Based Management: What Every Manager Should Do to Get Results*. San Francisco: Pfeiffer.

- Heale, R. & Twycross, A. (2015). *Validity and Reliability in Quantitative Studies*. Research Gate. <https://www.researchgate.net/publication/280840011>
- Hemed, M. (2015). *Cross- Sectional Studies: Training Course in Sexual and Reproductive Health Research*. Geneva.
- Hersey, P., Blanchard, K.H. & Dewey, E.J. (2002). *Management of Organizational Behaviour: Leading Human Resources*. 8th Ed. New Delhi: Prentice Hall.
- Hoojqan, A.R., Gharamani, J., & Ali, S.S. (2015). *The Effect of Educational Supervision on Improving Teacher's Performances in Guidance Schools of Marand*. *Indian Journal of fundamental and Applied Life Sciences*. ISSN: 2231 – 6345 (online). An Open Access, online International Journal Available at www.cibtech.org/sp.ed./jls/2015/02/jls.htm
- Hulley, B.S., Cummings, S.R., & Newman, T.B. (n.d). In: Study Designs. Cross Sectional Design. Pdf
- Ibraheem, T.O. (n.d). *Importance of Record Keeping in Schools*. www.ilorin.info/klisubeb/records-keeping-kwara-state-schools/importance-of-record-keeping-in-schools.pdf
- Igu, N.C.N., Ogba, F.N. & Igwe, I.O. (2014). *Effects of Instructional materials on Students' Achievement in Social Studies in Lower Basic Education in Nigeria*. *International Conference on 21st Century Education at Dubai Knowledge Village – 2014*, Vol. 2, No. 1, Dubai, UAE ISSN: 2330 – 1236.
- Ikegbusi, N.G. & Eziamaka, C.N. (2016). *The Impact of Supervision of Instruction on Teachers' Effectiveness in Secondary Schools in Nigeria*. *International Journal of Advanced Research in Education and Technology (IJARET)* Vol.3, Issue 3, (July – September

2016) ISSN: 2394 – 2975 (on line).

Ivankova, N.V., Creswell, J.W. & Clark, V.L.P. (2014). *Foundations and Approaches to Mixed methods Research. In: First Steps in Research.* (Revised Ed.). Pretoria: Van Schaik Publishers.

Jarrar, E.T.M. (2014). The Impact of Remedial Classes on the Performance of the Fourth Grade Low Achievers in English in Public Schools in Ramallah District. Unpublished Master's Thesis. An – Najah National University, Bablus, Palestine.

Jeanne, J. (1998). *Contemporary Criticisms of Role Theory.* *Journal of Occupational Science*, August 1998, Vol.5, No.2, pp. 49 – 55.

Katz, D. & Kahn, R.L. (1978). *The Social Psychology of Organizations* (2nd Ed), New York: Wiley.

Keller, J. (1997). In: Jeanne, J. (1998). *Contemporary Criticisms of Role Theory.* *Journal of Occupational Science*, August 1998, Vol.5, No.2

Kimberlin, C.L. & Winterstein, A.G. (2008). *Validity and Reliability of Measurement Instruments Used in Research.* *American Society of Health System Pharmacists, Inc.* Vol.65 Dec 1, 2008. DOI: 10.2146 / ajhp070364

Kimosop, S. (2015). *Teacher Preparedness for Effective Classroom Instruction of the Secondary School Christian Religious Education Curriculum in Kenya.* *International Journal of Scientific Research and Innovative Technology.* ISSN: 2313 – 3759 Vol. 2, No. 12; December 2015.

Kothari, C. R. & Garg, G. (2014). *Research Methodology: Methods and Techniques.* 3rd Ed. New Delhi: New Age International Publishers.

- Koul, L.(2006). *Methodology of Educational Research*.(3rdRevised Ed.). New Delhi: VikasPublishing House PVT Limited.
- Korpershoek, H.et al (2014).*Effective Classroom Management Strategies and Classroom Management Programs for Educational Practice: A Meta- Analysis of the Effects of Classroom Management Strategies and Classroom Management Programs on Students' Academic, Behavioral, Emmotional& Motivational Outcomes*. Groningen: RUG/GION.
- Krejcie, R.V. & Morgan, D.W. (1970).*Determining Sample Size for Research Activities.Educational and Psychological Measurement*.Retrieved December 26, 2015, from:<http://www.kenpro.org/sample-size-determination-using-krejcie-and-morgan-table/>
- Learning Disabilities Association of America (2013). *Successful Strategies for Teaching Students with Learning Disabilities*. Retrieved August 30, 2016, from: <https://ldaamerica.org/successful-strategies-for-teaching-students-with-learning-disabilities/>
- Likoko, S., Mutsotso, S. &Nasongo, J. (2013).*The Adequacy of Instructional Materials and Physical Facilities and their Effects on Quality of Teacher Preparation in Emerging Private Primary Teacher Training Colleges in Bungoma County, Kenya*. *International Journal of Science and Research (IJSR)*, India on line ISSN: 2319 – 7064.
- Mali, M. (2014).*Madi @ 50: Post Independence Madi (1962 -2012); Have We Made a Difference? Uganda*: Moran Publishers Uganda Ltd.
- Maree, K. &Pietersen, J. (2014).*Sampling. In: First Step in Research. (Revised Ed.)*. Pretoria: Van Schaik Publishers.
- Mckean, R.C., & Mills, H.H. (1967).*The Supervisor. (3rdEd.)*. New York: *The Center for Applied Research in Education Inc.*

Michael, R. S., (n.d). Measurement: Strategies in for Educational Inquiry.

[file:///C:/Users/TOSHIBA/Downloads/Howarevariablesmeasured%20\(1\).pdf](file:///C:/Users/TOSHIBA/Downloads/Howarevariablesmeasured%20(1).pdf)

Milkova, S. (n.d). *Strategies for effective lesson planning*. Center for Research on Learning and Teaching. Retrieved 1st April, 2016 from: www.crlt.umich.edu/gsis/p2_5

M'mburugu, M.S. (2014). *Institutional Factors Influencing Head Teachers' Instructional Supervision Practices in Public Primary Schools in Laikipia East District, Kenya*. Master's Thesis. Kenya: University of Nairobi.

Mohamad, M.M., Sulaiman, N.L; Sern, L.C. & Salleh, K.M. (2015). *Measuring the Validity and Reliability of Research Instruments*. Doi: 10.1016/j.sbspro.2015.08.129 *Procedia-Social and Behavioral Sciences* 204 (2015) 164-171

Moyo District Local Government, *School Inspection Report* (2013 - 2014).

Moyo District Local Government, *School Inspection Report*, 2015.

Musasia, A.M., Nakhanu, S.B., & Wekesa, W.D. (2012). *Investigation of Factors that Influence Syllabus Coverage in Secondary School Mathematics in Kenya*. *International Journal of Humanities and Social Science* Vol.2 No.15, August 2012.

Musingafi, M.C.C., Mhute, I., Zebron, S. & Kaseke, K.W. (2015). *Planning to teach: Interrogating the link among the curricula, Syllabi, Schemes and Lesson Plans in the Teaching Process*. *Journal of Education and Practice*. ISSN 2222 – 1735 (Paper) ISSN 2222 – 288x (Online) Vol.6, No.9, 2015.

Nachmias, C.F. & Nachmias, D. (2008). *Research Methods in the Social Sciences*. (5th Ed.). UK: Hodder Education Learning.

Nakpodia, E.D. (2011). *The Dependent outcome of Teacher Performance in Secondary Schools in Delta State: An Empirical Assessment of Principal's Supervision Capacity*. African

- Journal of Education and Technology*, Vol 1, Number 1, April 2011; pp. 15 – 24.
- Nek.K.Y.Y., Jamal, N.Y., &Ishak, S. (n.d).*The school principals’ roles in teaching supervision In selected schools in Perak, Malaysia. Asian Journal of business and management sciences*. Vol.1No.2 [50 – 55]
- Ngala, F.B. (1997). *Management of Teachers and its Influence on Pupil Academic Achievement: A case Study of Primary Schools in Eldoret Municipality*. Unpublished Master’s of Philosophy Thesis. Kenya: Moi University.
- Nieuwenhuis, J.(2014). *Analyzing Qualitative Data. In: First Steps in Research*. Pretoria: VanSchaik Publishers.
- Nulty, D.D. (2008). *The Adequacy of Response Rates to Online and Paper Surveys: What Can Be Done? Assessment and Evaluation in Higher Education*. Vol.33, No.3, June 2008, 301 – 314 ISSN: 1469 – 297x Online. Doi: 10.1080/02602930701293231
<http://www.informaworld.com>
- Nyongeza, B.J.M. (2007). *Educational Organization and management*. Nairobi: Jomo Kinyata Foundation.
- Nzabonimpa, B.J. (2011). *Influence of Head Teachers’ General and Instructional Supervisory Practices on Teachers’ Work Performance in Secondary schools in Entebbe Municipality, Wakiso District, Uganda. Unpublished Master’s Thesis*. Kampala: Bugema University.
- Ogbu, T. (2015).*School Climate for the Productivity of Secondary School Teachers in Abia State, Nigeria. International Advanced Journal of Teaching and Learning*. Vol.1.No.1. (Maiden Edition) Pp 7 – 27.
- Okai, A.U. (2010). *History Methods*. Lagos: National Open University of Nigeria.
- Okumbe, J.A. (2007). *Human Resource Management.An Educational Perspective*. Nairobi:

Educational Development and Research Bureau.

Olayinka, A.B. (2016). *Effects of Instructional Materials on Secondary Schools Students' Achievement in Social Studies in Ekiti State, Nigeria*. *World Journal of Education*.

Vol.6, No. 1; 2016. Available at <http://wje.sciedupress.com>

Olorode, O.A. & Adeyemo, A.O. (2012). *Educational Supervision: Concepts and Practice with reference to Oyo State, Nigeria*. *The Nigerian Journal of Research and Production*. Volume 20, Number 1.

Oluwole, M.U. & Ivagher, E.D. (2015). *Record Keeping and Effective Management of Schools in Zone B Senatorial District of Benue State, Nigeria*. *European Open Educational Research Journal* Vol.1, No.1, January 2015, pp. 1 – 13. Available on line at <http://eurpub.com/journals.php>

Osuji, S.N. & Adebawale, O.F. (2008). *Record Keeping Practices of Primary School Teachers in Ondo State: Implications for Successful Implementation of the Universal Basic Education Programme in Nigeria*. Ile-Ife: Obafemi Awolowo University.

Oye, O.O. (2009). *Perceived Influence of Supervision on Teachers' Classroom Performance in Ijebu – North Education Zone of Ogun State*. Master's Research Project, University of Nigeria.

Peretomode, V.F. (2001). *Introduction to Educational Administration, Planning and Supervision*. Ikeja: Joja Research and Publishers Ltd.

Punch, K.F. (2014). *Introduction to Social Research: Quantitative and Qualitative Approaches*. New Delhi: Sage.

- Rubio, C.M. (2009). Effective Teachers :*Professional and Personal Skills*, en ENSAYOS, *Revista de la facultad de Educacion de Albacete*, No. 24, 2009.
<http://www.uclm.es/ab/educacion/ensayos>
- Salkind, N.J. (2010). Cross-Sectional Design. In: Encyclopedia of Research Design. Thousand Oaks: Sage Publications, Inc.
Doi: <http://dx.doi.org/10.4135/9781412961288.n96> Page: 314.
- Selvarajan, P. &Vasanthagumar, T. (2012).*The Impact of Remedial Teaching on Improving the Competencies of Low Achievers. International Journal of Social Science and Interdisciplinary Research*. Vol. 1 Issue 9, September 2012, ISSN 2277 3630
Retrieved August 30, 2016 from:
indianresearchjournals.com/pdf/IJSSR/2012/September/5.pdf
- Sesen, E. (2015). *Role Theory and Its Usefulness in Public Relations*. European Journal of Business and Social Sciences, Vol.4, No. 01, April 2015.
URL: <http://www.ejbss.com/recent.aspx/> ISSN: 2335 – 767x
- Sibley, R. (1995). *Behaviour at Work*.Retrieved May 30, 2016 from:
[Stanley Thornes Ltd.-meeting-deadlines-11627.html](http://stanleythornes.com/meeting-deadlines-11627.html)
- Sivo, S.A., Saunders, C., Chang, Q & Jiang, J.J. (2006).*How Low Should You Go? Low Response Rates and the Validity of Inference in IS Questionnaire Research. Journal of the Association for Information Systems*. Vol.7, No.6, PP.351 – 414 / June 2006.
- Stronge, J.H. (2007). *Qualities of effective teachers*.2nd Edition. USA: Association for Supervision and Curriculum Development.
- Stronge, J.H., Tucker, P.D &Hindman, J.L. (n.d). Hand Book for Qualities of Effective Teachers.

<http://www.ascd.org/publications/books/104135/chapters/prerequisites-of-effective-teaching.aspx>

- Sulaimain, K.O (2013). *The use of instructional materials for effective learning of Islamic Studies. Islamic civilization and contemporary issues, Department of Religious Studies. Nigeria: Ekiti State University.*
- Sule, M.A., Ameh, E., & Egbai, M.E (2015). *Instructional Supervisory Practices and Teachers' Role Effectiveness in Public Secondary Schools in Calabar South Local Government Area of Cross River State, Nigeria. Journal of Education and Practice* ISSN 2222 – 1735 (Paper) ISSN 2222 – 288x (online) vol. 6, No.23, 2015.
- Sule, M.A., Arop, F.O., & Alade, F.O (2012). Principals' Classroom Visitation and Inspection, and Teachers' Job Performance in Akwa – Ibom State, Nigeria. *Research on Humanities and Social Sciences*, 2 (11), 106 – 111.
- Sule, M., Odu, E.N., Nkama, V. & Adeyemi, J. (2012). *Teachers' Record Keeping as Related to Teachers' Job Performance in Cross River State Secondary Schools, Nigeria. Journal of Education and Practice*. ISSN 2222 – 1735 (paper) ISSN 2222 – 288x (online) Vol 3, No. 16, 2012.
- Sun, Z. (2010). *Language Teaching Materials and Learner Motivation. Journal of Language Teaching and Research*, Vol.1, No.6, PP. 889 – 892, November 2010
Doi. 10.4304/jltr.1.6.889 - 892
- Sushila, B. (2004). *Management and Evaluation of Schools*. Nairobi: Oxford University Press, East Africa Ltd.
- Surgenor, P. (2010). *Planning a Teaching Session. UCD: Dublin. Teaching and Learning /*

- Resources. www.ucd.ie/teaching
- Stewart, D. et al. (2011). *Ethical Supervision in Teaching, Research, Practice and Administration*. *Canadian Psychology* 2011. Vol.52, No.3, 198 – 205.
- TEMDEP (1993). *Educational Management and Administration*. London: Makerere University and the Harold Macmillan Trust.
- The Government of Hong kong, Education Bureau (2013). *Remedial Teaching Strategies*. Retrieved April, 1, 2016 from:
<http://www.edb.gov.hk/en/edu-system/special/resources/serc/irtp/book-3.html>
- The Republic of Uganda, Education Act, 2008.*
- The Republic of Uganda, Education Service Commission, 2008.*
- The Republic of Uganda, Government White paper on Education, 1992.*
- The Republic of Uganda, Ministry of Education and Sports (2009). Basic Requirements and Minimum Standards Indicators for Education Institutions.*
- The Republic of Uganda, Ministry of Education and Sports: Directorate of Education Standards (2014).*
- The Republic of Uganda, Ministry of Education and Sports: Education Sector Strategic plan, 2004 – 2015.*
- Umoh, B. (2013). *Supervisory Role of Principals in Enhancing Teachers' Professional Development in Secondary Schools in Kitui West District, Kenya*. Unpublished Master's Thesis. Nairobi: The Catholic University of East Africa.
- Wambui, S.E. (2013). *Effect of Use of Instructional Materials on Learners' Participation in Science Classroom in Preschool in Kiine Zone, Kirinyaga County, Kenya*. Master's Research Project. University of Nairobi.

- Wanjiku, G.G. (2012). *The Role of Head Teachers in Curriculum and Instructional Management: A Case of Secondary Schools in Gatundu District, Kiambu County, Kenya*. Unpublished Master's Dissertation. Nairobi: Kenyatta University.
- Wyse, S.E. (2014). *Advantages and Disadvantages of Face to Face Data Collection*. Retrieved: 11th June, 2017 from:
<https://www.snapsurveys.com/blog/advantages-disadvantages-facetoface-data-collection/>
- Wawira, M.G.(2012). *Head Teachers' Characteristics Influencing Instructional Supervision in Public Primary Schools in Kasarani District, Kenya*. Unpublished Master's of Education Project. Kenya: University of Nairobi.
- Zohrabi, M. (2013). *Mixed Methods Research: Instruments, Validity, Reliability and Reporting Findings. Theory and Practice in Language Studies*, Vol.3, No.2, pp. 254 – 262, February 2013 ISSN: 1799 -2591 doi: 10.4304 / tpls.3.2.254-262

APPENDICES

Appendix I: Questionnaire for Teachers

The purpose of this questionnaire is to collect information to analyze supervision of teaching and teacher performance in government-aided secondary schools in Uganda. As a teacher, you are kindly requested to answer the questions to the best of your knowledge. Your answers will be treated with strict confidentiality and used only for the purpose of this study. You are requested to fill in the space or tick in the boxes provided against each item.

SECTION A: BACK GROUND INFORMATION

A1. Location of your School:

Urban ☐

Peri-urban ☐

Rural ☐

A2. Your Gender

Male ☐

Female ☐

A3. Your Highest Qualification:

Certificate ☐

Diploma ☐

Bachelor's Degree ☐

Post Graduate/Masters ☐

A4. Appointment Status:

Government Appointed ☐

Board Appointed ☐

A5. How long have you taught in this school?

Less than 3 years ☐

3 – 5 years ☐

5 – 10 years ☐

More than 10 years ☐

A6. Distance of residence from the school:

Less than half a kilometer ☐

Half – one kilometer ☐

One – two kilometers ☐

More than two kilometers ☐

A7. Total number of schools in which you teach:

One

Two

Three ☐More than three ☐

A8. Your total number of periods in a week:

3 – 6 ☐7 – 10 ☐11 – 14 ☐15 or more ☐**SECTION B: PRE- TEACHING ACTIVITIES****B1.** How many times does the head teacher check your schemes of work on average in a year?None ☐Once ☐Twice ☐More than twice ☐**B2.** What is your view about lesson plan preparation for every lesson?There is no time ☐It is not necessary ☐It is necessary for all lessons ☐Should be done by novice teachers ☐**B3.** How would you rate the provision of teaching-learning aids by the school administration?Adequate ☐Inadequate ☐**B4.** Does the use of lesson plan help you to deliver your lesson content better?Yes ☐No ☐**B5.** Does the school have any system in place for rewarding teachers who perform highly?Yes ☐No ☐**B6.** Is there a system in place where school administration and teachers jointly set target for each term?Yes ☐No ☐

For the statements provided below, you are kindly requested to read and indicate whether you strongly disagree, disagree, Uncertain, agree or Strongly agree by ticking in the boxes corresponding to the number that most accurately expresses your opinion.

Key: 1 = Strongly disagree.
4 = Agree

2 = Disagree
5 = Strongly agree.

3 = Uncertain

| S/N | PARTICULARS | LEVEL | | | | |
|-----|---|-------|---|---|---|---|
| | | | | | | |
| | Scheme of work preparation | 1 | 2 | 3 | 4 | 5 |
| B7. | I prepare scheme of work for every subject. | | | | | |
| B8. | I ensure a separate scheme for each class. | | | | | |

| | | | | | | |
|------|--|--|--|--|--|--|
| B9. | I feel duty bound to prepare my schemes of work. | | | | | |
| B10. | School administration provides materials I need for scheme of work preparation. | | | | | |
| B11. | School administration and management supervise my scheme of work preparation. | | | | | |
| | | | | | | |
| | | | | | | |
| | Lesson plan preparation | | | | | |
| B12. | I am willing to prepare lesson plan for each lesson. | | | | | |
| B13. | School administration supervises my lesson plan preparation. | | | | | |
| B14. | School administration provides the materials I need for lesson plan preparation. | | | | | |
| B15. | I always prepare lesson plan ahead of each lesson. | | | | | |
| B16. | Lesson plan bears clear objectives for each lesson. | | | | | |
| B17. | My lesson plan reflects the curriculum. | | | | | |
| | | | | | | |
| | Organization of teaching-learning aids | | | | | |
| B18. | I organize my teaching- learning aids ahead of each lesson. | | | | | |
| B19. | The school management supervises my teaching-learning aids organization. | | | | | |
| B20. | I am self motivated to organize teaching/learning aids for my lessons. | | | | | |

SECTION C: ACTUAL TEACHING ACTIVITIES

C.1. How often does the head teacher supervise your lessons in a term?

Not all ☐ twice or thrice ☐ More than thrice ☐

C.2. Do you think teaching supervision helps you to perform better in class?

Yes ☐ No ☐

C.3. How does the school environment facilitate your class management?

Very poorly ☐ Poorly ☐ Fairly ☐ Highly ☐

C.4. Does the school administration show interest in maintaining a conducive school environment for teaching and learning?

Yes ☐ No ☐ Not certain ☐

For the statements provided below, kindly indicate whether you strongly disagree, disagree, Uncertain, agree or Strongly agree by ticking in the boxes corresponding to the number that most accurately expresses your opinion.

Key: 1 = Strongly disagree.
4 = Agree

2 = Disagree
5 = Strongly agree

3 = Uncertain

| S/N | PARTICULARS | LEVEL | | | | |
|------|---|-------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| | Content Delivery | | | | | |
| C5. | I have mastery of my lesson content in class. | | | | | |
| C6. | I simplify concepts for easy understanding of the learners. | | | | | |
| C7. | I use relevant examples in class to facilitate learning. | | | | | |
| C8. | I am regularly supervised in class during lessons. | | | | | |
| C9. | I use variety of teaching strategies to ensure all categories of students in my class benefit. | | | | | |
| C10. | I give assignments and homework for my students at the end of every lesson. | | | | | |
| C11. | I give notes to my class for each lesson. | | | | | |
| | | | | | | |
| | Use of teaching-learning aids | | | | | |
| C12. | I always use teaching-learning aids to facilitate my lessons. | | | | | |
| C13. | I actively involve students in using the teaching-learning aids during lesson for better understanding. | | | | | |
| C14. | The school administration supervises my use of teaching-learning aids in class. | | | | | |
| C15. | Text books are provided for my students. | | | | | |
| C16. | I make reference to text books for better understanding of concepts. | | | | | |
| C17. | Supervision helps me improve the use of teaching-learning aids in my class. | | | | | |
| | | | | | | |
| | Class management | | | | | |
| C18. | I ensure discipline in class during lesson. | | | | | |
| C19. | I engage my students in various activities during lesson. | | | | | |

| | | | | | | |
|------|--|--|--|--|--|--|
| C20. | My class is always well arranged for different learning situation. | | | | | |
| C21. | I involve parents, staff and other agencies appropriately in my class. | | | | | |
| | | | | | | |

SECTION D: POST – TEACHING ACTIVITIES

D1. How many times on average in a term do you assess your students?

Once ☐ Twice ☐ Thrice ☐ More than thrice ☐

D2. Does the school have any form of reward for regular assessment?

Yes ☐ No ☐

D3. How often do you provide feedback to the learners?

Once a year ☐ Once a term ☐ After every assessment ☐

D4. Does the school have a set program for continuous assessment of students?

Yes ☐ No ☐

D5. Do you think regular assessment helps your students learn better?

Yes ☐ No ☐

Kindly read the statements provided below and indicate whether you strongly disagree, disagree, Uncertain, Agree or Strongly agree by ticking in the boxes corresponding to the number that most accurately expresses your opinion.

Key: 1 = Strongly disagree.
4 = Agree

2 = Disagree
5 = Strongly agree.

3 = Uncertain

| S/N | PARTICULARS | LEVEL | | | | |
|-----|---|-------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| | Assessment of learners | | | | | |
| D6. | I assess students at the end of each lesson. | | | | | |
| D7. | I give students tests at the end of every topic. | | | | | |
| D8. | I give regular feedback to students to improve their performance. | | | | | |
| | | | | | | |
| | Maintaining records of progress. | | | | | |
| D9. | I always keep records of lessons taught. | | | | | |

| | | | | | | |
|------|---|--|--|--|--|--|
| D10. | I keep up to date records of students' attendance in class. | | | | | |
| D11. | I keep records of all examinations and tests administered to my students. | | | | | |
| | | | | | | |
| | Remedial teaching | | | | | |
| D12. | I plan remedial teaching for slow learners in my class. | | | | | |
| D13. | The school encourages remedial teaching. | | | | | |
| D14. | Remedial teaching helps the slow learners to catch up with the rest of the class. | | | | | |
| D15. | The students willingly respond for remedial teaching. | | | | | |

SECTION E: PERFORMANCE

Kindly read the statements below and decide whether you strongly disagree, disagree, are uncertain, agree or strongly agree.

Key: 1 = Strongly disagree.
4 = Agree

2 = Disagree
5 = Strongly agree.

3 = Uncertain

| S/N | PARTICULARS | LEVEL | | | | |
|-----|--|-------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| | Task Accomplishment | | | | | |
| E1. | I take interest in my students and their welfare. | | | | | |
| E2. | My classroom is well organized to fit different learning situations. | | | | | |
| E3. | I maintain a positive learning environment for students. | | | | | |
| E4. | I use various forms of students' assessment and evaluation to foster learning. | | | | | |
| E5. | I always maintain good communication with students. | | | | | |
| E6. | Each lesson is focused on specific objectives. | | | | | |
| E7. | My lessons build on local examples for easy understanding. | | | | | |
| E8. | I have sufficient knowledge of my subject. | | | | | |
| E9. | Students achieve high scores in my assignments and tests. | | | | | |

| | | | | | | |
|------|--|--|--|--|--|--|
| E10. | My assigned tasks are accomplished in time. | | | | | |
| E11. | I complete examination marking in time. | | | | | |
| E12. | I give assessment feedback to students in time. | | | | | |
| | | | | | | |
| | Syllabi Coverage | | | | | |
| E13. | All my topics are covered as planned every term. | | | | | |
| E14. | Students have good knowledge of the topics covered. | | | | | |
| E15. | Time table for my lessons is strictly followed. | | | | | |
| E16. | My Students are equipped with examinations skills. | | | | | |
| | | | | | | |
| | | | | | | |
| | Time Management | | | | | |
| E17. | I am punctual in school. | | | | | |
| E18. | All my classes are started on time. | | | | | |
| E19. | All my assignments are accomplished by students in time. | | | | | |

I sincerely thank you for participating in this study.

Appendix II: Questionnaire for Student Leaders

The purpose of this questionnaire is to collect information to analyze supervision of teaching and teacher performance in government-aided secondary schools in Uganda. As a student leader, you are kindly requested to answer the questions to the best of your knowledge. Your answers will be treated with strict confidentiality and used only for the purpose of this study. You are requested to fill in the space or tick in the boxes provided against each item.

SECTION A: BACK GROUND INFORMATION

A1. Location of School

Urban ☐

Peri-Urban ☐

Rural ☐

A2. Status of the school

Boarding ☐

Partially boarding ☐

Day ☐

A3. Your Gender

Male ☐ Female ☐

A4. Age:

12 – 15 Yrs ☐ 16 – 19 Yrs ☐ 20 +Yrs ☐

A5. Class.....

You are kindly requested to read the questions provided below and tick “yes” if you agree with it and “No” if you disagree with it.

| S/N | PARTICULARS | Yes | No |
|------|---|-----|----|
| | SECTION B: TEACHING / LEARNING ACTIVITIES | | |
| | | | |
| B1. | Are Targets set at the beginning of the term? | | |
| B2. | Are the targets communicated to students in class? | | |
| B3. | Are lesson objectives clearly communicated to the class at the start of the lesson? | | |
| B4. | Is time managed properly during lessons? | | |
| B5. | Do learners attend all lessons regularly? | | |
| B6. | Are teachers regular for their lessons? | | |
| B7. | Do teachers ensure discipline in class? | | |
| B8. | Are students actively involved during lessons? | | |
| B9. | Do teachers consistently use teaching/learning aids during lessons? | | |
| B10. | Do teachers follow the time table for lessons? | | |
| B11. | Are students given assignments regularly? | | |
| B12. | Are students given regular tests to assess their progress? | | |
| B13. | Are students given prompt feedback on their performance? | | |
| B14. | Do teachers discuss teaching/learning problems with students outside classes? | | |
| B15. | Are corrections usually done after tests and assignments? | | |
| B16. | Do teachers attend to students’ learning problems outside classes? | | |

SECTION C: PERFORMANCE

Kindly read the statements below and decide whether you agree or disagree with the statement given by ticking in the appropriate box provided.

Key: Yes = Agree

No = Disagree

| S/N | PARTICULARS | YES | NO |
|------|---|-----|----|
| | | | |
| C1. | Our teachers show interest in students and their welfare. | | |
| C2. | The teachers have good communication with students. | | |
| C3. | Teachers treat students fairly. | | |
| C4. | Classrooms are well organized to fit different learning situations. | | |
| C5. | Teachers apply classroom rules and procedures as required. | | |
| C6. | Teachers encourage positive students' behaviour. | | |
| C7. | Teachers encourage students' learning through varied questioning techniques. | | |
| C8. | Teachers use various forms of students' assessment and evaluation to foster learning. | | |
| C9. | Teachers equip students with skills for passing examinations. | | |
| C10. | Teachers develop students' interest in learning. | | |
| C11. | All assignments promptly done by the students. | | |

C12. How would you rate the performance of your teachers generally?

Poor ☐ 2. Fair. ☐ 3. Good ☐ 4. V.Good ☐

C13. How many times in a term are you given test in a subject?

Once ☐ 2.Twice ☐ 3.Thrice ☐ 4. More than thrice ☐

C14. How would you describe the relationship between teachers and students outside the class?

Poor ☐ 2.Distant ☐ 3. Friendly and free ☐

C15. What is the common range of scores obtained in assessments by the majority of students in your class?

Distinctions ☐ 3. Passes ☐
Credits ☐ 4. Below passes ☐

I thank you very sincerely for your participation in this study!

Appendix III: Interview Guide for Head Teachers

1. As an administrator, what influence do you think supervision of pre-teaching activities has on teacher performance in the school?
2. As a head teacher, briefly share with me your involvement in supervision of actual teaching and how this influences teacher performance in your school.
3. In your experience as a supervisor, what influence has supervision of post teaching activities had on teacher performance in your school?

4. As a head teacher, kindly share with me specific challenges you face in carrying out supervision of teaching.

Thank you for participating in this study!

Appendix IV: Interview Guide for Bog Chairpersons

1. As a BOG chairperson, share with me your involvement in supervision of teaching activities in the school.
2. As a supervisor, what influence do you think your supervision has had on teacher performance in the school?
3. Kindly share with me specific challenges you face in carrying out supervision in the school.

4. As management, talk about the systems you have in place to promote high performance among teachers.

Thank you for participating in this study!

Appendix V: Work Plan and Time Frame

| Activity | Duration | Dates |
|--------------------------|-----------------|---|
| Proposal Writing | 5 months | 1 st Nov. 2015 – 31 st March 2016 |
| Approval of the proposal | 2 weeks | 15 th May, 2016 – 30 th May, 2016 |
| Proposal Defense | 1 week | 1 st Week of June, 2016 |

| | | |
|----------------------------|---------|---|
| Pre-testing of instruments | 2 weeks | 2 nd and 3 rd week of June 2016 |
| Data Collection | 4 weeks | 14 Th July – 10 th August 2016 |
| Data Analysis | 4 weeks | September, 2016 |
| Report writing | 4 weeks | October, 2016 |
| Thesis Defense | 1 Day | October, 2017 |
| Graduation | 1 Day | 2018 |

Appendix VIII: Krejcie and Morghan Table (1970)

Table for Determining Sample Size for a Finite

| N | S | N | S | N | S |
|-----|-----|------|-----|--------|-----|
| 10 | 10 | 220 | 140 | 1200 | 291 |
| 15 | 14 | 230 | 144 | 1300 | 297 |
| 20 | 19 | 240 | 148 | 1400 | 302 |
| 25 | 24 | 250 | 152 | 1500 | 306 |
| 30 | 28 | 260 | 155 | 1600 | 310 |
| 35 | 32 | 270 | 159 | 1700 | 313 |
| 40 | 36 | 280 | 162 | 1800 | 317 |
| 45 | 40 | 290 | 165 | 1900 | 320 |
| 50 | 44 | 300 | 169 | 2000 | 322 |
| 55 | 48 | 320 | 175 | 2200 | 327 |
| 60 | 52 | 340 | 181 | 2400 | 331 |
| 65 | 56 | 360 | 186 | 2600 | 335 |
| 70 | 59 | 380 | 191 | 2800 | 338 |
| 75 | 63 | 400 | 196 | 3000 | 341 |
| 80 | 66 | 420 | 201 | 3500 | 346 |
| 85 | 70 | 440 | 205 | 4000 | 351 |
| 90 | 73 | 460 | 210 | 4500 | 354 |
| 95 | 76 | 480 | 214 | 5000 | 357 |
| 100 | 80 | 500 | 217 | 6000 | 361 |
| 110 | 86 | 550 | 226 | 7000 | 364 |
| 120 | 92 | 600 | 234 | 8000 | 367 |
| 130 | 97 | 650 | 242 | 9000 | 368 |
| 140 | 103 | 700 | 248 | 10000 | 370 |
| 150 | 108 | 750 | 254 | 15000 | 375 |
| 160 | 113 | 800 | 260 | 20000 | 377 |
| 170 | 118 | 850 | 265 | 30000 | 379 |
| 180 | 123 | 900 | 269 | 40000 | 380 |
| 190 | 127 | 950 | 274 | 50000 | 381 |
| 200 | 132 | 1000 | 278 | 75000 | 382 |
| 210 | 136 | 1100 | 285 | 100000 | 384 |

Note.— N is population size. S is sample size.

Population Source: Krejcie & Morgan, 1970

