

**HEAD TEACHER SUPERVISORY PRACTICES AND TEACHER PERFORMANCE
IN PRIMARY SCHOOLS IN KALIRO DISTRICT UGANDA**

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S19/MUC/MEDAP/212

**A DISSERTATION SUBMITTED TO SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF MASTER OF EDUCATION
ADMINISTRATION AND PLANNING OF UGANDA CHRISTIAN UNIVERSITY**

November, 2024




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DECLARATION

I, Haluna Kamugo, declare that this dissertation entitled, “Headteacher supervisory practices and teacher performance in primary schools in Kaliro District - Uganda” is my original piece of work and a result of my own effort. To the best of my knowledge, no part of this dissertation or whole of it has ever been published or submitted to any institution for any award.

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APPROVAL

This is to certify that this dissertation entitled, “Headteacher supervisory practices and teacher performance in primary schools in Kaliro District - Uganda” was done by Haluna Kamugo as part of the requirements for the award of the degree of master of Education in Education Administration and Planning of Uganda Christian University and it has been submitted for

Signed:  (Supervisor)

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Date: 

examination with my approval.

DEDICATION

This work is dedicated to my dear wife and children for all the support.

ACKNOWLEDGEMENTS

Research work is tedious and requires a lot of support from various people. In this regard, I wish to appreciate the efforts of all those people who supported me in this academic journey. First and foremost, I appreciate the support of Can. Dr. Hannah Gidudu for the enormous work of supervision without which I would not have gotten this far. Furthermore, I appreciate the support from all the lecturers of Uganda Christian University, Mbale University College for the overwhelming facilitation they offered as they prepared me with my colleagues for this journey.

To my colleagues on this journey, I am grateful for the spirit of collegiality you demonstrated from the beginning of the programme to the end. I cannot thank you enough and pray that God Almighty rewards each one of you accordingly.

I appreciate my colleagues at work for all the support especially during times when I had to leave work early to attend the lectures. To my immediate supervisor, I am grateful for the encouragement and motivation that inspired me to reach this far. May God grant you Mercy and Grace now and always.

Lastly but not least, I appreciate Allah for all the favour bestowed on me. Who am I to get this far? I will continue to serve you and glorify your Name oh Allah.

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LIST OF ABBREVIATIONS

CCT	-	Centre Coordinating Tutor
CVI	-	Content Validity Index
DEO	-	District Education Officer
DIS	-	District Inspector of Schools
PLE	-	Primary Leaving
Examinations PTC	-	Primary Teachers' College
SMC	-	School Management
Committee		
SPSS	-	Statistical Package for social
scientists		
UNEB	-	Uganda national Examinations
Board		

ABSTRACT

The study examined the relationship between headteacher supervisory practices and teacher performance in primary schools in Kaliro District. Specifically, the study sought to establish the relationship between headteachers' approving of schemes of work/lesson plans and teacher performance, the relationship between headteachers' lesson observation and teacher performance; and the relationship between headteachers' appraisal and teacher performance in the primary schools in Kaliro District. The study adopted a cross-sectional survey research design in which both qualitative and quantitative approaches were used to collect data from a total of 285 respondents. The respondents were selected using purposive and simple random sampling and data was gathered using a self-administered questionnaire and face-to-face interviews. Quantitative data collected was analyzed using descriptive and inferential statistics generated using the Statistical Package for Social Scientists (SPSS - ver 20) while the qualitative data was analyzed using thematic and content analysis. The study found out that approval of teachers' schemes of work/lesson plans was frequently done and teacher performance was also good with a Pearson correlation coefficient of $-.255$. The study also found out that observation of teachers' teaching was moderately done and the Pearson correlation coefficient was $.330$; while appraisal of teachers was well-done with a Pearson correlation coefficient of $-.375$. The study concluded that there was a weak negative relationship between headteachers' approval of schemes/lesson plans and teacher performance; there was a weak positive relationship between headteachers' observation of teachers' teaching and teacher performance; and that there was also a weak negative relationship between headteachers' appraisal and teacher performance in the primary schools in Kaliro District. The study recommended among other strategies that headteachers should endeavour to critically review the teachers schemes/lesson plans before approval in order to enhance teacher performance; that headteacher should endeavour to engage teachers in post conferencing after lesson observation to improve on teacher performance; and that headteachers should provide corrective feedback after appraisal in order to enhance teacher performance in the primary schools in Kaliro District.

Key words: *Supervisory practices, teacher performance, Kaliro district.*

CHAPTER ONE

INTRODUCTION

1.0. Introduction

This chapter includes the study's history, problem statement, purpose, objectives, research questions, significance, rationale, scope, conceptual framework, and definitions of important terms.

1.1. Background

The concept of performance of individuals is believed to have started as early as 221 AD by the Wei Dynasty Emperors in China who used to measure performance of family members (Marsh, 1987). The concept was later adopted in management of companies where managers started measuring staff performance. To determine performance of employees in companies is believed to have been started by Walter D. Scott of WD Scott Company in the 1920s in Sydney in Australia (Richardson, 2015).

Scott introduced the concept of man-to-man comparison scale to determine performance of each individual. Scott's man-to-man comparison scale was later in the USA developed into Fredrick Taylor's scientific management principles to assess how work potential of individual affected productivity. During the 1980s and 1990s, the concept of staff performance became more popular when the multi-person rating became popular using the 360 degree feedback system (Bartol and Martin, 1998) introduced by ESSO Research and Engineering Company in the United Kingdom.

The concept of teacher performance was introduced in British institutions in 1998 after the Gariatte Report (Ampah, 2015). However, the concept of teacher performance was introduced in schools in Ghana much earlier in the mid-1970s as a directive by the government to provide an Annual Confidential Report (ACR) about each member of the academic staff (Khoury and Analoui, 2014). Teacher performance was introduced in schools in Uganda early in the twenty-first century (Okello, 2017). Currently, all educational institutions, primary schools inclusive are engaged in teacher performance appraisal with clear key performance indicators spelt out in their staff manuals for headteachers who are the immediate supervisors in the primary schools (Rwothumio et al, 2021).

Supervision is a direction, guidance and control of working force with the view that work goes on according to the desired arrangement. For example keeping time schedules, observing instructions and subordinates, work with authority with an aim to provide guidance. Anaghan- das, (2020) defines supervision as an effort to stimulate, coordinate and guiding the continuous development of teachers as well as other educational workers in an educational institution both individually and collectively for better improvement of all functions in the institution.

Hoque et al (2020) and Yafie et al (2020) define supervision as an effort to improve teaching, including stimulating, selecting job growth, teacher development revising educational goals, teaching materials, teaching methods and evaluation. Garson (2019) defines Headteacher supervision as a collaborative effort involving a set of activities designed to improve teaching and learning process in a similar

understanding. Supervision conducted by the school head will help teachers to develop innovation and creativity to be competitive and efficient to improve the quality of education according to Aldiahani (2017) and Khun Inkeere et al., (2019), the attention of the head teacher to teacher is very important to improve the professionalism and performance of teachers and other personnel in the school.

Teacher performance is an achievement that a teacher achieves in carrying out their duties during a certain period according to the job standards competence and the criteria set for the job. Teacher performance involves scheming, lesson planning, lesson delivery, learner assessment and guidance of learners during the teaching and learning process (Dinanchesra & Wisaprom, 2019).

In France supervision in schools continue to fulfill their tasks with an authoritarian approach (Gordon, 1990). Supervision in France is highly structured and centralized that ensures that the Minister for Education can easily tell and monitor on any specific day where each teacher is in terms of syllabus coverage anywhere in the country. In England, 1839, Her Majesty assigned inspectors with a task of supervising and controlling schools alongside submitting reports on assessment of the quality of education in schools this was with an initial task to ascertain the performance of government as an entity to the schools and overtime the inspectors were given responsibilities to improve on the quality of education in schools through comprehensive reforms. After 1988 education reforms, supervision in education was aimed at guidance and improvement (St. John -Brooks, 1995).

Supervision in Africa is as old as western education in Africa. Before the government took control of schools in 1967 and left school supervision in the hands of

missionaries, instructional supervision in Nigeria was carried out by external supervisors with experience in the act of supervision because they had little to no formal training in the concept, ethic, and practice of supervision (Alimi, Ayandonja, 2012). Ghana, unlike other countries in Africa for its principles perceived their role as including efforts in helping teachers to use the new instructional techniques and implementing the new curriculum (Chapman, 2019). Nevertheless, instructional leadership function are rare in schools in developing countries. Missionaries had a responsibility of developing syllabus and supervise how it was being followed in schools the inspector focused mainly on control his major function was to make judgment about the teaching and pupils learning through instructional supervision.

In Kenya, several studies on education have been done and on top of that Kenya has The Educational Act (1980) that has empowered the minister for education to appoint school inspectors with authority and inspect, supervise any school at any time and place (Eshiswani, 1983; IPAR, 2008; Odhiambo, 2008). Further, Onsomuet et al. (2014) noted that the Kiambo Education board (2009) investigated the factors effecting performance of education that is poor management of learning activities and stakeholders support, inadequate skills among teaching staff.

In Uganda, supervision of schools started in 1924, during the missionary era when supervisory duties and responsibilities were in the hands of the religious leaders, this was the case because most schools belonged to the missionaries and the Arabs. Years later, an education department was established with the overall goal of inspecting schools countrywide. Through the Directorate of Education Standards (DES), the Ministry of Education and Sports (MoES) in Uganda continues to carry out its supervisory functions as of right now. Nambassa (2003) notes that under DES

supervisors are required to show their competences, tactfulness, integrity and sincerity in their execution of the work. In Uganda supervision of schools has been a responsibility to the school head teachers. In Universal Primary Education (UPE), District Inspectors of Schools (DIS) are not being closely supervised and monitored by the Ministry of Education and Sports' subordinates in charge of supervision. and District Education Officer (DEO) who are not keeping a close eye on the head teachers who do not take initiative to monitor their teachers adequately to make a school an outstanding one, school head teachers should be able to analyze school needs and ensure provision of these needs and by collaborating with school members through good communication to better understand and be able to motivate teachers to do the best they can with confidence and interest.

The government of Uganda came up with various ways to emphasize supervision of institutions, this was done to enhance performance of teachers and learners. For effective head teacher supervision each school was allocated a head teacher and a Deputy Head teacher for purposes of direct supervision of teachers alongside District Inspectors who are responsible to carry out inspection in all schools. Recent report from UNEB and District inspection reports show District that teachers report late and this has been eliminating factor ineffectively executing their duties such as lesson preparation, schemes of work and others with this and other factors, poor performance in Primary schools in Bulamogi County has reflected on the overall poor performance in the District (Mujizi, 2019).

Zikanga, Amunaka and Tamale (2019) noted that teachers consistently report late for study, some teachers hardly appear at school. The relation with head teacher and

fellow staff members is not good. Several primary school teachers in the Kaliro district rarely create lesson plans or schemes, perform practical lessons, or allot enough time for pupils who struggle academically. Ideally head teachers are supposed to provide support supervision to their teachers especially during teaching and learning process which may not be a case in Primary schools in Kaliro District.

The head teacher as a head of an institution has an obligation to guide and supervise teachers, employees and other staff as well as taking responsibility for the quality of teaching and the quality of students learning in the schools they lead. Head teachers should therefore carry out his function in improving the teaching and learning process. Conducting support supervision of the teachers during the process of teaching, helping teachers analyzing difficult, assisting in formulating objectives (Suaier et al, 2020). In supervision the level of head teacher motivation will affect the results of supervision This means their other several important things that must be met to ensure that head teacher supervision is able to achieve maximum results for example there must be collegial relationship between the supervisor and the supervise (Ahmad and Ahmad, 2018).

1.2. Statement of the Problem

The government of Uganda through Ministry of Education and Sports has done a lot in fulfilling its role of ensuring provision of accessible and quality education to its citizens by building schools, provision of text books and curriculum, training of teachers and payment of teacher's salaries. Kaliro district education office annual schools report (Kaliro District, 2019) indicated that supervision was co-ordination of teachers with their learners, and it includes directing the growth of teachers and

aiming at improving teaching and learning of pupils which may not be the case of Primary schools in Kaliro District. Teacher performance in Primary schools in Kaliro District has recorded persistent poor performance over the years. This was characterized by poor time management, inadequate teacher preparation, absenteeism, poor pupil discipline, inadequate syllabus coverage (Kaliro District, 2019). It is therefore against this back ground that the researcher is prompted to establish the relationship between head teacher's supervisory practices and teacher's performance in primary schools in Kaliro district.

1.3. Purpose of the Study

The study was carried out to find the relationship between headteacher supervisory practices and teachers performance in primary schools in Kaliro district Uganda.

1.4. Research Objectives

The study was guided by the following objectives.

- i. To find out the relationship between headteachers' approving schemes of work, lesson plans and teacher performance in primary schools in Kaliro.
- ii. To find out the relationship between headteachers' lesson observation and teacher performance in primary schools in Kaliro.
- iii. To find out the relationship between headteachers' appraisal and teacher performance in primary schools in Kaliro.

1.5. Research Questions

- i. What is the relationship between headteachers' approving schemes of work, lesson plans and teacher performance?
- ii. What is the relationship between headteachers' lesson observation and teacher performance?
- iii. What is the relationship between headteachers' appraisal and teacher performance?

1.6. Scope of the Study

1.6.1. Geographical Scope

The study was conducted in primary schools in Kaliro District. The district is located in Eastern Uganda along Latitude 1⁰N, 33⁰E Longitudes bordered by Buyende, Namutumba, Luuka, Pallisa and Iganga District (Kaliro DDP, 2019).

1.6.2. Content Scope

In terms of content scope, the study was restricted to establishing the relationships between headteacher approval of schemes/lessons, lesson observation and appraisal and teacher performance in terms of preparation, and assessment in primary schools in Kaliro District.

1.6.3. Time Scope

The study focused on the period from 2019 to 2022 which is the period during which DES (2020) reported very poor teacher performance in Kaliro District.

1.7. Significance of the Study

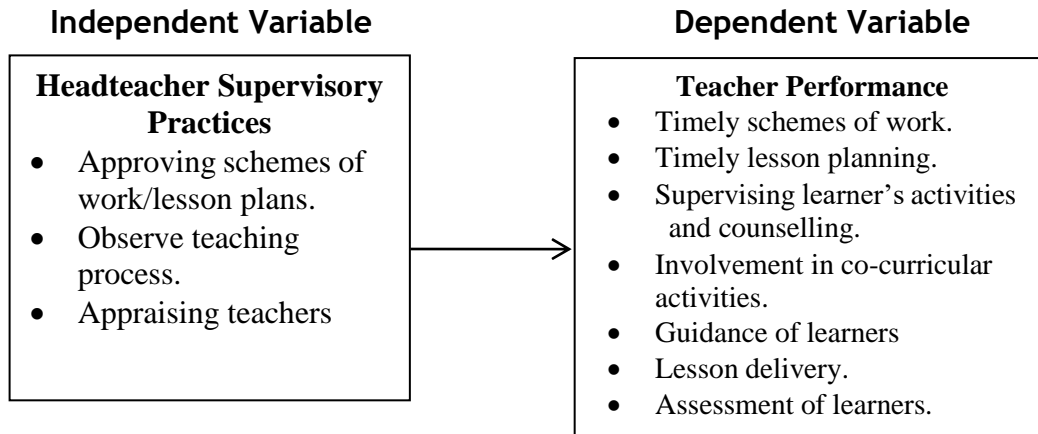
- i. The study findings will contribute towards better understanding of the process of supervision and would make it effective for teachers to perform.

- ii. The findings will help Head teachers and other supervisors to identify the best practices that they can apply to promote teachers effectiveness in primary schools.
- iii. The results of the study will assist the entire educational system in organizing instruction in conjunction with the application of appropriate teaching techniques, supervision, assessment, and evaluation.
- iv. The study findings will form a basis for further research by the academia.

1.8. Conceptual Framework

Konchar (2018) believes that supervision is a collaborative effort involving a set of activities designed to improve the teaching and learning process in a similar understanding. Habimana (2018) defined supervision as a set of activities carried out with the purpose of making teaching and learning better for learners these activities include classroom observation, assessment of learners.

Operationally, supervision is that phase of school administration which focuses primarily upon the achievement of appropriate expectations of educational systems designed to improve designed to improve instructions at all levels of the school directly affecting teacher's behavior in such a way that facilitates pupils learning and achieving goals of the school.



Source: Drawn basing on Glickman (1990), modified by the researcher (2021)

Fig. 1.1: Conceptual Framework

The conceptual frame work shows how head teacher supervisory practices influences teachers performance. The approval of work schedules and lesson plans, observation of lesson delivery, tracking of teachers' attendance, and appraisal of teachers are all examples of head teacher supervisory practices that can impact teachers' performance in terms of creating documents such as work schedules, lesson plans, classroom instruction, and management. Head teachers monitor students' actions in addition to continuously assessing and evaluating their performance.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

Theoretical and empirical reviews of relevant literature on headteacher supervision practices and teacher performance in educational institutions are presented in this chapter. The review was completed in accordance with the study's goals.

2.2. Theoretical Underpinning

Douglas McGregor's theories—theory X, theory Y, and theory Z—were the study's main focus. According to Theory X, the majority of individuals detest their jobs, yet they do them in order to make ends meet and because they feel safer (McGregor, 1960). According to hypothesis X of the supervision model, managers should continuously remind staff members to complete their task, stimulate them, and expect high performance from teachers.

Theory Y it says some workers enjoy working the supervisors need to provide a friendly working environment and motivation as well (McGregor, 1960). The workers need to grow professionally and that they need job satisfaction. Theory Z advocates that once employees are involved in sharing the responsibilities at the job so that the employee will feel concern for the job.

Theory Z assumes that workers want to build cooperative relationships and value support from their organization/institution in a stable work environment where they can have long careers (McGregor, 1960). Management (headteachers) must trust that workers can competently contribute to decisions if they are knowledgeable about

organizational/institutional issues.

Modern Human Resource theory derived from a paradigm shift in the 1920s which theory began to post that the main purpose of an organization ought to be to serve human needs and that the fit between people and an organization is of critical importance, (Bolman & Deal, 2013, Shafritc, Ott & Jang, 2011) opined that human theory help that a person's behavior changes shape, the organization and the interactions of individualism within an organization shape everything within the context of a job. With the context of human theory, one can assume that if a person and an organization fit well together, the person will have positive interaction with their supervisor and therefore have a positive perception of supervision experience.

2.3. Approving Schemes of Work/Lesson Plans & Teacher Performance

Okai (2019) 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 Kaliro District with regard to scheme of work preparation and teachers performance in the school.

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 strived to investigate the relationship between supervision of schemes of work and teachers performance in the schools.

2.4. Lesson Observation and Teacher Performance

According to Glolammejad (2020), teacher supervisors are required to assess in order to evaluate teacher instruction, further classroom observation must be employed as a supportive system and empowering strategies for instructors and should be viewed positively by the teachers. Diacorponlos & Butler (2020) indicated that a successful supervision is expected to help the teacher connect theory to practice and learn from their experience from the fields. According to Burns, Jacobs & Yendol (2020), supervision helps instructors to learn from the complexity of teaching.

According to the Kaliro District Service Commission (KDSC, 2015) the job performance of teachers is the set of duties a teacher performs to achieve the goals of an institution. These duties involve timely syllabus coverage, correct pedagogical skills, school and class regular punctual attendance. Teachers job performance is highly

connected to students' outcomes as the end product of education. The concept of classroom observation among teachers plays a vital part in why some schools record stellar performances while others consistently perform dismally in the district.

According to the Standard media (2022) classroom observation allow educators and administrators to improve not only classrooms but schools as a whole. Observing improves on the ability to describe instructional practices, evaluate inequalities that exist for specific students or group of learners and improve classroom instruction. The research was clear that classroom observation can be a guide for teachers so they can reflect on their teaching practices and rather become successful educators.

Duncan (2021) noted that classroom observation is an important part of teaching ensures that teachers are providing a satisfactory learning experience for the learners and identifies weaknesses which can be shored up with adjustments and training. Classroom observation as an essential part of teaching checks and adjusts a teacher's performance meaning that learners get the most out of the lessons, improving their academic performance and thus improving the overall performance of the school.

According to Gebreselassie (2015), for a successful implementation of education policies and programs, strategic plan depends in effective leadership in Education Institutions thus is supported by Cypress and Breckner (2013) who urged that great school do never exist apart from leaders. A school leader is identified as a chief executive in improving schools and achieving better in education institutions, therefore effective school leader should be responsible, committed, and answerable and communicate the school mission, vision and goals for developing the institutional

plans, monitors, supervise teachers and students learning.

Raj-Bhandari (2014) noted that in order to achieve then above aspects, there should be critical leaders who allow quick understanding and able to evaluate all the institutional programs and think critically, communicate the intended goals and anticipate future performance in education institutions. Surmmons and Day (2016), in their study of successful leadership in UK found the importance of focusing in leadership nature and characteristics when discussing effective leadership and aimed at providing an over view of the need to grow literature that examined the nature and purpose of institutional leadership. The evidenced that leadership has a key role to play in setting positive school culture by supporting, commitment and promoting motivation.

Musa (2014) opined that teachers are committed when leaders have the ability to influence them, this means that teachers becomes what institutional heads want them to be. Classroom observations were found to have a beneficial impact on instructors' effectiveness by Sule, Amith, and Egbai (2015) and Osuman (2015), who investigated the relationship between instructional supervision and the role teachers play in assuring effectiveness in Nigerian educational institutions.

Teachers in Malaysia similarly established that formal lesson observation considerably contributed to enhanced teacher preparation, lesson assessment, lesson creation, and classroom control. This is in line with Komujji and Halid's (2013) assertion that clinical supervision and teaching performance in schools.

Zikanga, Amulaka, & Mugezi (2021), teachers reported late had no scheme of work,

no remedial work for students, One and Musasizi (2016) observed that this kind of pedagogical practice lead to teacher poor performance practice as well as their students in national examinations. Asmo et al (2015) observed that supervision of teachers in the schools improved on work performance.

Okia, Naluwemba and Kasule (2021), said that head teachers supervision did not promote performance of teachers, Mujun (2019) said that job performance of teachers has remained poor characterized by poor time management, inadequate lesson preparation, absenteeism leading to poor syllabus coverage and inadequate teaching methods.

Heetal (2020) argued that horizontal communication up and down ward communication affect employee performance. This is typical in Primary Schools in Bulamogi. According to Mette, Aginlar & Wieczorek (2020) teacher supervision and evaluation enhance teacher growth, teaching quality and instructional leadership. However, Brandra, Hollweck, Donlery & Whailen (2018) indicated that supervision helps instructors learn from their complexity of teaching. Further, Diacopoulos & Butler (2020) observed that teacher supervisors are required to observe classes in order to evaluate teacher's instruction. Furthermore classroom observation must be employed as a supportive strategy for instructors and should be viewed positively, according to Gholaminejad (2020). In recent years supervisors tend to offer guidance.

According to Aldahani (2017), Khuminkeeree et al (2019), the attention of a head teacher to the teacher is very important to improve professionalism and performance of teachers and other personnel in education sector. This is related to teaching qualities in carrying out their duties such as working with students, planning of

learning, utilization of instructional media, ability to assess, active leadership and connecting students in a variety of learning experiences.

2.5. Appraisal of Teachers and Teacher Performance

Various scholars have established a connection between teachers' involvement in school activities and appraisal processes. For example, Wanyama (2011) discovered that employees' participation at work in the various areas of a business increases when they receive favorable feedback from the assessment systems. Furthermore, Wanyama (2011) argued that frequent and close supervision of employees while they carry out all of their duties is necessary for effective performance. According to Onzoma (2012), head teachers have benefited from feedback from appraisal methods in that their instructors are now involved in school activities such as student work inspections and extracurricular activities, which they had previously underestimated. Consequently, trying to get a good assessment score.

According to Bratton et al. (2019), there should be a way to measure, monitor, and control performance despite businesses' dismal track record of appraisal practices. This is a widely accepted aspect of management orthodoxy. Those with a stake in the organization's operations would therefore view a failure to demonstrate management's control as incredibly ineffectual.

In her investigation into how appraisal systems affect teachers' performance, Namubiru (2013) discovered a strong correlation between teachers' involvement in classroom activities and appraisal systems. Matwire (2012) concurs with Namubiru (2013), who said that assessment systems offer fair and practical feedback that

motivates employee involvement in terms of collaboration and teamwork. Therefore, managerial training on how to facilitate inclusive and constructive feedback sessions and how to ensure accuracy in performance ratings enhances the efficacy of an organization's performance appraisal system. The standards that are used to evaluate employee performance are still mostly bureaucratic in staff performance appraisal systems.

According to Tziner and Cleveland's (2011) research, performance appraisal requirements that entail oversight, exertion, and potential risk-taking, such as a low rating, can negatively impact employees' cooperation and participation in work groups, ultimately resulting in resentment and complaints. Karnwine (2014) disputes Tziner et al. (2011)'s observation that appraisal requirements can negatively impact employee participation, pointing out that appraisal schemes actually promote open communication between subordinates and supervisors or between employees and employers, which eventually aids in the formation of productive, cohesive work groups. As a result, assessment procedures produce accurate performance records that support goal-setting and counseling as well as the evaluation of employees' work. Furthermore, every study that was conducted found a strong correlation between teachers' involvement in classroom activities and the methods used for rating.

The aforementioned researchers themselves never used resources to inspire their staff members or instructors within the company. Furthermore, they never take into account where resources come from in order to inspire workers within a company. As a result, I have filled up these gaps in my research to find ways to inspire workers. Additionally, Craig et al. (2013) noted that teacher performance evaluations are

ongoing, occurring every three years. Formative and summative appraisals are the two forms that make up this system.

The process of collecting performance data, evaluating it, and using the findings to enhance instruction is known as formative assessment. On the other hand, summative assessment is the process of enhancing instruction by utilizing performance standards set by the school divisions. There are differing opinions in the literature regarding whether performance appraisal procedures should fulfill both formative and summative purposes, as noted by Strange (2019) and Timperley (2018). They recommended against using formative and summative goals in the same system, but they are both acceptable.

According to Kamwine's (2014) research, educators generally tend to value the chance to discuss their professional roles one-on-one with a colleague. He went on to say that academicians are professionals who are eager to get criticism from people they respect in order to try and pick up new abilities and perform better. Smith (2015) concurs with Kamwine (2014), who discovered that the most successful educators have always been able to recognize their own strengths and shortcomings and have benefited from both their achievements and failures.

Inadequate instructional materials and underqualified teachers were identified by Nakimera (2011) as barriers to the quality of teaching in the secondary schools of the Mukono District. The study examined the impact of appraisal systems on teaching quality and found no significant relationship between the two. Furthermore, Gillen (2016) said that timely and regular performance review feedback can be very helpful

to employees at work since it enables them to see the connection between their efforts and outcomes and later take corrective action. Thus, in an effort to close these gaps, this study examined how appraisal procedures affected the caliber of instruction in primary schools in Kaliro District.

Many different objects are assessed using appraisal procedures. They are occasionally made to evaluate the caliber of instruction provided in classrooms and the involvement of teachers in educational activities. Several scholars have connected teachers' participation in school administration and assessment methods in relation to this study. For instance, Musoke (2013) discovered that private reports are the most widely utilized techniques for evaluation because they offer further insight into teachers' participation in school operations. Musoke (2013), however, neglected to consider alternative evaluation techniques that are as useful in assessing the efficacy of the educational system, such as appraisal interviews, management by objective, and graphic rating scales. However, Musoke (2013) noted that private reports will be the standard method of evaluation at educational institutions.

According to Kakande's (2014) research, an evaluation system must be able to highlight important facets of teachers' involvement in school administration before it can be deemed valuable and legitimate in a learning environment. These elements include, but are not limited to, the instructors' regular attendance at staff meetings, their involvement in peer and student counseling and guidance, and their guaranteeing of a democratic student leadership through frequent, free, and fair elections.

Cardy (2013) discovered that performance evaluation procedures entail evaluating an individual's performance in respect to the goals, tasks, deliverables, and targets of their employment over a predetermined amount of time. Kakande (2014) concurs with Cardy's findings. But when it comes to a school context, the evaluation process need to be focused on assisting educators in developing as professionals by giving them the opportunity to voice their worries, acknowledge their shortcomings, and receive support in overcoming those shortcomings.

Furthermore, since Onzoma (2012) discovered that positive feedback from performance appraisals had the strongest and most consistent effect on teachers' willingness to involve themselves in school administration—where the guiding principles are open, facilitative, supportive, and collaborative—Cardy (2013) emphasized that appraisal practices help teachers grow professionally. Rao and Narayana (2017) also noted that, when done correctly, performance appraisals not only inform employees of their performance but also influence their future level of effort, activities, results, and task direction toward their involvement in organizational administration. According to Aldninam (2017) and Khunn-Inkeeree et al. (2019), a head teacher's focus on a teacher is crucial for enhancing professionalism, performance, and other educational vocations in the school. Group conversations are one way to accomplish this.

In addition to the requirement for teacher competency, Ampofo et al. (2019) discovered that the outcomes of the school heads' supervision had a major impact on the performance of the instructors. In a similar vein, Dimanchlra & Wisaprom (2019) confirmed that the characteristics of performing tasks like lesson planning, work schemes, active leadership, utilizing instructional media, working with students, and connecting them to a range of learning experiences are related to the standards of teacher performance.

CHAPTER THREE METHODOLOGY

3.0. Introduction

This chapter presents the research methodology and clearly describes the research design, study population, sample size, sampling strategies, data collection methods, reliability and validity of instruments of data analysis.

3.1. Research Design

A research design is a framework for methods and procedures that can be used to collect and analyze measures of the variables specified in the research problem (Mulunda and Atwebembeire, 2021). In this study, a cross sectional survey was used and the respondents will be selected from primary schools in Kaliro district. The study design also adopted both qualitative methods and quantitative methods of data collection for purposes of triangulating data from oral views from oral interview and questionnaires as supported by Amin (2005).

3.2. Study Population

A study population refers to the number of people living in a region or a pool from which a statistical sample is taken (Amin, 2005). In this study the population included government primary schools in Kaliro district which comprised of 1050 teachers, 84 headteachers, and 2 Centre Coordinating Tutors (CCTs). The headteachers were included in the study because they are responsible for performing the supervisory role whereas teachers were involved because they are involved in the teaching activities which are a measure of teacher performance. The CCTs are responsible for supporting, supervising and monitoring teacher activities in schools, so they equally have sufficient data that this study needed.

3.3. Sample Size

A sample is a specific group that the researcher will collect data from (Amin, 2005). The size of the sample is always less than the total size of the population and it comprises the elements of the population that are considered for inclusion in the study. In this study, the population was 1138 people. The sample size of the study was determined using the Krecjie and Morgan (1970) sampling frame giving 285 people. The breakdown of the population and sample size is presented in Table 3.1 below.

Table 3.1: Population, Sample Size and Sampling Techniques Used

Category	Population	Sample Size	Sampling techniques
Head Teachers	84	21	Purposive
Teachers	1050	260	Simple random
DIS	01	01	Purposive
DEO	01	01	Purposive
CCT	02	02	Purposive
Total	1138	285	

Source: Kaliro District Education Office (2022)

3.4. Sampling Techniques

The researcher used purposive and simple random sampling technique to select school teachers, Head teachers for the study. Purposive sampling was used to select respondents basing on the nature of the job position they hold in the schools while simple random sampling was applied to select respondents from the teaching staff.

3.4.1. Simple Random Sampling

Simple random sampling is a situation where each respondent has an equal chance of being selected to participate in the study (Maria, 2001). The researcher used the simple random sampling technique to select teachers so as to avoid bias and provide

an equal chance of each teacher being selected to participate.

3.4.2. Purposive Sampling

Purposive sampling technique is a non-probability sampling method whereby a researcher select a number of objects that are of interest from a given population to form part of the sample (Hanna, 2010). The researcher used purposive sampling technique to select the headteachers, DEO, DIS, and the CCTs and members of SMCs because they are supposed to perform supervisory roles in the primary schools and by the nature of their positions and responsibility, they were considered to have data required by the study.

3.5. Data Collection Methods and Instruments

3.5.1. Data Collection Methods

The data collection methods used included the self-administered questionnaires, the face-to-face interview and observation.

3.5.2. Data Collection Instruments

3.5.2.1. Questionnaires

A series of items created to address particular study objectives make up a questionnaire (Mugenda & Mugenda, 2003). Since a questionnaire is the most popular tool for gathering data in social science research, Amin (2005) states that a structured questionnaire was utilized for data collection. The demographic questions on the questionnaire covered the respondents' age, gender, and educational attainment as well as their work situation and academic credentials. A four-point Likert scale was employed, with 1 denoting strongly disagree, 2 disagree, 3 agree, and

4 strongly agree. By having instructors complete the instrument by checking the response they felt was suitable for each issue, the researcher was able to get data from the teachers. The questionnaire helped the researcher get information in the shortest time possible as they respondents completed the instrument on the same day they were given.

3.5.2.2. Interview Guide

Using an oral questioning technique, the researcher directly interacts with the participants or respondents to obtain data (Amin 2005). The researcher used an interview guide to get the non- numerical data from headteachers, the DEO, DIS, and the members of the SMC in the selected schools. This involved asking the questions to the participants and the researcher recorded their responses himself.

3.5.2.3. Observation

The researcher went to the various selected primary schools and made observation regarding schemes of work, lesson plans, instructional materials tests, mark sheets, question papers, attendance lists for pupils, registers schemes available in the schools. The data obtained has been helpful in triangulating data collected through questionnaire and interviews.

3.6. Quality Control

Ensuring the authenticity and reliability of study outcomes is crucial in the field of research. This is only feasible if the data collection instruments are trustworthy and include valid items. Therefore, it was imperative to verify the authenticity and dependability of data collection tools.

3.6.1. Validity

When an instrument measures what it is supposed to measure—in this case, the opinions of the respondents—validity is the capacity of the instrument to yield results that are consistent with the theoretical or conceptual values. According to Mugenda & Mugenda (2003), it should yield data that accurately depict the state of the environment that it is intended to monitor. The study's variables must be appropriately represented in the data that was collected. The items were then rated by three university academics from the department of education as very relevant (VR), relevant (R), slightly relevant (SWR), or not relevant (NR) to the study by the researcher. Using the ratings, the researcher applied the following formula to get the Content Validity Index (CVI):

$$\text{CVI} = \frac{\text{VR} + \text{R}}{\text{No. of Items in instrument}}$$

The statistics from the three lecturers are presented in the Table 3.2 below.

Table 3.2: Statistics from the Experts

Raters	VR	R	Total
Lecturer One	11	13	24
Lecturer Two	12	12	24
Lecturer Three	10	12	22
Average Rating			23

Source: Primary data (2023)

Computation of CVI was from the summation of VR + R divided by the total number of items in the questionnaire which was 28. Therefore, $23/28 = 0.821$. The value of CVI

computed was interpreted in accordance with George & Mallery (2003) scale as good. The George and Mallery scale (2003), indicates that if the computed CVI lies between 1 - 0.9 = Excellent; 0.8 - 0.89 = Good; 0.70 - 0.79 = Acceptable; 0.60 - 0.69 = Questionable; 0.50 - 0.59 = Poor; and 0.0 - 0.5 = Unacceptable. Therefore, from the George and Mallery scale (2003), an instrument is considered valid if the CVI computed is at least above 0.7. Since the validity of the instrument used in this study was 0.821 it implied that it had good validity thus, it was able to measure what was intended by the study.

3.6.2. Reliability

A research instrument's consistency is gauged by its reliability. In order to evaluate the instrument's dependability, the researcher conducted an internal consistency reliability test using a pilot study involving two secondary school teachers in Kaliro district who were not included in the study's final sample of respondents. This was done to prevent respondents' opinions from being skewed during the actual data collection procedure. Using the Chronbach Alpha method, the data gathered during the pilot trial were imported into the Statistical Package for Social Scientists (SPSS) software program to assess the instrument's dependability. Table 3.3 below displays the reliability results from the SPSS.

Table 3.3: Reliability Results

Constructs	Alpha values
Approval of Teachers' Schemes	0.873
Observation of Teachers' Teaching	0.847
Appraisal of Teachers' Teaching	0.823
Teacher Performance	0.784
Average Alpha Value	0.831

Source: Primary data (2023)

From the results in Table 3.3, the reliability of the instrument was 0.831 which was interpreted as good reliability according to the George & Mallery (2003) scale.

3.7. Data Collection Procedure

After approval of the proposal, the researcher obtained an introductory letter from the Head of Department at UCU Mbale Campus to allow him go to the field to collect data. While in the field, the researcher presented the introductory letter to the District Education Officer who after discussion on the procedural matters, granted him permission to go ahead and select the schools, meet with the headteachers of the selected schools and embark on the data collection process.

3.8. Data Analysis and Presentation

Data analysis is defined as the process of cleaning, transforming and modeling data to discover useful information for decision making. Quantitative data from the self-administered questionnaires was analyzed using descriptive (frequencies, percentages and means) and inferential statistics (Pearson correlation coefficient) generated using the Statistical Package for Social Scientists (SPSS). The analyzed data was then

presented in simple, easy to understand statistical tables for each objective of study. Qualitative data was analyzed by content analysis method. Emerging categories and themes have been generated following the research questions of the study.

3.9. Ethical Consideration

This study adhered to appropriate research procedure and all sources of information have been acknowledged and referenced as far as possible. Before the questionnaires were administered consent was sought and given by the respondents.

To participate in the survey, full confidentiality was maintained especially when dealing with face-to-face interviews and the identity of respondents. Procedures were put in place to ensure confidentiality of information and the anonymity of participants in all research materials.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0. Introduction

The study investigated the relationship between Head teacher supervisory practices and teachers' performance in primary schools in Kaliro district Uganda. This chapter presents the findings of the study in accordance with the objectives of the study. The response rate is presented first, followed by the demographic findings of respondents and finally the empirical findings.

4.1. Response Rate

Using an appropriate sample size in carrying out research is important. This is normally empirically determined to ensure that it is representative of the population of study. However, having an appropriate sample is one thing but having all the sampled respondents responding to the items is more important. Therefore, it is important to always ascertain the response rate to find out if the appropriate proportion of the sample was able to provide responses. This is an important aspect in terms of reliability of the findings. The response rate was computed and the findings are presented in Table 4.1.

Table 4.1: Response Rate

Category of Respondents	Targeted Sample	No. that Responded	Percentage Response
Head Teachers	21	18	85.7%
Teachers	260	244	93.8%
DIS	01	01	100.0%
DEO	01	01	100.0%
CCT	02	02	100.0%
Total	285	266	93.3%

Source: Primary data (2023)

The sample size of the study was 285 but the number of respondents reached out to were 266. Therefore, the overall response rate was 266 divided by 285 multiplied by 100 giving 93.3%. Rea and Parker (1997) claim that greater response rates yield more accurate survey results, so a survey's response rate is seen as a key measure of survey quality. Rea and Parker (1997) reported that the survey's total response rate of 93.3% indicated that its quality was satisfactory. Depending on the category of respondents, there were differences in the response rates among them for various reasons. For example, it was challenging to reach some respondents because they were either extremely busy or out of the country when the data was being collected. This was true for the headteachers and some of the teachers. However, since the overall response rate was high, it was not necessary to wait until all the sampled respondents were reached out to before analyzing the data.

4.2. Demographic Data of Respondents

The study used structured self-administered questionnaires for data collection and there was a section for collection of demographic data of respondents. This subsection presents demographic data of the respondents (teachers) of the study who completed the structured self-administered questionnaire. The importance of collecting and describing the characteristics of research respondent has been reiterated by several scholars (Ellis, 2009, Ingelbret, Skinder- Meredith, Kellison and Contreras-France, 2010). At least, information needs to be provided about respondents' age, gender, race/ethnicity, social-economic status, educational level and languages spoken. Provision of these characteristics helps in the interpretation of results (Beins, 2009). Without inclusion of such information, researchers risk assuming

the stance of absolutism which assumes that the phenomena of interest are the same regardless of culture, race/ethnicity and social-economic status (Beins, 2009). Therefore, in this respect, the following sub-sections present the demographic characteristics of respondents of the study on the relationship between headteacher supervisory practices and teachers performance in primary schools in Kaliro district.

4.2.1. Distribution of Respondents by Age Bracket

Table 4.2 presents the distribution of respondents by age bracket.

Table 4.2: Distribution of Respondents by Age Bracket

Age Bracket	Frequency	Percent	Valid Percent	Cumulative Percent
20-25 years	36	14.8	14.8	14.8
26-30 years	68	27.9	27.9	42.6
31-35 years	32	13.1	13.1	55.7
36-40 years	72	29.5	29.5	85.2
Above 40 years	36	14.8	14.8	100.0
Total	244	100.0	100.0	

Source: Primary data (2023)

From the data presented in Table 4.2 it was found out that 14.8% of the respondent teachers who completed the questionnaires were in the age bracket of 20-25; another 27.9% were between 26-30 years of age; and 13.1% of them were between 31-35 years of age. The results also showed that 29.5% of the respondents were in the age bracket of 36-40 years old while 14.8% of them were above 40 years of age. It is important to consider age brackets of respondents because according to

Beins (2009), a person’s knowledge and experience about a topic or subject will often be determined by his or her age. In this study, majority of the respondents were really in their prime years of service to the country. This represents those years when people are most active in terms of engagement in productive activities and service delivery to the public. This therefore implies that majority of the respondents had good knowledge and experience about relationship between headteacher supervisory practices and teachers’ performance.

4.2.2. Distribution of Respondents by Marital Status

Table 4.3 presents the distribution of respondents by marital status.

Table 4.3: Distribution of Respondents by Marital Status

Marital Status	Frequency	Percent	Valid Percent	Cumulative Percent
Single	72	29.5	29.5	29.5
Married	140	57.4	57.4	86.9
Divorced	32	13.1	13.1	100.0
Total	244	100.0	100.0	

Source: Primary data (2023)

From Table 4.3, 29.5% of the respondents who completed the self-administered questionnaire were single while 57.4% of them were married. This implies that more of the respondents were married. This is typical of teachers and at one time in the history and development of education in Uganda, all teachers were expected to be properly married. At least 13.1% of the respondents were divorced. According to Beins (2009), marital status affects health of individuals through several intermediary

factors; of these, psychosocial factors, especially psychosocial stress, occupy a central position. Therefore, marital status is associated with stability of families and responses from married people are often taken to be responsible in nature (Beins, 2009). Therefore, since more of the respondents were married, it can be taken that the responses they provided were genuine and reliable.

4.2.3. Distribution of Respondents by Educational Level

Education level of individuals is vital in a number of ways. According to Beins (2009), A sufficient level of education provides individuals with knowledge, skills, and critical thinking abilities that help them make informed and effective decisions. In this study, education levels of respondent teachers were assessed and Table 4.4 presents the distribution of respondents by educational level.

Table 4.4: Distribution of Respondents by Educational Level

Educational Level	Frequency	Percent	Valid Percent	Cumulative Percent
Bachelor s	144	59.0	59.0	59.0
Diploma Certificate	64	26.2	26.2	85.2
	36	14.8	14.8	100.0
Total	244	100.0	100.0	

Source: Primary data (2023)

From the data presented in Table 4.4 it was found out that 59.0% of the respondents were holders of Bachelor's degrees in education; another 26.2% were diploma holders; and 14.8% of them were holders of a certificate in teaching. This implies that most of the respondents had sufficient levels of education and according to Beins (2009), such respondents are expected to have the requisite knowledge, skills and critical thinking abilities to make decisions about the issues under investigation in the study. The results in Table 4.4 showed that teachers in Kaliro district have positively responded to the National Teacher Policy (NTP) of ensuring that they attain bachelors degrees. This therefore implies that majority of the respondents were qualified enough for their jobs as required by the Ministry of Education and Sports (MoES) and it is hoped that they provided reliable data.

4.3. Relationship between Approval of Teachers' Scheming/Lesson Planning and Teacher Performance in the Primary Schools in Kaliro District

Objective one of the study sought to establish the relationship between approval of teachers' scheming of work/lesson planning and teacher performance in the primary schools in Kaliro district. In order to establish such relationship, it was necessary to first determine the respondents' views on approval of teachers' scheming and their views on teacher performance in the primary schools. From the mean values on approval of teachers' scheming of work and that of the teacher performance, a correlation coefficient was then run to determine the relationship.

4.3.1. Results on Approval of Teachers' Scheming in the Primary Schools

As noted above, the first part of the results on objective one relates to the state of

approval of teachers' scheming in the primary schools in Kaliro district. Therefore, Table 4.5 presents the statistical descriptive analysis of the respondents' views on the status of teachers' scheming of work in the primary schools in Kaliro district.

Table 4.5: Descriptive Statistics on Approval of Teachers' Scheming

Items on Approval of Teachers' Scheming	SD (%)	D (%)	A (%)	SA (%)	Mean	Std. Dev
Headteacher supervises teacher scheming of work to ensure appropriateness for each class level	27.9	42.6	29.5	00	2.02	.759
Headteacher makes improvements in the teachers' schemes to ensure suitability of the content	00	55.7	29.5	14.8	2.59	.734
Headteacher approves the final schemes of teachers work before teaching is done	27.9	42.6	14.8	14.8	2.16	.997
Headteacher approves teachers' lesson plans for every lesson timetabled	42.6	14.8	42.6	00	2.00	.925
Headteacher checks to approve the appropriateness of the instructional materials	14.8	55.7	29.5	00	2.15	.650
Headteacher approves the appropriateness of the teachers' class notes	27.9	59.0	13.1	00	1.85	.624
Overall Mean					2.13	

Source: Primary data

(2023) Legend:

0-1.0 = Approval of Scheming Rarely Done; 1.1-2.0 = Approval of Scheming Often Done; 2.1-3.0 = Approval of Scheming Frequently Done; 3.1-4.0 = Approval of Scheming Always Done.

The respondents were required to indicate their opinions about several items by ticking either strongly disagree (1), disagree (2), agree (3), strongly agree (4). From Table 4.5, it was found out that 27.9% of the respondents strongly disagreed while 42.6% of them disagreed that the headteacher supervised teacher scheming of work to ensure appropriateness for each class level. However, at least 29.5% of the respondents agreed that their headteachers supervised teacher scheming of work to ensure appropriateness for each class level. This implies that in most cases the headteachers of the primary schools in Kaliro district do not supervise the teachers'

scheming of work. It is only a few headteachers who supervise scheming of work.

The results in Table 4.5 further showed that 55.7% of the respondents disagreed that Headteacher made improvements in the teachers' schemes to ensure suitability of the content. However, 29.5% of the respondents agreed while 14.8% of them strongly agreed that headteacher made improvements in the teachers' schemes to ensure suitability of the content. This implies that some of headteacher made improvements in the teachers' schemes to ensure suitability of the content. On the whole, more respondents disagreed that their headteacher made improvements in the teachers' schemes to ensure suitability of the content.

Furthermore, the results in Table 4.5 revealed that 27.9% of the respondents strongly disagreed while 46.2% of them disagreed that their headteacher approved the final schemes of teachers work before teaching was done. At least 14.8% agreed and another 14.8% of them strongly agreed that their headteacher approved the final schemes of teachers work before teaching was done. This implies in most cases the headteachers did not approve the teachers' schemes of work while in a few cases the headteachers did approve the work before teaching was done.

The results in Table 4.5 also revealed that 42.6% of the respondents strongly disagreed while 14.8% of them disagreed that their headteacher approved the teachers' lesson plans for every lesson timetabled. However, another 42.6% of them agreed that the headteacher approved the teachers' lesson plans for every lesson timetabled. This similarly implied that in the majority of cases, the headteachers in the primary schools in Kaliro district did not approve the teachers' lesson plans for

every lesson. Perhaps they did for some lesson plans but not for every lesson plan since 42.6% of the respondents agreed.

The results in Table 4.5 also showed that 14.8% of the respondents strongly disagreed and another 55.7% of them disagreed that the headteacher checked to approve the appropriateness of the instructional materials. However, at least 29.5% of them agreed that the headteacher checked to approve the appropriateness of the instructional materials. This implied that in most cases, the headteachers did not check to approve the appropriateness of the instructional materials. Furthermore, the results showed that 27.9% of the respondents strongly disagreed while 59.0% of them disagreed that the headteachers approved the appropriateness of the teachers' class notes. At least 13.1% of them agreed that the headteachers approved the appropriateness of the teachers' class notes. This implies that some of the headteachers approved the appropriateness of the notes while majority did not.

The overall mean for all the items on approval of teachers' scheming of work was 2.13 which according to the legend for interpretation of the overall mean, implied that on the whole, approval of teachers' scheming was frequently done by the headteachers of the primary schools in Kaliro district.

Data collected through face-to-face interviews revealed information closely related to that from the completed questionnaires. For instance, in a face-to-face interview with respondent KI-01, he said:

“Headteachers are aware that they have to approve teachers' schemes of work before they go to teach. However, most headteachers have relegated this

responsibility to the deputy headteachers in the schools. At the same time, where some headteachers do approve the teachers' schemes of work, they do not support the teachers by correcting some issues that the teachers may have not considered yet they are important in effective teaching.” (KI-01/5/2023)

In another face-to-face interview, another key respondent (KI-02) said:

“I really agree that headteachers are supposed to approve teachers' schemes of work. However, very few headteachers ever bother to do it and have become so relaxed or even abandoned the practice. This eventually affects the teaching in the schools because some teacher also do not actually scheme.” (KI-02/5/2023)

Generally, it was found out that headteachers approval of teachers' scheming is actually seldom done by headteachers. This could be responsible for the teacher performance exhibited by most teachers in the primary schools in Kaliro District.

4.3.2. Results on Teacher Performance in the Primary Schools

As noted above, the first part of the results on objective one relates to the state of approval of teachers' scheming in the primary schools in Kaliro district. This second part relates to teacher performance in the primary schools. Therefore, Table 4.6 presents the statistical descriptive analysis of the respondents' views on the status of teacher performance in the primary schools in Kaliro district.

Table 4.6: Descriptive Statistics on Teacher Performance in Schools

Items on Teacher Performance	SD (%)	D (%)	A (%)	SA (%)	Mean	Std. Dev
I prepare all schemes of work for approval well in time	42.6	14.8	42.6	00	2.00	.925
For every lesson timetabled, I prepare a lesson plan	00	72.1	27.9	00	2.28	.449
I always prepare instructional materials for every lesson	13.1	29.5	57.4	00	2.44	.715
I always organize lesson notes for every lesson for the learners	14.8	58.2	14.8	12.3	3.23	.335
I always deliver lessons as scheduled on the timetable	13.1	57.4	14.8	14.8	2.31	.880
I provide remedial teaching for slow learners in classes	14.8	70.5	14.8	00	2.00	.544
I mark learners' work books after every lesson	13.1	29.5	57.4	00	2.44	.715
I assess my learners at the end of every topic of study	14.8	41.0	44.3	00	2.30	.711
I always give timely feedback after every assessment of learning	27.9	27.9	44.3	00	2.16	.835
I endeavour to guide towards success in their educational journey	00	42.6	57.4	00	2.57	.496
Overall Mean					2.373	

Source: Primary data

(2023) Legend:

0-1.0 = Teacher performance was fair; 1.1-2.0 = Teacher performance was moderate; 2.1-3.0 = Teacher performance was good; 3.1-4.0 = Teacher performance was very good.

From the results in Table 4.6, it was revealed that 42.6% of the respondents strongly disagreed while 14.8% of them disagreed that they prepared all schemes of work for approval well in time. However, another 42.6% of them agreed that they prepared all schemes of work for approval well in time. This implied that although all teachers prepared their schemes, few of them did so well in time for approval. Further, the results in Table 4.6 showed that 72.1% of the respondents disagreed that for every lesson timetabled, they prepared a lesson plan. However, at least 29.8% of them agreed that for every lesson timetabled, they prepared a lesson plan. This implies that some of the teachers prepared lesson plans for every lesson timetabled but majority of them did not prepare a lesson plan for every lesson timetabled.

The results in Table 4.6 also revealed that 13.1% of the respondents strongly

disagreed while 29.5% of them disagreed that they always prepared instructional materials for every lesson.

However, majority (57.4%) of the respondent teachers agreed that they always prepared instructional materials for every lesson. This implied that most of the teachers in the primary schools in Kaliro district always prepared instructional materials for every lesson. Furthermore, the results indicated that 14.8% of the respondents strongly disagreed while 58.2% of them disagreed that they always organized lesson notes for every lesson for the learners. However, another 14.8% of the respondents agreed while 12.3% of them strongly agreed that they always organized lesson notes for every lesson for the learners. This implies that most teachers did not always organize lesson notes for every lesson for the learners.

The results in Table 4.6 also indicated that 13.1% of the respondents strongly disagreed while 57.4% of them disagreed that they always delivered lessons as scheduled on the timetable. However, 14.8% of the respondent teachers agreed and another 14.8% of them strongly agreed that they always delivered lessons as scheduled on the timetable. This implies that most of the teachers did not always deliver lessons as scheduled on the timetable. It is only a few that always delivered lessons as scheduled on the timetable. Similarly, the results showed that 14.8% of the respondent teachers strongly disagreed while 70.5% of them disagreed that they provided remedial teaching for slow learners in classes. At least another 14.8% of them agreed that they provided remedial teaching for slow learners in classes. This implied that only a few teachers provided remedial teaching for slow learners in the classes in the primary schools in Kaliro district.

The results also revealed that 13.1% of the respondents strongly disagreed while 29.5% of them disagreed that they marked learners' work books after every lesson. However, 57.4% of the respondent teachers agreed that they marked learners' work books after every lesson. This implies that majority of the teachers in the primary schools in Kaliro district marked learners' work books after every lesson. The results also indicated that 14.8% of the respondents strongly disagreed while 41.0% of them disagreed that they assessed their learners at the end of every topic of study. However, 44.3% of the respondent teachers agreed that they assessed their learners at the end of every topic of study. This means that there was effort by teachers to assess the learners at the end of every topic of study.

The results in Table 4.6 also revealed that 29.7% of the respondents strongly disagreed as another 29.7% of them disagreed that they always gave timely feedback after every assessment of learning. However, 44.3% of the respondent teachers agreed that they always gave timely feedback after every assessment of learning. Similarly, 42.6% of the respondent teachers disagreed that they endeavoured to guide learners towards success in their educational journey. On the contrary, 57.4% of the respondent teachers agreed that they endeavoured to guide learners towards success in their educational journey. This implied that most of the teachers in the primary schools in Kaliro district were concerned about the learners and that they endeavoured to guide them towards success in their educational journey. The overall mean for all items on teacher performance was 2.373 which according to the legend for interpretation means that on the whole, teacher performance in the primary schools in Kaliro was good.

Data collected through face-to-face interviews revealed information closely related to that from the completed questionnaires. For instance, in a face-to-face interview with respondent KI-05, he said:

“Teacher performance in some schools in the primary schools in Kaliro District is really wanting. Some teachers do not adhere to time on task, nor follow the abridged curriculum that was instituted after the COVID-19 pandemic. Most teachers are still following the old curriculum because approval of the schemes is seldom done.”

(KI-05/5/2023)

In another face-to-face interview, another key respondent (KI-06) said:

“I really agree that teacher performance in the primary schools in Kaliro District has deteriorated. This is partly explained by the fact that headteachers have abdicated their role of approving teachers’ schemes of work. It is the deputy headteachers who are trying but they do not have the full authority and often minimized by some teachers.”

(KI-06/5/2023)

Generally, it was found out that teacher performance has greatly deteriorated and there is need to investigate the issues surrounding the deterioration so as to revamp the practices that can enhance teacher effectiveness in the schools. A study like this will greatly contribute to improving teacher performance and the entire teaching and learning processes in the schools.

4.3.3. Relationship between Teachers’ Scheming and Teacher Performance

With the descriptive statistics from teachers’ scheming and teacher performance, it was prudent to determine the relationship between teachers’ scheming and teacher performance in the primary schools in Kaliro district. The transformed overall means of teachers’ scheming in Table

4.5 (2.13) and that of teacher performance in Table 4.6 (2.373) were used to run the correlation coefficient with the SPSS computer software. The results are presented in Table 4.7.

Table 4.7: Relationship between teachers’ Scheming and teacher Performance

		Approval of Teachers’ Scheming	Teacher Performance
Approval of Teachers’ Scheming	Pearson Correlation	1	-.225**
	Sig. (2-tailed)		.000
	N	244	244
Teacher Performance	Pearson Correlation	-.225**	1
	Sig. (2-tailed)	.000	
	N	244	244

** . Correlation is significant at the 0.01 level (2-tailed).

To appropriately interpret the results in Table 4.7, it is important to remember that correlation is a measure of a monotonic association between two variables. A monotonic relationship between two variables is one in which either (i) as the value of one variable increases, so does the value of the other variable; or (ii) as the value of one variable increases, the other variable value decreases (Schober, Boer & Schwarte, 2018). The strength of a correlation relationship can range from -1 to +1

and the larger the value of the correlation coefficient, the stronger the relationship; and vice versa. Therefore, it implies that in correlated data, the change in the magnitude of one variable is associated with a change in the magnitude of another variable, either in the same or in the opposite direction.

Interpretation of the absolute magnitude of correlation coefficient results is based on the Schober, et al (2018) scale which indicates that values between: 0.00-0.10 mean a negligible correlation; 0.10-0.39 mean a weak correlation; 0.40-0.69 mean a moderate correlation; 0.70-0.89 mean a strong correlation and 0.90-1.00 mean a very strong correlation. Therefore, from the results in Table 4.7, the correlation coefficient obtained was -.225 statistically significant at .01 level (2-tailed). This implied that there is a weak negative correlation between approval of teachers' scheming and teacher performance. That means that when approval of teachers' scheming increases by .225, teacher performance decreases by .225.

Data collected through face-to-face interviews revealed information closely related to that from the completed questionnaires. For instance, in a face-to-face interview with respondent KI-03, he said:

“Observation of teachers’ teaching has almost lost meaning in some schools. The headteachers never visit teachers during teaching sessions. Yet such visits to observe teachers’ teaching should be well planned from pre-conferencing, through to post-conferencing of the headteacher and the teacher in question. What some headteachers do is to walk through the school just to see that the teacher is in class but not to understand what the teacher is teaching and how he is teaching

it. This ultimately leads to ineffective teaching.”(KI-03/5/2023)

In another face-to-face interview, another key respondent (KI-04) said: *“I really think that there is no real observation of teachers’ teaching. If it is there, then only a few headteachers are doing it. Also, for those doing it, I doubt if they are following the procedures for lesson observation. To me teacher performance has really gone down.” (KI-04/5/2023)*

Generally, it was found out that observation of teachers’ teaching has almost lost meaning and practice in the primary schools in Kaliro District. Efforts are required to change the situation for better; otherwise teacher performance will continue to deteriorate leading to poor grades.

4.4. Relationship between Observation of Teachers’ Teaching and Teacher Performance in the Primary Schools in Kaliro District

Objective two of the study sought to establish the relationship between observation of teachers’ teaching and teacher performance in the primary schools in Kaliro district. In order to establish such relationship, it was necessary to first determine the respondents’ views on observation of teachers’ teaching and their views on teacher performance in the primary schools. From the mean values on observation of teachers’ teaching and that of the teacher performance, a correlation coefficient was then run to determine the relationship.

4.4.1. Results on Observation of Teachers’ Teaching in the Primary Schools

Table 4.10 presents the statistical descriptive analysis of the respondents' views on the status of observation of teachers' teaching in the primary schools in Kaliro district.

Table 4.8: Descriptive Statistics on Observation of Teachers' Teaching in Schools

Items on Observation of Teachers' Teaching	SD (%)	D (%)	A (%)	SA (%)	Mean	Std . Dev
Headteachers observed that teachers explained major/minor points with clarity.	42.6	57.4	00	00	1.57	.496
Headteachers observed that teachers defined unfamiliar terms, concepts, and principles.	00	86.9	13.1	00	2.13	.338
Headteachers ensured that teachers showed all steps in solutions to homework problems.	14.8	72.1	13.1	00	1.98	.529
Headteachers ensured teachers varied explanations for difficult material.	27.9	72.1	00	00	1.72	.449
Headteachers ensured teachers wrote key terms on blackboard or overhead screen.	41.0	44.3	14.8	00	1.74	.700
Headteachers ensured teachers integrated materials (examples, cases) from real world.	42.6	27.9	29.5	00	1.87	.841
Overall Mean					1.835	

Source: Primary data (2023)

Legend:

0-1.0 = Teachers' teaching was fair; 1.1-2.0 = Teachers' teaching was moderate; 2.1-3.0 = Teachers' teaching was good; 3.1-4.0 = Teachers' teaching was very good.

From the results in Table 4.8 revealed that 42.6% of the respondent teachers strongly disagreed that headteachers observed that teachers explained major/minor points with clarity while teaching the pupils. Another 57.4% of them disagreed that the headteachers observed that teachers explained major/minor points with clarity at all. None of the respondents acknowledged that the headteachers observed that teachers explained major/minor points with clarity implying that the teachers in the primary schools in Kaliro district do not usually explain points to the learners with clarity.

The results also revealed that 86.9% of the respondents disagreed that the headteachers ensured that the teachers defined unfamiliar terms, concepts, and principles. On the contrary, at least 13.1% of them agreed that headteachers ensured that the teachers defined unfamiliar terms, concepts, and principles. This means that a few of the teachers in the primary schools in Kaliro district endeavoured to define unfamiliar terms, concepts, and principles to the learners while teaching.

The results in Table 4.8 also showed that 14.8% of the respondents strongly disagreed that while 72.1% of them disagreed that headteachers ensured the teachers showed learners all the steps in solutions to homework problems. However, at least 13.1% of the respondents acknowledged that headteachers ensured the teachers in the primary schools in Kaliro showed learners all the steps in solutions to homework problems. Further, the results indicated that 27.9% of the respondents strongly disagreed as 72.1% disagreed that while teaching, headteachers ensured that the teachers varied explanations for complex or difficult material. None of the respondents acknowledged that while teaching, the teachers ever varied explanations for complex or difficult material. This implied that the teachers in the primary schools in Kaliro

district rarely varied their explanation for the concepts they taught.

Furthermore, the results in Table 4.8 also showed that 41.0% of the respondents strongly disagreed as 44.3% of them disagreed that headteachers ensured that the teachers wrote key terms on blackboard or overhead screen. At least 14.8% of them agreed that the teachers wrote key terms on blackboard or overhead screen. Also, the results revealed that 42.6% of the respondents strongly disagreed while 27.9% of them disagreed that headteachers ensured the teachers integrated materials (examples, cases) from real world. At least 29.5% of them agreed that the teachers integrated materials (examples, cases) from real world. The overall mean for all the items on observation of teachers' teaching was 1.835 which according to the legend meant that the headteachers' observation of teachers' teaching only fairly done.

4.4.2. Results on Teacher Performance in the Primary Schools

The descriptive statistics on teacher performance in the primary schools in Kaliro district were presented in Table 4.6. Therefore, it was not necessary to reproduce them here; instead, the overall mean in Table 4.8 (1.835) was used to run a correlation coefficient with the overall mean in Table 4.6 (2.373) giving the results in Table 4.9.

Table 4.9: Relationship between Observation of Teachers’ Teaching and Teacher Performance in Primary Schools in Kaliro District

		Observation of Teachers’ Teaching	Teacher Performance
Observation of Teachers’ Teaching	Pearson Correlation	1	.330**
	Sig. (2-tailed)		.000
	N	244	244
Teacher Performance	Pearson Correlation	.330**	1
	Sig. (2-tailed)	.000	
	N	244	244

** . Correlation is significant at the 0.01 level (2-tailed).

From the results in Table 4.9, the correlation coefficient obtained was

.330 and the correlation was statistically significant at .01 level (2-tailed). According

to Schober, et al (2018) scale *it* means that there is a weak positive correlation

between observation of teachers’ teaching and teacher performance. That means

that when observation of teachers’ teaching increases by .330, teacher performance

also increases by .330.

4.5. Relationship between Appraisal of Teachers’ Teaching and Teacher Performance in Primary Schools in Kaliro District

Objective three of the study sought to establish the relationship between appraisal of teachers’ teaching and teacher performance in the primary schools in Kaliro district.

In order to establish such relationship, it was necessary to first determine the respondents’ views on appraisal of teachers’ teaching and their views on teacher

performance in the primary schools. From the mean values on appraisal of teachers' teaching and that of the teacher performance, a correlation coefficient was then run to determine the relationship.

4.5.1. Results on Appraisal of Teachers' Teaching in the Primary Schools

As noted above, the first part of the results on objective three relates to the state of appraisal of teachers' teaching in the primary schools in Kaliro district. Therefore, Table 4.10 presents the statistical descriptive analysis of the respondents' views on the status of appraisal of teachers' teaching in the primary schools in Kaliro district.

Table 4.10: Descriptive Statistics on Appraisal of Teachers' Teaching in Schools

Items on Appraisal of Teachers' Teaching	SD	D	A	SA	Mean	Std. Dev
Actively encouraged pupils to ask questions.	27.9	42.6	29.5	00	2.02	.759
Asked questions to monitor pupils' understanding.	00	70.5	29.5	00	2.30	.457
Responded appropriately to pupils to ask questions.	13.1	29.5	57.4	00	2.44	.715
Presented material at an appropriate level for pupils.	29.5	41.0	29.5	00	2.00	.770
Presented material appropriate to the purpose of the course.	13.1	13.1	73.8	00	2.61	.709
Demonstrated command of the subject matter	14.8	27.9	57.4	00	2.43	.736
Overall Mean					2.30	

Source: Primary data

(2023) Legend:

0-1.0 = Appraisal was fairly done; 1.1-2.0 = Appraisal was moderately done; 2.1-3.0 = Appraisal was well done; 3.1-4.0 = Appraisal was excellently done.

From the results in Table 4.10, it was revealed that 27.9% of the respondents strongly disagreed as 42.6% of them disagreed that appraisal of teachers' teaching was being done and that the teachers actively encouraged pupils to ask questions. However, at least 29.5% of them agreed that appraisal of teachers' teaching was being done and that the teachers actively encouraged pupils to ask questions. The results also revealed that 70.5% of the respondents disagreed that appraisal of teachers' teaching was done and that the teachers asked questions to monitor pupils' understanding. On the other hand, 29.5% of the respondents acknowledged that appraisal of teachers' teaching was done and that the teachers asked questions to monitor pupils' understanding. This implied that in some cases, the appraisal was done while in other cases, it was not done.

Further, the results showed that 13.1% of the respondents strongly disagreed as 29.5% of them disagreed that appraisal of teachers' teaching was being done and that teachers responded appropriately to pupils' questions. However, 57.4% of the respondents acknowledged that appraisal of teachers' teaching was being done and that the teachers responded appropriately to pupils' questions. This implied that in majority of the schools, appraisal of teachers' teaching was done and the teachers responded appropriately to pupils' questions.

The results on Table 4.10 further indicated that 29.5% of the respondents strongly disagreed while 41.0% disagreed that appraisal of teachers' teaching was done and that the teachers presented material at an appropriate level for pupils. However, another 29.5% of the respondents acknowledged that appraisal of teachers'

teaching was done and that the teachers presented material at an appropriate level for pupils. Furthermore, 13.1% of the respondents strongly disagreed as another 13.1% of them disagreed that appraisal of teachers' teaching was done and that the teachers presented material appropriate to the purpose of the course. On the contrary, majority (73.8%) of the respondents agreed that appraisal of teachers' teaching was done and that the teachers presented material appropriate to the purpose of the course. This implied that in most of the schools appraisal of teachers' teaching was done and while teaching, the teachers presented material appropriate to the purpose of the course. The results also revealed that majority (57.4%) of the respondents agreed that appraisal of teachers' teaching was done and that the teachers demonstrated command of the subject matter. Only a small proportion disagreed in this regard. The overall mean for all the items on appraisal of teachers' teaching was 2.30 which according to the legend meant that appraisal of teachers' teaching was well done.

Data collected through face-to-face interviews and observation revealed information closely related to that from the completed questionnaires. First of all, observation of the teachers' scheming books showed that headteachers had taken long without approving the schemes. This means that the teachers just scheme something and they go straight to teach. There were not evidence of any observation of teachers' teaching in most of the primary schools in Kaliro District. Data from interviews also revealed a lot of interesting information. For instance, in a face-to-face interview with respondent KI-07, he said:

“headteacher supervisory practices have been abandoned by most headteachers. Many of the headteachers never ever appraise the

teachers' teaching. This is a serious weakness and should be stopped. Headteachers should know that they are the first line of supervisors in school management. Abandoning this responsibility leads to poor teacher performance.” (KI-07/5/2023)

In another face-to-face interview, another key respondent (KI-08) said:

“I really feel sad that most headteachers have abandoned their role of supervision. It really think that there is need for a refresher training on headteachers' responsibilities if things are to change for better.”

(KI-08/5/2023)

Generally, it was found out that headteacher supervision practices are seldom implemented in the primary schools in Kaliro District. It is the researchers' hope that this study will greatly contribute to improving teacher performance and the entire teaching and learning processes in the schools.

4.5.2. Results on Teacher Performance in the Primary Schools

The descriptive statistics on teacher performance in the primary schools in Kaliro district were presented in Table 4.6. Therefore, it was not necessary to reproduce them here; instead, the overall mean in Table 4.10 (2.30) was used to run a correlation coefficient with the overall mean in Table 4.6 (2.373) giving the results in Table 4.11.

Table 4.11: Relationship between Appraisal of Teachers’ Teaching and Teacher Performance in Primary Schools in Kaliro District

		Appraisal of Teachers’ Teaching	Teacher Performance
Appraisal of Teachers’ Teaching	Pearson Correlation	1	-.375**
	Sig. (2-tailed)		.000
	N	244	244
Teacher Performance	Pearson Correlation	-.375**	1
	Sig. (2-tailed)	.000	
	N	244	244

** . Correlation is significant at the 0.01 level (2-tailed).

From the results in Table 4.11, the correlation coefficient obtained was -.375 and correlation was statistically significant at .01 level (2-tailed). According to Schober, et al (2018) scale it means that there is a weak negative correlation between appraisal of teachers’ teaching and teacher performance. That means that when appraisal of teachers’ teaching increases by .375, teacher performance decreases by .375.

A multiple correlation coefficient (R) was run for the three independent constructs representing headteacher supervisory practices and teacher performance. A multiple correlation coefficient (R) yields the maximum degree of liner relationship that can be obtained between two or more independent variables and a single dependent variable.

Table 4.12: Comparison of Relationships of the three Headteacher Supervisory Practices with Teacher Performance in the Primary Schools in Kaliro District. (Correlations)

		Approval of Teachers' Scheming	Observation of Teaching	Appraisal of Teachers' Teaching	Teacher Performance
Approval of Teachers' Scheming	Pearson Correlation	1	-.402**	-.251**	-.225**
	Sig. (2-tailed)		.000	.000	.000
	N	244	244	244	244
Observation of Teachers' Teaching	Pearson Correlation	-.402**	1	-.670**	.330**
	Sig. (2-tailed)	.000		.000	.000
	N	244	244	244	244
Appraisal of Teachers' Teaching	Pearson Correlation	-.251**	-.670**	1	-.375**
	Sig. (2-tailed)	.000	.000		.000
	N	244	244	244	244
Teacher Performance	Pearson Correlation	-.225**	.330**	-.375**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	244	244	244	244

** . Correlation is significant at the 0.01 level (2-tailed).

From the results in Table 4.12, headteacher observation of teaching where it is done has a higher statistically significant correlation as compared to approval of teachers' scheming and appraisal of teachers' teaching has the weakest correlation.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.0. Introduction

Headteacher supervision of teaching in primary schools is a major concern in many countries of the world. For effective teaching to take place, we need torch lighters (Lacina & Block, 2011), that is headteachers teachers who distinguish themselves and set themselves apart from the rest. It is argued that effective headteacher supervision of teaching takes place where there is reflective practice (Nolan and Hoover, 2018). Reflective practices are considered as the brick and motor for effective supervision of teaching (Delvin, Kift & Nelson, 2012). This chapter presents a discussion on the findings of this study in relation to the literature reviewed pertaining to headteacher supervisory practices and teacher performance in primary schools in Kaliro District. The discussion was done according to objectives of the study.

5.1. Discussion of Findings

5.1.1. Relationship between Approval of Teachers' Scheming and Teacher Performance in the Primary Schools in Kaliro District

Objective one of the study sought to establish the relationship between approval of teachers' scheming of work/lesson plans and teacher performance in the primary schools in Kaliro district. The findings of the study revealed that the overall mean for all the items on approval of teachers' scheming of work was 2.13 which according to the legend for interpretation of the overall mean, implied that on the whole, approval of teachers' scheming was frequently done by the headteachers of the

primary schools in Kaliro district.

This is in agreement with Porter & Brophy (2018) and Okai (2019) in their studies on the synthesis of research on good teaching identified that effective headteacher supervision of teachers and approval of their schemes of work makes the teachers to be clear about their instructional goals, knowledgeable about the content, communicate well, monitor children's understanding, thoughtful and respectful about their teaching practices. The implication is that when headteachers do their job of supervision well and support the teachers in their scheming, the teachers become focused and gain confidence in what they do in class because they know it was approved by the headteacher.

The findings from the face-to-face interviews revealed that *“during the process of headteachers approving schemes of work/lesson plans, the headteachers sometimes do not take time to scrutinize what the teachers really scheme or plan to teach”*(KI-01/5/2023). The situation is worsened by the teachers teaching without following what they schemed or planned. Ultimately, it does not matter whether one schemes/plans lessons because at the end of the day the teachers do not follow what they planned. This was found to be in agreement with Gershenson (2016) and Kaseke (2015) whose results showed that teachers in most cases do not follow what they plan. This is contrary to the ethics of teaching and can have a negative relationship with the performance exhibited by the teachers.

The findings corroborated well with comments by DES (2019) and MoES (2009) in regard to the Basic Requirements and Minimum Standards (BRMS) and to the fact that headteacher approval of teachers' schemes should commence with setting

performance standards to clarify desirable performance indicators and building rapport with fellow teachers in the school to foster the desire to implement recommendations (Ofsted, 2020). Several studies (Almeida, 2017; Mahgoub & Elyas, 2014; Mupa & Chinooneka, 2015 and Gershenson, 2016) have been carried out on supervision of teachers and how setting teacher performance standards leads to effective teacher performance. Their findings have been found to be in close agreement with the findings of this study.

Mahgoub and Elyas (2014) who researched on the development of teacher performance standards and its impact on the quality of teaching of teachers found that setting standards should involve the teachers so as to ensure that they adopt the set strategies. Mahgoub et al (2014) found out that one group of teachers was introduced to pre-set performance standards demonstrated greater effectiveness in their teaching as compared to those that were not introduced to pre-set standards (Dancan, 2021). The implication is that while carrying out their supervisory roles, the headteachers should consider setting standards say in terms on what to include in the schemes of work so that during teaching, the teachers are able to effectively deliver.

Also, the findings revealed that the overall mean for all items on teacher performance was 2.373 which according to the legend for interpretation means that on the whole, teacher performance in the primary schools in Kaliro was good. The findings were closely in agreement with Malunda et al. (2016) and Cypress et al (2013) whose findings revealed that teacher evaluation by inspectors which is synonymous with headteacher supervision influenced the quality of pedagogical practices among teachers in public secondary schools in Uganda. The scholars revealed that teacher

evaluation that had been carried out during school inspection had significantly improved the quality of pedagogical practices among teachers. The only difference between Malunda et al (2016) was that their study was carried out in secondary schools while the present study was carried out in primary schools. The fact though is that in both cases, there is improvement in teacher performance.

Furthermore, the findings indicated that the correlation coefficient obtained was -0.225 which implied that there is a weak negative correlation between approval of teachers' scheming and teacher performance. That means that when approval of teachers' scheming increases by $.225$, teacher performance decreases by $.225$. These findings closely corroborated with that of Kimeu (2020) and Musa (2014), who established that headteacher supervisory practices and approval of teachers' scheming significantly affected teacher performance in schools. However, Kimeu (2020) noted that many headteachers in schools were inadequately supervising the teacher. She suggested that headteachers should be equipped in supervisory methods in order to improve on their job of supervision that will eventually lead to effective teacher performance.

Findings from face-to-face interviews revealed that *“some teachers take advantage of headteachers not focusing on what has been schemed/planned as they only what to see that the teacher is in class but not checking on whether there is time on task as indicated in their lesson planning” (KI-06/5/2023)*. This is a serious weakness and headteachers need to show that they monitor the teacher based on what is planned. The findings were also in close agreement with another study by Musungu and Nasongo (2018), that established that 8% of the headteachers in high performing

school supervised their teachers. Their study showed that very few headteachers do supervise or monitor the teaching. Even the few who supervise, they do not follow teachers' lesson plans.

Musungu et al (2018) and Mujun (2019) found that the few headteachers only routinely checked on the teachers' lesson books, schemes of work, register of schools' attendance and class attendance register. They did not closely follow what was being taught in view of the schemes and lesson plans. According to their study, effective headteachers are perceived as those who are involved in proper supervision of teaching in the schools. Through critical routine supervision of teachers, there will always be a significant positive effect on teaching in the schools, good syllabus coverage, proper testing, and instruction which enhance performance.

5.1.1. Relationship between Observation of Teachers' Teaching and Teacher Performance in the Primary Schools in Kaliro District

Objective two of the study sought to establish the relationship between observation of teachers' teaching and teacher performance in the primary schools in Kaliro district. The findings of the study revealed that the overall mean for all the items on observation of teachers' teaching was 1.835 which according to the legend meant that the headteachers' observation of teachers' teaching only fairly done. This was in agreement with Klerks (2012) and Musoke (2013) whose studies revealed that classroom observation had not directly led to improved performance in the quality of education provided by the teachers.

Through the face-to-face interviews, it was revealed that *"the observations were a*

mere routine but not a serious thing. This was because, headteachers simply go to check if teachers are in the classrooms rather than knowing what they teach and how they teach” (KI-05/5/2023). Klerks (2012) established that there was complex interaction between different characteristics of school observations and the headteacher and the school together with its pupils, teachers and management. Klerks’ study revealed that research on the effect of observation in educational institutions, for this case supervision had been scarce and called for further research on school supervision.

The findings were also in agreement with Zaare (2018) who conducted a study in one Iranian Institute to determine the significance of observation, which is an aspect of supervision, on the teaching methodology of teachers. His study findings revealed that teachers’ performance improved as a result of self-awareness and reflective practices proceeding lesson observation. However, the researcher collected data from only one institution and moreover not in a Ugandan context. This study therefore aimed at filling the gap in literature to confirm with results of Zaare (2018).

This was in agreement with Kasuga (2019) whose results showed that observation of teachers’ teaching in the classrooms significantly influences implementation of agreed standards in the schemes and lesson. The study findings were also in agreement with D’Angiulli et al (2011) who found out that classroom observation of teaching in schools had a significant influence on teacher performance in teaching.

The study findings also corroborated with the results of White (2012) and Glolammejad (2020) whose results revealed that teachers who were not observed in classroom teaching did not effectively respond to pupils’ in overcoming barriers

related to learning. In other words, the teachers were not responsive in their delivery of teaching in the schools if they were not observed while teaching in the classrooms. The results from the study by White (2012) further showed that the participants in her research study stressed the importance of classroom observation in the schools, and of strong headteacher-teacher connections in order to improve on delivery of teaching and promote pupils' learning in the schools.

Further, the findings also showed that the correlation coefficient obtained was .330 and according to Schober, et al (2018) scale it means that there is a weak positive correlation between observation of teachers' teaching and teacher performance. That means that when observation of teachers' teaching increases by .330, teacher performance also increases by .330. These findings were in agreement with Hickey et al (2019) whose results showed that headteacher observation of teaching provided confidence in the teachers that provides the drive to improve on delivery of teaching.

5.1.2. Relationship between Appraisal of Teachers' Teaching and Teacher Performance in Primary Schools in Kaliro District

Objective three of the study sought to establish the relationship between appraisal of teachers' teaching and teacher performance in the primary schools in Kaliro district. The findings of the study revealed that the overall mean for all the items on appraisal of teachers' teaching was 2.30 which according to the legend meant that appraisal of teachers' teaching was well done. These findings closely corroborated with Oketch (2017) whose results showed that the appraisal of teachers in teaching can have serious effects on the delivery of services to the learners.

The findings of the study also indicated that the correlation coefficient obtained was -0.375 and according to Schober, et al (2018) scale it means that there is a weak negative correlation between appraisal of teachers' teaching and teacher performance. That means that when appraisal of teachers' teaching increases by 0.375 , teacher performance decreases by 0.375 .

Findings from face-to-face interviews also showed that *“the appraisal was a matter of filling forms rather than doing what is expected by the MoES where the supervisor and the supervisee first conference, agree on what has to be done (set targets), in a specified period and how it will be rated; and finally the two sit and assess how the supervisee performed in each targeted area. If not done this way, the appraisal becomes a mere rubber stamping”* (KI-04/5/2023). Following guidelines by MoES during appraisal can have a positive effect and relationship to teacher performance.

The findings corroborated with Flem et al (2014 and Lindsay (2017) whose results acknowledged the fact that teacher appraisal in teaching provided the impetus for supporting effective teaching to learners, and the individualized consideration and other effective instructional methods such as feedback. They advocated for regular appraisal of teachers as an essential aspect to be included in the planning of activities in schools. In other words, planning in organizations should include routine appraisal of teachers.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATION

6.0. Introduction

This chapter presents the summary of the major findings of the study, the conclusions and recommendations

6.1. Summary of Findings

From the findings of the study varied from objective to objective. Therefore, the summary has been presented in accordance with each objective.

6.1.1. Relationship between Approval of Teachers' Scheming and Teacher Performance in the Primary Schools in Kaliro District

The major findings on this objective were that approval of teachers' scheming was frequently done by the headteachers of the primary schools in Kaliro district. Also, the findings revealed that most of the teachers in the primary schools in Kaliro district always prepared instructional materials for every lesson. Furthermore, the results indicated that 14.8% of the respondents strongly disagreed while 58.2% of them disagreed that they always organized lesson notes for every lesson for the learners. The correlation coefficient obtained was -0.225 which implied that there is a weak negative correlation between approval of teachers' scheming/lesson planning and teacher performance. That means that when approval of teachers' scheming increases by $.225$, teacher performance decreases by $.225$.

6.1.2. Relationship between Observation of Teachers' Teaching and Teacher Performance in the Primary Schools in Kaliro District

The major findings of this objective were that the overall mean for all the items on observation of teachers' teaching was 1.835 which according to the legend meant that the headteachers' observation of teachers' teaching only fairly done. The correlation coefficient obtained was .330 implying that there is a weak positive correlation between observation of teachers' teaching and teacher performance. That means that when observation of teachers' teaching increases by .330, teacher performance also increases by .330.

6.1.3. Relationship between Appraisal of Teachers' Teaching and Teacher Performance in Primary Schools in Kaliro District

The major finding of this objective was that at least 29.5% of them agreed that appraisal of teachers' teaching was being done and that the teachers actively encouraged pupils to ask questions. The overall mean for all the items on appraisal of teachers' teaching was 2.30 which according to the legend meant that appraisal of teachers' teaching was well done. The correlation coefficient obtained was -.375 implying that there is a weak negative correlation between appraisal of teachers' teaching and teacher performance. That means that when appraisal of teachers' teaching increases by .375, teacher performance decreases by .375.

6.2. Conclusions

From findings of study and the corresponding discussions, the study concluded that:

- i. Most headteachers in the primary schools in Kaliro District did not often approved teachers' scheming and there is a weak negative correlation between approval of

teachers' scheming and teacher performance.

- ii. A reasonable proportion of headteachers in the primary schools in Kaliro District observed teachers' teaching and there is a weak positive correlation between observation of teachers' teaching and teacher performance.
- iii. Most headteachers in the primary schools in Kaliro District carried out appraisal of teachers' teaching and there is a weak negative correlation between appraisal of teachers' teaching and teacher performance.

6.3. Recommendations

The study proposes the following recommendations.

- i. Headteachers in the primary schools should scrutinize teachers' schemes/lesson plans before approval in order to enhance teacher performance in the primary schools in Kaliro District.
- ii. The headteacher should also engage teachers in post-supervision conferencing in order to share and discuss areas of weakness for purposes of improving on teacher performance in the primary schools.
- iii. Headteachers need to routinely provide feedback on appraisal of teachers' teaching so as to correct issues and challenges the teachers encounter and thus enhance teacher performance in the primary schools in Kaliro District.
- iv. There is need to provide refresher school management practices to all headteachers to remind them of their responsibilities in the schools for effective teacher performance.

6.4. Recommendations for Further Research

This study focused only on primary schools in Kaliro District. However, there are numerous secondary schools in the same district and there have complaints relating to teacher performance. This study recommends that a similar study needs to be done in Kaliro District but this time, focus should be on secondary schools. This could help not only generalize the findings but also have critical recommendations that would lead to improved delivery of services to learners in the district.

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APPENDANCES

APPENDIX 1: QUESTIONNAIRE

APPENDIX I: QUESTIONNAIRE FOR TEACHERS AND STUDENT LEADERS IN THE SECONDARY schools

Dear Respondent,

Request to Complete a Research Questionnaire.

I am Haruna Kamugo, a Masters student at Uganda Christian University, conducting a study on the relationship between headteacher supervisory practices and teacher performance in primary schools in Kaliro District. This is one of the prerequisites for finishing the course successfully. Since you have been chosen as a probable study participant, we kindly ask that you fill out this form as completely as you can. The replies you provide will only be utilized for academic purposes, and your viewpoint will be respected along with the highest confidentiality.

Haruna Kamugo

SECTION A: BIO DATA

Please mark with a tick on the appropriate response and tick only one option.

1. What is your gender
1= Male () 2= Female ()
2. What is your Age Bracket
1=16-25 () 2=26-35 () 3=36-45 () 4=46 and above ()
3. Please indicate your level of Education
1 =.Certificate () 2= Diploma () 3= Degree () 4= Masters ()
5= Others (specify).....
4. Marital Status
1= Single () 2= Married () 3= Separated () 4= Widowed

SECTION B: Headteacher Supervisory Practices (Independent Variable)Instructions:

For this section, please use the rating scale below and tick in the box that contains the most appropriate rating. (Strongly Disagree=1, Disagree=2, Agree=3, Strongly Agree=4)

#	Items on Approval of Teachers' Scheming	1	2	3	4
1	Headteacher supervises teacher scheming of work to ensure appropriateness for each class level				
2	Headteacher makes improvements in the teachers' schemes to ensure suitability of the content				
3	Headteacher approves the final schemes of teachers work before teaching is done				
4	Headteacher approves teachers' lesson plans for every lesson timetabled				
5	Headteacher checks to approve the appropriateness of the instructional materials				
6	Headteacher approves the appropriateness of the teachers' class notes				
#	Items on Observation of Teachers' Teaching	1	2	3	4
1	Explained major/minor points with clarity.				
2	Defined unfamiliar terms, concepts, and principles.				
3	Showed all the steps in solutions to homework problems.				
4	Varied explanations for complex or difficult material.				
5	Writes key terms on blackboard or overhead screen.				
6	Integrates materials (examples, cases) from real world.				
#	Items on Appraisal of Teachers' Teaching	1	2	3	4
1	Actively encouraged student questions.				
2	Asked questions to monitor student understanding.				
3	Responded appropriately to student questions.				
4	Presented material at an appropriate level for students.				
5	Presented material appropriate to the purpose of the course.				
6	Demonstrated command of the subject matter				

SECTION C: Teacher Performance (Dependent Variable) Instructions:

For this section, please use the rating scale below and tick in the box that contains the most appropriate rating. (Strongly Disagree=1, Disagree=2, Agree=3, Strongly Agree=4)

#	Items on Teacher Performance	1	2	3	4
1	I prepare all my schemes of work for approval wel in time				
2	For every lesson timetabled, I prepare a lesson plan				
3	I always prepare instructional materials for every lesson				
4	I always organize lesson notes for every lesson for the learners				
5	I always deliver my lessons as scheduled on the timetable				
6	I provide remedial teaching for slow learners in my classes				
7	I mark learners' work books after every lesson				
8	I assess my learners at the end of every topic of study				
9	I always give timely feedback after every assessment of learning				
10	I endeavour to guide towards success in their educational journey				

Thank you so much for participating in this

studyEND

APPENDIX II: INTERVIEW GUIDE.

INTERVIEW GUIDE FOR HEAD TEACHERS.

Answer all questions.

1. Do you supervise teachers when preparing schemes of work, lesson plans, and instructional materials?
2. Do you supervise teachers during the learning and teaching process?
3. To what extent is it relevant?
4. Do you supervise teachers when assessment and evaluation learners?
5. To what extent is it relevant?
6. Do teachers present schemes of work and lesson plans in time?
7. What challenges do you face during supervision process?
8. How does support supervision benefit teachers in your school?
9. How often do you supervise teachers in your school?

Thank you so much for your time.

APPENDIX III: INTERVIEW GUIDE FOR TEACHERS

Answer all questions.

1. Who supervises teachers in your school?
2. Does your head teacher visit your class to supervise and observe lessons?
3. How many times have you ever been supervised in class while teaching?
4. Is it necessary for a head teacher to supervise teachers in the classroom?
5. What are the benefits resulting from support supervision by your supervisors?
6. What is your opinion about support supervision carried out in your school by supervisors?

Thank you for your time

APPENDIX IV: INTERVIEW GUIDE FOR CENTRE CO-ORDINATING TUTORS. (CCT)

1. Do you check on the teachers preparations of schemes of work, lesson plans and instructional materials?
2. Do you observe teachers lessons during teaching/ learning process?
3. Do you check on the teacher's assessment and evaluation tools?
4. How often do you supervise teachers?

Thank you so much for your time

APPENDIX V: KREJCIE-MORGAN (1970) SAMPLING FRAME

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*

APPENDIX VI: INTRODUCTORY LETTER



UGANDA CHRISTIAN UNIVERSITY, MBALE UNIVERSITY COLLEGE. A Centre of Excellence in the Heart of Africa

Department of Education

To:.....

.....

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

we are honored to introduce to you

Mr./Mrs./Miss KAMUNGO HAZUNA

of Registration Number; 519/MUC/MEAP/212

.....pursuing a Masters' Degree/Postgraduate Diploma/ Bachelor's Degree MASTERS DEGREE

He/she is required to carry out an academic research o the topic

HEADTEACHER SUPERVISORY PRACTICES AND TEACHER PERFORMANCE IN PRIMARY SCHOOLS IN KALIRO DISTRICT

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree /diploma in the academic discipline that he/she is pursuing.

we shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

[Handwritten signature]



HEAD OF DEPARTMENT

P.O. BOX 189, Mbale, Uganda Tel: *256 454 436 222, Email: directormbale@ucu.ac.ug