

**HEAD TEACHER'S SUPPORT SUPERVISION AND TEACHER
EFFECTIVENESS IN GOVERNMENT AIDED PRIMARY SCHOOLS IN MBALE
DISTRICT, UGANDA**

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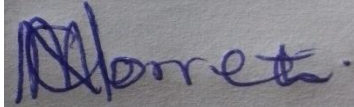
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DECLARATION

I, Mary Gorret Nelima, declare that this dissertation is the result of my own original work and has not been submitted to any institution of higher learning for the award of any degree.

Signature




Date 20th August 2025

Mary Gorret Nelima

APPROVAL

I hereby certify that this research thesis has been developed under my guidance and is now ready for submission to the School of Education, Uganda Christian University for examination.

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LIST OF ACRONYMS

NAPE: National Assessment of Progress in Education

PLE: Primary Leaving Examination

UNEB: Uganda National Examinations Board

UTSEP: Uganda Teacher and School Effectiveness Project

ABSTRACT

This study investigated the effect of head teachers' support supervision on teacher effectiveness in Government-Aided Primary Schools in Mbale District. The research addressed the concern that, despite supervisory efforts by head teachers, teacher performance in many schools remained unsatisfactory. The study specifically examined the influence of classroom observation, feedback practices, and follow-up activities on improving teacher effectiveness. A descriptive cross-sectional survey design was employed, integrating both quantitative and qualitative approaches. Data were collected from both teachers and head teachers using questionnaires and interviews, and analyzed using descriptive and inferential statistics. Simple linear regressions revealed that classroom observation alone explained 61.1 % of the variance in teacher effectiveness ($R^2 = .611$, $F=20.75$, $p < .001$), feedback practices accounted for 49.4 % ($R^2 = .494$, $F = 34.86$, $p < .001$), and follow-up activities contributed 58.4 % ($R^2 = .584$, $F = 24.45$, $p < .001$). A combined multiple regression model yielded $R^2 = .659$, indicating that 65.9 % of the variability in teacher effectiveness was jointly explained by the three supervisory components. The findings showed that teacher performance significantly improved when supervision was systematic and continuous. It was concluded that well-executed classroom observations, timely feedback, and regular follow-up by head teachers positively influence teacher effectiveness. The study recommends that education managers institutionalize structured supervision mechanisms to enhance the professional growth and performance of teachers.

CHAPTER ONE

INTRODUCTION

Globally, teacher characteristics and attributes are widely recognized as crucial indicators of teacher effectiveness and quality education. This study, therefore, focused on exploring some of the factors that influence teacher effectiveness.

This chapter provided a comprehensive overview of the study by presenting the background, identifying the research problem, and outlining the purpose of the investigation. It also included the research objectives, the formulation of research questions, and a discussion on the justification for the study. Additionally, the chapter defined the scope of the study, introduced the conceptual framework, and provided operational definitions for key terms used throughout the research.

1.1 Background to the Study

The study provides an overview of the historical, theoretical, conceptual, and contextual points of view.

1.1.1. Historical Perspective

The concept of teacher effectiveness has evolved significantly over time. In the early 1900s, teacher evaluation primarily focused on assessing the ethical principles and personal characteristics of teachers, with the main objective being to ensure that teachers were reputable members of society (Stronge, Grant, & Xu, 2013). By the middle of the 20th century, the emphasis had moved to assessing the duties and responsibilities of teachers, namely their classroom management abilities and instructional tactics (Stronge, Grant, & Xu, 2013). Attribution theory, which studied how teachers' views of their capacity to alter student outcomes impacted their success

as teachers, and the idea of teacher effectiveness first appeared in the 1970s (Guskey, 2021). With the introduction of standards-based evaluation frameworks in the late 20th century, the emphasis shifted further to evaluating teacher effectiveness through the improvement of students' academic performance, often measured by standardized tests (Stronge, Grant, & Xu, 2013). In the 21st century, contemporary approaches to teacher evaluation blend accountability and professional development, utilizing metrics such as student progress percentiles and value-added models (Burroughs et al., 2019). Over time, the definition of teacher effectiveness has expanded to include elements such as teacher experience, professional expertise, and the facilitation of learning opportunities (Burroughs et al., 2019).

In Africa, and specifically Uganda, the historical context of teacher effectiveness has been shaped by educational reforms, colonial legacies, and socio-economic factors. During the colonial era, the primary focus was on basic literacy and vocational training, with minimal emphasis on teacher professional development (Buhl-Wiggers, Kerwin, Smith, & Thornton, 2018). After gaining independence, many African countries, including Uganda, sought to expand access to education, which often led to challenges in maintaining teacher quality. In response, efforts were made to improve teacher training programs and enhance professional development (Buhl-Wiggers et al., 2018). With the introduction of Universal Primary Education (UPE) in 1997, Uganda faced the challenge of training a larger number of teachers to meet the needs of an increasing student population. Recent studies have focused on understanding the impact of teacher effectiveness on student learning outcomes in Uganda. The concept of teacher

supportive supervision has also undergone significant changes. In colonial New England, supervision was primarily a process of external scrutiny, where local individuals were appointed to monitor the content taught by teachers and the knowledge acquired by students (Glanz, 2018). The establishment of common schools in the late 1830s led to the institutionalization of supervision, with educational administrators, such as school superintendents, inspecting schools to ensure that teachers followed the prescribed curriculum (Starratt, 2024). By the early 20th century, scientific management principles influenced supervision practices, emphasizing objective evaluation while simultaneously advocating for more flexible, student-centred teaching methods (Starratt, 2024). Clinical supervision emerged in the mid-20th century, combining classroom observation, collegial coaching, and inquiry-based approaches to support teacher development (Glanz, 2018). From the late 20th century onwards, the concepts of developmental and differentiated supervision emerged, focusing on the individual needs of teachers and fostering ongoing professional growth (Zepeda, Yıldırım, & Çevik, 2021). Modern supportive supervision emphasizes collaboration, professional growth, and continuous improvement, shifting the focus from mere inspection to creating a nurturing environment for educators.

The history of headteacher support supervision in Africa, and Uganda in particular, is closely linked to the broader context of educational development and reform across the continent. Initially, supervision in many African countries was an administrative function that ensured compliance with colonial education policies. As African countries gained independence, the focus of supervision shifted toward improving educational quality and outcomes.

In Uganda, the history of headteacher support supervision can be traced to the British colonial period, during which Makerere University, founded in 1922, played a significant role in producing trained teachers (Malunda, Onen, Musaaazi, & Oonyu, 2016). Following independence, Uganda's education system underwent several reforms aimed at addressing issues related to teacher quality, student performance, and resource allocation. The introduction of Universal Primary Education (UPE) in 1997 marked a significant turning point, necessitating the establishment of robust supervision mechanisms to ensure effective implementation. Headteachers were given both administrative and instructional leadership roles, which included conducting classroom observations, overseeing teacher professional development, and ensuring the availability of instructional resources (Malunda et al., 2016). In recent years, the emphasis in Uganda has shifted towards enhancing the supervisory role of headteachers to improve overall educational outcomes.

1.1.2. Theoretical Perspective

This study was anchored on Human Capital Theory alongside Transformational Leadership Theory and Leadership for Learning (LfL) Theory, which collectively provided a robust foundation for exploring the effect of head teachers' support supervision on teacher effectiveness in Government-Aided Primary Schools in Mbale District, Uganda.

Human Capital Theory, initially advanced by Becker (1964), posits that investments in individuals' skills, knowledge, and professional development increase their productivity and effectiveness. In the educational context, this theory justifies the emphasis on support supervision—including classroom observation, constructive feedback, and follow-up activities—as investments that build teachers' professional capacities. These

investments are expected to yield returns manifested in improved teacher effectiveness, including enhanced subject knowledge, instructional strategies, classroom management, and student engagement. Recent scholars have applied Human Capital Theory to examine how targeted professional development and supervisory interventions lead to measurable improvements in teacher performance and student outcomes (e.g., Darling-Hammond, Hyler, & Gardner, 2017; Akiba & LeTendre, 2020). Nonetheless, critics such as Marginson (2019) caution that the theory's linear and economic assumptions may oversimplify the complex social, cultural, and contextual factors that mediate the relationship between education and productivity. Human Capital Theory tends to neglect the influence of institutional environments and systemic inequalities, which limits its explanatory power in diverse educational settings.

Building on this foundation, Transformational Leadership Theory—formulated by Downton (1973), Burns (1978), and Bass (1985)—focuses on how leaders inspire and motivate followers toward a shared vision, fostering innovation and professional growth. Transformational leaders, including head teachers, act as mentors and role models who cultivate trust and commitment among teachers, encouraging them to transcend personal interests for collective educational goals (Baker, 2023; Ugochukwu, 2024). This leadership style is particularly relevant in education, where dynamic challenges require creativity, collaboration, and a shared commitment to student learning. Recent research underscores transformational leadership's positive influence on teacher job satisfaction, instructional quality, and student achievement (Nguni, Slegers, & Denessen, 2006; Leithwood & Sun, 2012). However, limitations arise as transformational leadership may overemphasize individual leader charisma and overlook structural constraints within educational institutions that impede change.

Complementing these theories, Leadership for Learning (LfL) Theory, introduced by MacBeath and Dempster (2008), highlights the creation of school environments that prioritize continuous learning and improvement for both students and teachers. Grounded in principles such as fostering open communication, collaborative leadership, and accountability for learning outcomes, LfL promotes a culture where leadership

extends beyond administrative tasks to nurturing a dynamic, supportive atmosphere conducive to educational excellence (MacBeath, 2012). Empirical studies show that LfL-oriented leadership positively affects school climate and instructional practices (Day, Harris, & Hadfield, 2000; MacBeath, 2018). Nonetheless, the theory may require adaptation to local contexts where hierarchical leadership traditions and resource constraints challenge the full realization of collaborative leadership models.

Together, these theories provided complementary lenses through which to investigate the impact of head teachers' support supervision on teacher effectiveness. Human Capital Theory justifies the investment in teachers' professional growth, Transformational Leadership Theory explains the motivational and relational dynamics essential for effective supervision, and Leadership for Learning Theory underscores the importance of fostering an enabling school culture for continuous learning. By integrating these perspectives, this study aims to offer a nuanced understanding that informs both policy and practice in educational leadership and teacher development.

1.1.3 Conceptual Perspective

The idea of teacher effectiveness is complex and has a significant impact on how well students learn and achieve academic goals. The influence a teacher has on students' learning and academic achievement is frequently regarded as an indicator of their efficacy. Effective teachers are consistently associated with superior long-term educational results, more student engagement, and higher student accomplishment, according to research (Burroughs et al., 2019). Typically, teacher effectiveness is discussed in terms of student results, the actions of teachers, and the teaching strategies employed in the classroom to enhance these outcomes (Ko, Sammons, & Bakkum, 2013).

Effective teaching is underpinned by the professional knowledge and expertise of the teacher. Skilled teachers have a deep understanding of the subject matter they teach

and possess effective strategies for communicating that knowledge to their students. They also create positive learning environments, manage student behaviour, and maintain a productive classroom atmosphere. Furthermore, they apply diverse teaching methods to meet the varied needs of their students. Effective teaching is characterized by the use of engaging, relevant activities that motivate students to actively participate in the learning process. Factors such as school resources, student demographics, and community support also influence teacher effectiveness, as noted by Fernández & Martínez (2022).

Teacher support supervision involves providing guidance, feedback, and resources to teachers with the aim of improving their instructional practices and fostering professional development. This process typically encompasses several key components, including offering professional development opportunities to enhance teachers' skills, assisting in the creation of lesson plans and instructional strategies, and providing ongoing feedback through observations and reflective practices (Miller, 2023). According to Miller (2023), effective teacher support supervision aims to cultivate a culture of continuous professional growth, ultimately leading to improved student outcomes.

1.1.4 Contextual Perspective

Teacher effectiveness in Uganda has been extensively studied and discussed. Research suggests that improving teacher effectiveness in Uganda requires a comprehensive approach, which includes better supervision, targeted training, performance management, and motivational development (Tukamuhabwa, Kishabale, & Lubaale, 2024; Odit, Okumu, Lajul, Opio, & Omara, 2023; Malunda, Onen, Musaaazi, & Oonyu,

2016; Buhl-Wiggers, Kerwin, Smith, & Thornton, 2018; Otaka, Mugizi, & Rwothumio, 2023; Oryema & Picho, 2015; Mwesigye, Sekiwu, & Etoru, 2024). However, it has been observed that school authorities often fail to adequately carry out these supervisions, resulting in less effective teaching methods (Malunda, Onen, Musaaazi, & Oonyu, 2016). Based on this background, this study aimed to investigate the effect of head teachers' support supervision on teacher effectiveness in Government-Aided Primary Schools in Mbale District, Uganda.

1.2 Statement of the Problem

Ideally, government-aided primary schools in Mbale District should demonstrate high teacher effectiveness through proper classroom management, instructional strategies, student engagement, and assessment. These are strengthened by effective support supervision involving classroom observation, timely feedback, and follow-up. Such instructional supervision through observation, feedback, mentorship, and evaluation is strongly linked to improved teaching, classroom management, and learner engagement (Ampofo et al., 2019; Go & Eslabon, 2023).

However, in Mbale District, teacher effectiveness in government-aided primary schools remains low. In Bungokho South, head teachers' instructional supervision showed strong positive correlations with classroom management ($r = .770$) and assessment practices ($r = .701$), yet overall effectiveness is still deficient (Wangolo, 2016). Professional development contributes only 30.6% toward teacher performance improvements in Bungokho Sub-County (Kakai, 2018). These indicators reveal significant gaps in instructional quality and engagement among teachers in Mbale District.

If these supervisory deficiencies persist unaddressed, the consequences for education quality in Uganda could be dire. Continued poor teacher effectiveness exacerbates learning deficits, negatively impact pupils' academic achievement, and stall progress toward Uganda's Universal Primary Education objectives. Despite national interventions such as the Uganda Teacher and School Effectiveness Project (UTSEP), aimed at intensifying teacher support systems and school inspections (Ministry of Education and Sports, 2019, DIS reports, 2023), significant gaps remain at the district level—particularly in Mbale District, little is known on how head teachers' support supervision practices influence teacher effectiveness. This lacuna underscores a research gap compelling this focused investigation.

1.3 General Objective

The general objective of this study was to examine the effect of head teachers' support supervision on teacher effectiveness in Government-Aided Primary Schools in Mbale District.

1.4 Specific Objectives

The following objectives guided the researcher during the study.

- i. To examine the effect of head teachers' classroom observation on teacher effectiveness in Government-Aided Primary Schools in Mbale District.
- ii. To assess the influence of feedback provided by head teachers on the effectiveness of teachers in Government-Aided Primary Schools in Mbale District.
- iii. To establish the effect of head teachers' follow-up activities on teacher effectiveness in Government-Aided Primary Schools in Mbale District.

1.5 Research Questions

The following questions guided the researcher during the study.

- i. What effect does the head teacher's classroom observation have on the effectiveness of teachers?
- ii. What effect does the feedback from head teachers have on the effectiveness of teachers?
- iii. What effect do the follow up activities of head teachers have on the effectiveness of teachers?

1.6 Hypotheses

The study was guided by the following hypotheses:

H₀1: Head teachers' classroom observation has no significant effect on teacher effectiveness.

H₀2: Head teachers' feedback practices have no significant effect on teacher effectiveness.

H₀3: Head teachers' follow-up activities have no significant effect on teacher effectiveness.

1.7 Scope of the Study

This section focuses on the scope of the study, which pertains to the geographical, content and time.

1.7.1 Geographical Scope

The research was conducted in Mbale District, located in Eastern Uganda, with its administrative headquarters in Mbale City, approximately 245 km northeast of Kampala. The district lies between latitudes 00° 57'N and longitudes 34° 20'E, covering an area of

about 518.4 square kilometers. It is bordered by Sironko District to the north, Bududa District to the northeast, Manafwa District to the southeast, Tororo District to the south, Butaleja District to the southwest, and Budaka District to the west, while Bukedea and Kumi Districts are situated to the northwest. Prominent urban centers in the district include Mbale, Nakaloke, Nauyo-Bugema, Nabumali, Bus, and Jewa Town Councils. Mbale District was purposively selected for this study due to its ranking as one of the worst-performing districts in the 2023 Primary Leaving Examination (PLE) results, with an average aggregate score of 25 (T2e Standard Uganda, 2024). This performance status provided a compelling basis to examine the effect of head teacher support supervision on teacher effectiveness within the district.

1.7.2 Content Scope

The study focused exclusively on examining the correlation between the support supervision provided by head teachers and the effectiveness of teachers. Support supervision was defined as the process of observing classrooms, providing feedback, and conducting follow-up activities. Teacher effectiveness, on the other hand, was specifically concerned with teachers' professional expertise, classroom management, instructional practices, and pupil engagement. The research aimed to assess how head teachers' support supervision practices influenced the key aspects of teacher effectiveness, contributing to the overall improvement of teaching and learning outcomes in the selected schools.

1.7.3 Time Scope

The study encompassed the period of 5 years, from 2020 to 2024. The research was justified by the need to evaluate the effects of recent reforms, such as the 2019 teacher policy, and the impact of technological advancements, particularly the integration of ICT in education. Additionally, the study aimed to assess the influence of the COVID-19 pandemic and changes in educational priorities, especially with regard to equity, equality, and inclusivity. This timeframe provided a relevant and up-to-date perspective on how these factors influenced the quality of teaching and, consequently, student learning.

1.8 Significance of the Study

Examining the effect of head teachers' support supervision on teacher effectiveness in Government-Aided Primary Schools in Mbale District, Uganda was considered significant for several reasons. Although previous studies have been conducted in Mbale District on related themes such as Masifa's (2020) investigation of institutional motivational practices and teachers' job performance in selected secondary schools—the specific focus on head teachers' support supervision and teacher effectiveness in Government-Aided Primary Schools remains underexplored. This study therefore addressed a context-specific gap in existing literature and contributed new empirical evidence to the academic discourse on instructional leadership and teacher performance.

The study is important to the field of educational administration and planning because it provides policymakers, district education officers, and school leaders with a deeper understanding of how head teachers' supervisory practices—through classroom observation, constructive feedback, and systematic follow-up—can influence teacher effectiveness. The findings are expected to identify practical supervisory strategies that improve classroom instruction, strengthen teacher professional knowledge, and enhance student engagement, thereby contributing to improved learning outcomes.

Moreover, the research addresses a pressing policy concern: the need to bridge the gap between teacher performance and pupil achievement in primary education. By analysing how supervisory practices affect teachers' professional competencies, the study offers evidence-based recommendations that can inform policy development and school improvement programmes. These insights can be used to refine teacher support structures, align instructional supervision practices with national education goals, and ensure the effective utilisation of public resources in the education sector.

The study also holds academic value for higher education institutions, particularly universities and teacher training colleges, by informing the design of professional development programmes that address the practical needs of teachers in primary schools. Tailoring training and mentorship initiatives to reflect evidence from this research may lead to more targeted, impactful capacity-building efforts.

In addition, the study contributes to the growing body of knowledge on educational leadership and teacher effectiveness, serving as a reference for future researchers investigating related themes in Uganda and beyond. Finally, the research will not only fulfil academic requirements but also contribute to the completion of the researcher’s Master of Educational Administration and Planning degree, thereby adding to scholarly discourse in the field while achieving a key milestone in the researcher’s professional development.

1.9 Conceptual Framework

The diagram in Figure 1.1 illustrates a direct effect of Headteachers’ support supervision provided, which is the independent variable, on teacher effectiveness, which is the dependent variable.

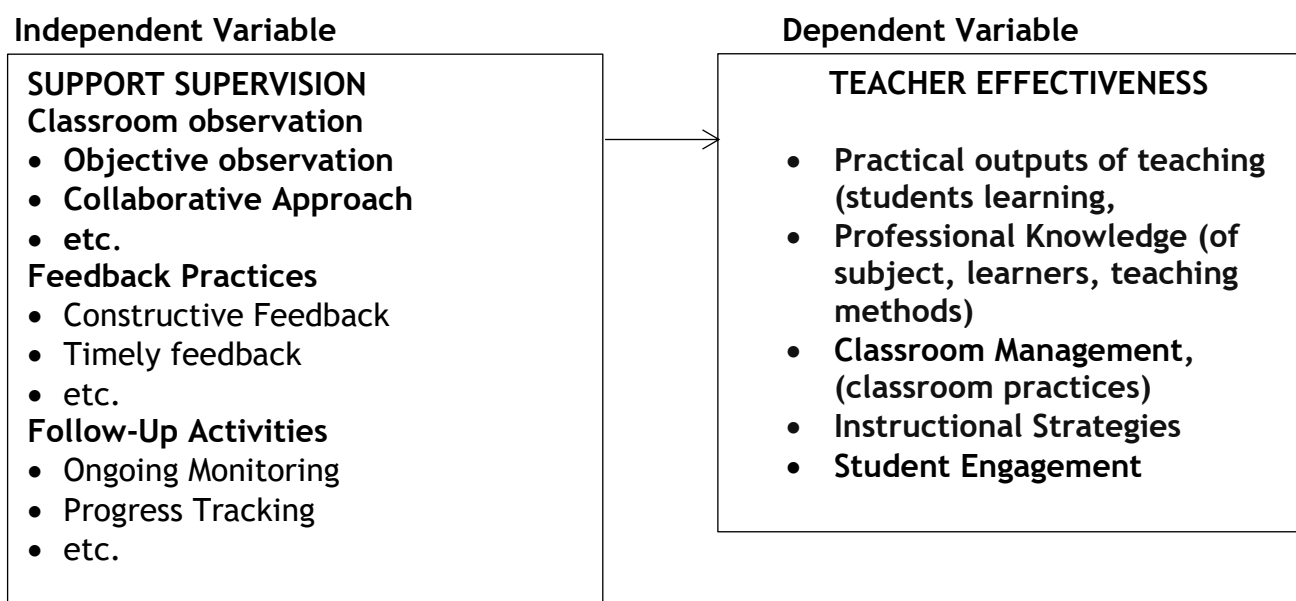


Figure 1.1: Conceptual Framework

Source: Developed by the researcher based on ideas from Becker’s Human Capital Theory (1964).

Figure 1:1 illustrates the effect of the support and supervision offered by Head teachers’ on the effectiveness of teachers. The conceptual framework through, Human Capital Theory, as articulated by Becker (1964), views support supervision—

encompassing classroom observation, feedback practices, and follow-up activities—as an investment in the professional capacity of teachers. In this perspective, systematic and constructive supervision enhances a teacher’s knowledge of subject content, instructional strategies, classroom management skills, and ability to engage students. These competencies are the returns on the supervision investment, much like financial capital yields profit when invested wisely. The improvement in these competencies directly enhances teacher effectiveness, leading to better student learning outcomes.

Classroom observation contributes to the identification of strengths and areas for improvement, ensuring that teachers refine their instructional approaches. Feedback practices—especially when constructive and timely—enable teachers to adjust strategies in real time, which increases their professional responsiveness. Follow-up activities ensure that the learning from observation and feedback is reinforced over time, allowing sustained improvement in teacher performance. Together, these constructs of support supervision function as a continuous capacity-building process, leading to higher productivity in the form of effective teaching.

However, as Marginson (2019) observes, Human Capital Theory’s linear cause-effect assumption between supervision (as educational investment) and teacher effectiveness (as productivity) may not fully capture the complexity of the relationship. Teacher effectiveness is also shaped by contextual factors such as school resources, institutional culture, policy environments, and socio-economic backgrounds of learners—factors the theory does not adequately integrate. While the theory explains how investment in support supervision can enhance teacher effectiveness, it does not fully address why, in certain environments, such investments may yield uneven results. Nonetheless, within the context of structured school-based professional development, the interaction between support supervision and teacher effectiveness remains strongly supported by the theory.

The conceptual framework also posits that the implementation of transformational leadership principles, specifically through the support supervision provided by head

teachers, may enhance the effectiveness of teachers. By blending transformational leadership with supportive supervisory methods, head teachers have the ability to greatly influence the professional development of teachers and the quality of instruction, resulting in improved educational outcomes for pupils.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This literature review investigates the present state of research about the effect of head teachers' support supervision on teacher effectiveness. The objective is to discern significant patterns, discussions, and gaps in the current body of research, including a thorough summary of classroom observations, feedback practices, and follow-up actions. The chapter is structured in the following manner: Initially, it examines theoretical frameworks and key concepts pertaining to the support supervision provided by head teachers in enhancing teacher effectiveness. Subsequently, it analyses empirical research, emphasising significant discoveries and methodological strategies. Ultimately, the chapter addresses gaps that have been observed and proposes potential avenues for future research.

2.1. Theoretical framework

In the subject of leadership studies, the idea of transformational leadership theory is widely studied and has a big impact. This study focuses on the ways in which leaders can inspire and motivate their followers to go above and beyond their own expectations by fostering an environment that values creativity, trust, and personal growth. Transformational Leadership theory suggests that leaders serve as examples, gaining the admiration and confidence of their followers. They communicate a distinct and captivating vision, motivating followers to strive for ambitious objectives. Leaders foster creativity and originality, pushing followers to think analytically and find novel solutions to problems. Additionally, leaders offer individualised assistance and

guidance, addressing the specific requirements and aspirations of each follower (Baker, 2023; Riggio, 2009; Ugochukwu, 2024). Transformational leadership has been used across diverse domains, encompassing education, business, and healthcare.

Research conducted by Bunaiyan and McWilliam (2018) has demonstrated that it enhances organisational performance, employee happiness, and overall effectiveness. Nevertheless, the effectiveness of transformative leadership is constrained by the leader's charisma, as well as cultural and contextual elements (Bunaiyan & McWilliam, 2018). However, the success of supervision relies on the leadership style of the head teacher. Transformational leadership, which emphasises inspiring and motivating teachers, is especially beneficial in enhancing instructional practices (Tibagwa, Onen, & Oonyu, 2016). On the other hand, Leadership for learning is a concept that integrates leadership practices with the goal of enhancing learning outcomes at individual, group, and organizational levels. This approach emphasizes the role of leaders in facilitating learning within organizations. Leaders can promote learning through their behaviours, such as providing coaching and creating a supportive organizational culture (Lundqvist, Wallo, Coetzer, & Kock, 2023). Over the past 40 years, substantial progress has been made in understanding how leadership contributes to learning and school improvement (Hallinger, 2011).

Four specific dimensions of leading for learning have been identified: values and beliefs, leadership focus, contexts for leadership, and sharing leadership (Hallinger, 2011). Instructional Leadership, a sub theory of leadership for learning focuses on the

role of school leaders in improving teaching and learning. It has evolved over the past 25 years to encompass broader aspects of leadership for learning (Boyce & Bowers, 2018). It involves setting clear educational goals, managing the curriculum, monitoring lesson plans, and evaluating teachers (Lundqvist, Wallo, Coetzer, & Kock, 2023). These perspectives highlight the multifaceted nature of leadership for learning and underscore the importance of context in applying leadership practices effectively. However, Leadership for Learning and Transformational Leadership are both important in educational settings, much as they focus on different aspects of leadership.

Leadership for Learning focuses primarily on improving teaching and learning outcomes. It involves a more hands-on approach to curriculum and instruction, often requiring leaders to be experts in pedagogy and instructional strategies (Hidayat, 2022). Meanwhile, Transformational Leadership focuses on inspiring and motivating staff to achieve extraordinary outcomes and fostering a positive school culture. This style emphasizes change, innovation, and the development of leadership capacity among staff. It involves leading with empathy, trust, and a focus on collective efforts for change (Hidayat, 2022). In spite of their differences, both leadership styles are crucial for the success of educational institutions, and often, effective leaders will blend elements of both to meet their school's needs.

2.2. Conceptual Review

A complex subject, teacher effectiveness encompasses many facets of instruction and how it influences students' learning. The ability to increase students' academic

achievement is a popular way to define a teacher's efficacy. However, this definition is thought to be overly restrictive. A more thorough approach includes things like classroom management, teaching techniques, and the ability to successfully inspire and engage students (Little, Goe, & Bell, 2009). Assessing the effectiveness of teachers involves various approaches, including observing their classroom performance, gathering feedback from students, and analysing standardised test results. However, it is important to acknowledge that each method has its own advantages and constraints (Fernández & Martínez, 2022). Nonetheless, it is crucial to differentiate between teacher performance, which refers to the tasks and responsibilities carried out by teachers, and teacher effectiveness, which pertains to the influence of their work on student achievements. This differentiation aids in comprehending and enhancing pedagogical methodologies (Little, Goe, & Bell, 2009).

Supervision or instructional support from the head teacher entails head teachers offering guidance and support to teachers with the aim of enhancing their methods of teaching. Efficient instructional supervision includes frequent classroom observations, feedback sessions, and professional development opportunities (McGhee & Stark, 2021). Contemporary supervisory approaches prioritise the collaboration between head teachers and teachers. This methodology promotes trust and cultivates a climate of transparency and support, which is crucial for continuous improvement (Basilio & Bueno, 2021).

2.3. Empirical Literature Review

The empirical review of related literature is presented according to the specific objectives.

2.3.1 Classroom observation and teacher effectiveness

The study of classroom observations has been extensive in order to comprehend their influence on teacher effectiveness. Studies suggest that there is typically a moderate or weak correlation between classroom observations and teacher effectiveness (Chin & Goldhaber, 2015; Malunda, Onen, Musaazi, & Oonyu, 2016; Sekabira, 2018; Elingo, Nabukeera, Matovu, & Ssali, 2024). This implies that although observations might offer significant insights, they may not comprehensively encompass all facets of teacher effectiveness (Buhl-Wiggers, Kerwin, Smith, & Thornton, 2018). Hence, further investigation is required to establish a direct correlation between classroom observations and teacher effectiveness, specifically in varied educational environments throughout Uganda.

Research indicates that the effectiveness of teachers can be influenced by classroom observation, but only if they receive constructive feedback based on those observations (Gore, 2015). Classroom observations offer a comprehensive assessment of a teacher's effectiveness, going beyond the limited scope of standardised test scores. They enable evaluators to take into account different aspects of teaching, including classroom management, student engagement, and instructional techniques (Chin & Goldhaber, 2015). However, it is important to note that classroom observations can be subjective and influenced by the biases of the observer and rubric tailored (Malunda, Onen,

Musaazi, & Oonyu, 2016). In addition, there is a dearth of extensive research investigating the impact of classroom observations on teacher effectiveness over an extended period of time (Buhl-Wiggers, Kerwin, Smith, & Thornton, 2018).

Furthermore, different studies employ diverse frameworks and criteria for conducting classroom observations, which poses a challenge when attempting to compare findings and derive overarching conclusions (Praetorius & Charalambous, 2018). This has been compounded by studies often not accounting for the fidelity of implementation of classroom observation protocols, which can vary significantly and affect outcomes (Buhl-Wiggers, Kerwin, Smith, & Thornton, 2018). Moreover, understanding teachers' perceptions of classroom observations and their impact on teaching practices is underexplored (Skedsmo, 2023). The impact of contextual variables, such as the setting of the school, level of administrative help, and characteristics of the student body, on the effectiveness of classroom observations remains insufficiently comprehended (Praetorius & Charalambous, 2018; Buhl-Wiggers, Kerwin, Smith, & Thornton, 2018). Therefore, by addressing these areas of study that are currently lacking, we can gain a more thorough understanding of how classroom observations might be enhanced to enhance teacher effectiveness in Uganda.

2.4. Feedback Practices and teacher effectiveness

Research has demonstrated that feedback techniques have a notable impact on teacher effectiveness across different dimensions. Studies suggest that providing performance evaluation, particularly when paired with goal setting, is extremely successful in enhancing teacher practices. The effectiveness of the program is attributed to several

important characteristics, namely the visual representation of data, vocal feedback, goals set by teachers, and regular progress discussions (Criss, Konrad, Alber-Morgan, & Brock, 2024). These findings emphasise the significance of well-organised and encouraging feedback systems in strengthening the effectiveness of teachers and eventually improving the results of students.

Similarly, studies conducted on the influence of feedback practices on teacher effectiveness in Uganda have revealed a notable and favourable correlation between feedback practices and teacher performance. Effective performance appraisal practices, such as setting targets, monitoring performance, and providing feedback, significantly enhance teachers' job performance (Buhl-Wiggers, Kerwin, Smith, & Thornton, 2018; Apolot, Otaala, Kamanyire, & Komakech, 2018; Wamimbi & Bisaso, 2021; Elingo, Nabukeera, Matovu, & Ssali, 2024). The findings indicate that the use of strong feedback techniques can greatly improve the effectiveness of teachers, ultimately resulting in improved educational outcomes for pupils. Nevertheless, a significant portion of the current study is limited to certain contexts, primarily centred around higher education or secondary education (Malunda, Onen, Musaazi, & Oonyu, 2016; Wamimbi & Bisaso, 2021; Apolot, Otaala, Kamanyire, & Komakech, 2018; Elingo, Nabukeera, Matovu, & Ssali, 2024). It is necessary to conduct a wider range of studies that encompass various educational levels and subjects in order to make more conclusions that are generalisable. By addressing these research gaps, it is possible to implement more efficient feedback methods that will boost the effectiveness of teachers and improve the academic achievements of students.

2.5 Follow up activities and teacher effectiveness

Studies suggest that engaging in follow-up activities is essential for improving teacher effectiveness. Research indicates that coaching, professional development programs, frequent evaluation, and constructive feedback are crucial elements of follow-up initiatives. These components assist teachers in analysing their practices and implementing the necessary changes to enhance their teaching effectiveness (Kraft, Blazar, & Hogan, 2018).

Research further indicates that follow-up activities, such as mentorship, effective supervision, and the allocation of sufficient resources, are vital in augmenting teacher effectiveness in Uganda (Apolot, Otaala, Kamanyire, & Komakech, 2018; Okumu, Ogwang, & Wafula, 2021; Elingo, Nabukeera, Matovu, & Ssali, 2024). However, analysing the implementation and effectiveness of national and local education policies regarding supervision in various school settings should aid in identifying deficiencies and opportunities for enhancement. According to Okia, Naluwemba, and Kasule (2021), as well as Malunda, Onen, Musaaazi, and Oonyu (2016), reports suggest that supervision was frequently inconsistent and lacked emphasis on professional growth. The focus was mostly on carrying out administrative tasks rather than enhancing teacher effectiveness.

2.4 Summary of Literature Review

According to a review of relevant literature, the support supervision provided by head teachers in Uganda has a significant impact on teacher effectiveness. This includes practices such as classroom observations, providing instructional resources, and

offering professional development opportunities. Several studies (Zikanga, Anumaka, Tamale, & Mugizi, 2021; Malunda, Onen, Musaazi, & Oonyu, 2016; Elingo, Nabukeera, Matovu, & Ssali, 2024) have shown that these supervision practices greatly improve teachers' job performance. Additionally, the leadership style of head teachers plays a crucial role in determining the quality of support supervision provided to teachers (Zikanga, Anumaka, Tamale, & Mugizi, 2021). These findings emphasise the significance of head teachers actively participating in supervising and assisting their teachers to improve educational outcomes in Uganda. However, the findings do not specifically examine the head teachers' support supervision, including classroom observation, feedback practices, and follow-up activities, influence teacher effectiveness.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The methodology chapter presents the research design, methods, and procedures used to investigate the effect of head teachers' support supervision on teacher effectiveness. It provides a detailed description of the data collection and analysis processes, ensuring the validity and reliability of the study's findings. The chapter begins with an explanation of the research design, followed by a description of the study population and sampling procedures. It further outlines the data collection instruments, the methods used for data analysis, and the ethical considerations that were adhered to throughout the research process. This approach facilitated a thorough investigation into the effect of head teachers' support supervision on teacher effectiveness in Government-Aided Primary Schools in Mbale District, Uganda.

3.1. Study Design

The researcher adopted a cross sectional survey design to examine the effect of head teacher support supervision on teacher effectiveness in government-aided primary schools in Mbale District. This design employed a mixed methods approach, integrating both qualitative and quantitative data collection techniques. Data were gathered at a specific point in time to optimize efficiency, validate or challenge assumptions, capture diverse perspectives, and support various types of analysis (Creswell, 2014). The quantitative data were used to make statistical inferences regarding the effect of head teachers' support supervision on teacher effectiveness. In addition, qualitative data from interviews complemented the quantitative findings by providing in-depth insights

for further analysis. This design was chosen for its effectiveness in facilitating a timely investigation and its cost-efficiency in enabling the simultaneous comparison of multiple variables.

3.2 Area of study

The research was conducted in primary schools throughout Mbale District, located in Eastern Uganda. Mbale District consists of 14 sub-counties and 3 town councils, bordered by Mbale City and Budaka District to the north, Butaleja to the west, Tororo to the south, Manafwa and Bududa to the east, and Sironko to the northeast. The study included both urban and rural schools, providing a diverse range of environments that could influence the effect of head teacher support on teacher effectiveness. This approach offered valuable insights into how supervisory practices are adapted to settings with varying resources. The focus of the study was on primary schools, as they play a critical role in the early stages of teacher development and its effect on student learning. Data were collected through interviews and questionnaires administered to head teachers and teachers at their respective schools. Special attention was given to logistical factors, particularly ensuring that schools in remote or rural areas were accessible and that data collection was feasible in all selected locations. Comprehensive preparation was undertaken to ensure the successful accessibility of all chosen schools for data collection.

3.3 Population and Sampling Techniques

Shukla (2020) defines a population as a collection of all units that share the variable characteristic under investigation, and for which research findings can be generalized. Cooper and Schindler (2008) describe a sample as a subset of instances, participants,

events, or data that represent the target population in some way.

3.3.1 Study Population

The study population consisted of all head teachers and teachers in primary schools across Mbale District. Head teachers, who are responsible for overseeing and supervising the teaching staff, were selected from a representative sample of government-aided primary schools within the district. They provided insights into their supervision practices and their perceptions of the effect these practices had on teacher effectiveness. The study also included teachers from the sampled schools, who were surveyed or interviewed to gather information on their experiences with supervision, how it influenced their teaching practices, and their overall effectiveness in the classroom.

3.3.2. Sample Method, Sample Size and Sampling Technique:

3.3.2.1 Sampling Method

A stratified random sampling method was used to ensure that the sample represented different types of schools (urban vs. rural) and demographic contexts. Schools were selected from various regions within the geographical area to capture a wide range of experiences. This approach ensured a diversity of perspectives, which enhanced the generalizability of the study's findings.

3.3.2.2 Sample Size:

A total sample size of 30 head teachers and 270 teachers, amounting to 300 participants, was selected from a population of 1,164. The sample size was determined using Yamane's (1973) formula. The target population, sample size, and sampling techniques are presented in Table 3.1.

Table 3.1: Target Population, Sample Size, and Sampling Techniques

Category	Target population	Sample Size	Sampling technique	Instrument
Teachers	1095	270	Simple random	Questionnaire / Interview guide
Head teachers	69	30	Purposive	Questionnaire / Interview guide
Total	1164	300		

Source: DEO Records, 2024

A representative sample of teachers and head teachers was selected from each school. The sample size was determined based on the recommendations of West (2016) for calculating sample sizes. Thirty schools were designated as study sites, with nine teachers and one head teacher selected from each school. Only head teachers who had held their position for at least five years and were actively involved in supervision were included in the sample. Similarly, only government-employed teachers who had worked at their respective schools for a minimum of three years were selected, ensuring that participants had sufficient experience with the supervision process.

3.4.2.2 Sampling Techniques

The researcher used purposeful sampling and simple random sampling techniques to select the required sample.

3.4.2.2.1 Purposeful Sampling

The researcher purposefully selected nine (9) head teachers for interviews as part of the study. Head teachers were specifically chosen because they are the primary instructional leaders and supervisors, making them key informants for understanding the research problem and addressing the research questions more effectively (Creswell, 2014).

3.4.2.2.2 Simple Random Sampling

Simple random sampling is a basic probability sampling technique in which every member of the population has an equal chance of being selected. This method was used to ensure that the sample was representative of the population, minimizing selection bias. The researcher developed a comprehensive list of all teachers and head teachers within the selected schools. The number of participants included in the sample was determined by the total population size, proportionate sampling criteria, and the desired confidence level and margin of error. Each member of the population list was assigned a unique number, and a random number generator or random sampling software was used to select numbers corresponding to the sample size. The selected head teachers and teachers were then approached to participate in the study, with data collected through questionnaires and interviews. Simple random sampling was chosen for its effectiveness in ensuring a representative sample, thereby providing a strong foundation for analysing the effect of head teacher support supervision on teacher effectiveness.

3.4. Variables Definitions and Measurements

The study investigated the effect of head teacher support supervision on teacher effectiveness, with head teacher support supervision identified as the independent variable. Head teacher support supervision comprised a range of practices and actions carried out by head teachers to assist and supervise the professional growth and instructional methods of teachers. These practices included providing feedback, conducting performance appraisals, and facilitating initiatives such as professional development opportunities. The study assessed the quantity of official supervision

meetings, observations, and feedback sessions conducted by head teachers within a designated timeframe. Additionally, the quality of supervision was evaluated, along with the types of support or follow-up activities provided, such as mentoring, resources, and training programs.

The dependent variable was teacher effectiveness, which referred to the impact a teacher had on student learning and achievement. Teacher effectiveness included the teacher's ability to manage the classroom, provide learning resources, and engage students effectively. Teacher effectiveness was evaluated based on improvements in student performance, as measured by standardized test scores, grades, or other academic assessments. It also considered the quality of teaching practices, including lesson planning, delivery, and engagement strategies, as well as the effectiveness of classroom management techniques in maintaining a productive learning environment. Control variables that may have influenced the relationship between head teacher support supervision and teacher effectiveness included the experience level of teachers, which could have affected their response to supervision and overall effectiveness; the educational background and professional qualifications of teachers; and the availability of resources and support services that may have influenced teacher effectiveness.

To gather data on head teacher supervision practices and teachers' perceptions of effectiveness, the researcher used self-administered questionnaires, including Likert scale questions to assess the quality and frequency of supervision and its perceived effect on teacher effectiveness. Additionally, interviews were conducted with head

teachers and teachers to provide in-depth qualitative insights into supervision practices and their effects on teaching.

3.5. Procedure for Data Collection

The study covered the process of preparation and planning. The researcher established the topic, objectives, and scope of the study with the advice of her research supervisor. Following this, she formulated a research proposal, which she presented and defended before an interdisciplinary research committee after receiving authorization from her supervisor. The researcher acquired an introductory letter from UCU that clearly stated the goal of the study. She then sought permission from head teachers and teachers to participate in the study.

Next, she developed questionnaires and administered a pre-test to verify their validity and reliability, as well as created interview guides to collect qualitative data. The researcher then determined the target population for the study and, using simple random selection, chose a representative sample of schools, head teachers, and teachers from Mbale District. She proceeded with the study by distributing hard copies of the questionnaires and organizing the logistics for their submission and retrieval.

Following this, she arranged and conducted interviews with head teachers and teachers to gain deeper insights into their knowledge and opinions. The researcher then rigorously gathered and organized the data, ensuring proper categorization and secure storage of data obtained from various sources, including surveys and interviews. She ensured the anonymity of survey responses and interview transcripts to maintain confidentiality and validated the precision and comprehensiveness of the gathered data, rectifying any inconsistencies or omissions.

Subsequently, the researcher employed statistical tools to analyse the survey data, utilizing software tools such as SPSS or Excel. She examined the relationship between the supervisory procedures provided by head teachers and the effectiveness of teachers by looking for correlations. Additionally, she applied theme analysis approaches to analyse the interview data, identifying consistent themes, trends, and observations regarding supervisory methods and teacher effectiveness.

Finally, the researcher synthesized the findings into a comprehensive report that included data analysis, conclusions, and recommendations. She then presented the findings to UCU for an oral examination.

3.6 Data Collection Instruments

When investigating the effect of head teacher support supervision on teacher effectiveness, the researcher used various data collection instruments to gather comprehensive and reliable data. These instruments included self-administered questionnaires and interviews. The self-administered questionnaires were designed to collect quantitative data on the frequency and quality of head teacher support supervision and its perceived effect on teacher effectiveness. The interviews provided qualitative insights, offering a deeper understanding of the supervisory practices and teachers' perspectives on their effectiveness in the classroom. By employing both instruments, the researcher aimed to gather a well-rounded set of data to support the study's findings.

3.6.1 Questionnaire

The study utilized questionnaires to evaluate teachers' viewpoints on the support and supervision provided by head teachers, and how it affected their effectiveness in teaching. The questionnaires consisted of three sections. The first section gathered demographic information, such as years of experience and qualifications. The second section focused on supervision practices, including the frequency and type of feedback received, classroom observations, and follow-up activities. The final section assessed perceived effectiveness, specifically self-reported proficiency in classroom management, lesson delivery, and student engagement. The questionnaire included Likert-scale. It was administered paper-based methods.

3.6.2 Interview Guide

The researcher employed interview guides to collect data from head teachers and teachers. Conducting semi-structured interviews with both head teachers and teachers provided detailed insights into the supervisory procedures of head teachers and their perceived influence on teacher performance. The interviews were performed either in person or virtually, using a predetermined set of questions with the opportunity for additional follow-up questions. Audio recording (with authorization) and note-taking were conducted during the interviews.

3.7. Quality/Error Control

To ensure the reliability and validity of the study on the effect of head teacher support supervision on teacher effectiveness, the researcher implemented several rigorous quality and error control measures.

3.7.1. Survey and Questionnaire Quality Control

3.7.1.1 Design and Validation

The researcher conducted a pilot test of the surveys and questionnaires with a small, representative sample of head teachers and teachers from Manafwa District. This process aimed to identify and resolve any issues related to question clarity or format. After the pilot test, the instruments were reviewed by experts in educational research and statistics to confirm their validity and alignment with the intended variables. The results of the content validity index were presented in Table 3.2 below.

Table 3.2: Content Validity Index.

Items	Valid	CVI
36	31	0.86

Source: Primary Data, 2024

Table 3.2 shows a Content Validity Index (CVI) of approximately 0.86, calculated by dividing 31 valid items by the total 36 items. This value exceeds the recommended minimum threshold of 0.7 as suggested by Amin (2005), indicating that the research instrument possesses acceptable content validity and is appropriate for use in data collection. The researcher also provided clear instructions and definitions for all survey items to minimize misinterpretation. She ensured that responses were anonymous to encourage honest and accurate answers. Additionally, she administered the surveys under similar conditions for all participants. The researcher entered survey data into a database twice and compared the entries to identify and correct any data entry errors.

3.7.1.2. Reliability of the Research Instruments

In this study, data obtained from pilot testing in Manafwa district was entered into computer and analysed using the SPSS software to generate Cronbach alpha coefficient. results are presented in table 3.3

Table 3.3: Cronbach alpha coefficient

Scale	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
Classroom Observation	0.712	0.718	10
Feedback Practices	0.730	0.735	04
Follow-Up Activities	0.715	0.720	07
Overall Support Supervision	0.727	0.734	21

Source: Primary Data, 2024

The results in Table 3.3 indicate that the overall Cronbach's Alpha coefficient for the support supervision scale was 0.727, surpassing the commonly accepted threshold of 0.7. Similarly, the sub-variables; classroom observation, feedback practices, and follow-up activities each demonstrated acceptable reliability, with coefficients ranging from 0.712 to 0.730. According to Ahuja (2000), a Cronbach's Alpha above 0.7 signifies that the instrument is reliable, acceptable, and appropriate for data collection. This affirms that the tool used in this study was suitable for capturing consistent and dependable data regarding head teacher support supervision.

3.7.2. Interview Quality Control

For the interviews, the researcher conducted practice interviews to refine her techniques and ensure consistency in data collection. She then used high-quality recording equipment to record all interviews (with participant consent) for accuracy. Afterward, the researcher transcribed the recordings accurately and had the transcriptions reviewed by a second person to verify their correctness. Additionally, she used a standardized set of questions and follow-up prompts to ensure consistency across interviews and remained neutral to avoid influencing responses.

3.8. Data Processing and Analysis

3.8.1 Data Analysis

The analysis of the data was in line with specific objectives of the study

3.8.1.1 Quantitative Data Analysis

Survey or questionnaire data were analyzed using statistical methods. The researcher used software tools such as SPSS or Excel for data analysis. The study examined the effect of head teacher support supervision practices on teacher effectiveness. Pearson Product Moment Correlation Coefficients and regressions were used.

3.8.1.2 Qualitative Data Analysis

Data from head teacher and teacher interviews were analysed using thematic analysis. The researcher identified recurring themes, patterns, and insights related to supervision practices and teacher effectiveness.

3.9. Ethical considerations

The researcher endeavoured to keep the following research ethics:

On plagiarism and fraud, the researcher endeavoured to acknowledge all the sources of information and works. He also personally collected the data that was presented in methodology and results, and the findings presented as they were.

For confidentiality, privacy and anonymity of the respondents, the lists of names and other information that could lead to the identification of the respondents were destroyed in accordance with the code of ethics. In addition, data collected ensured anonymity of respondents by excluding names and other forms of identification in the questionnaire and interview guide. Codes were used to represent individuals or schools.

On informed and voluntary consent, the researcher disclosed the real purpose of the research by showing them an introduction letter from UCU, which ensured informed promises or consent. The respondents voluntarily consented to be part of the study.

3.9. Methodological constraints

This study encountered three significant limitations. First, the study was based on a cross-sectional survey design; therefore, it did not establish causal relationships between variables, as data were collected at a single point in time. In addition, the design limited the researcher's control over extraneous variables, which acted as potential confounders and obscured the true relationship between the study variables. Second, the study's geographic breadth is constrained. It is going to be done in Uganda's Mbale District, which is incredibly small when compared to the entire nation. This might result in sample or selection bias, which might prevent probability sampling or the sample from being truly random.

Lastly, the study is limited by the time constraint. As such it is going to be cross-sectional. This might not capture the true effect of the head teachers' support supervision on the teacher effectiveness over time.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.0 Introduction

This chapter presents the findings of the study on Head Teacher’s Support Supervision and Teacher Effectiveness in Government-Aided Primary Schools in Mbale District, Uganda. The chapter is structured to align with the study's objectives, offering a comprehensive analysis of the collected data.

4.1 Questionnaire Return Rate

Table 4.1 illustrates the return rate of the questionnaires in this study, detailing both the total number of questionnaires distributed and the number of completed ones returned.

Table 4.1: Return Rate of Questionnaires

Respondent	Questionnaires Distributed	Questionnaires Distributed	Percentage
Teachers	270	219	81
Head Teachers	30	26	87
Total	300	245	82

Source: Primary Data, 2024

With response rates of 81% for teachers and 87% for head teachers, the overall return rate stands at 82%. According to Mugenda & Mugenda (2003), rates above 70% are considered very good for survey research. Therefore, the 82% return rate indicates strong participant engagement and supports the reliability and generalizability of the study findings.

4.2 Background information

The Background section of this study provides critical context for understanding the research on head teacher support supervision and its effect on teacher effectiveness in government-aided primary schools in Mbale District, Uganda. It highlights key demographic and contextual factors, such as the roles, experience levels, and academic qualifications of the respondents.

Position/Role

In this section, respondents were asked to identify their role within the school system, specifically whether they are a Teacher or a Head Teacher. Table 4.2 provides a breakdown of respondents according to their position within the school.

Table 4.2: Breakdown of Respondents According to Their Position Within the School

		Position					
		Freq.	%	Valid Percent	Cum. Percent	Mean	SD
Valid	Teacher	219	89.4	89.4	89.4		
	Head Teacher	26	10.6	10.6	100.0		
	Total	245	100.0	100.0		1.11	.309

Source: Primary Data, 2024

Results in table 4.2 shows that the majority of respondents (89.4%) are teachers which aligns with the fact that teachers are typically the key cadres in educational settings. This distribution indicates that most of the responses come from those directly involved in classroom teaching. A smaller proportion (10.6%) are head teachers, who, despite their lesser number, play key roles in supervision and leadership, offering valuable insights into school management and leadership. The mean of 1.11 reflects the predominance of teachers, as the scale assigns a value of 1 for "Teacher" and 2 for "Head Teacher." The mean value being closer to 1 further suggests that teachers make

up the majority of the sample. The standard deviation of 0.309 is relatively low, indicating minimal variation in respondent positions—most are teachers, with only a few head teachers. This sample composition highlights that the feedback predominantly reflects the experiences of teachers, while the inclusion of head teachers provides additional perspectives on leadership and supervisory practices within the school system. This context is important for understanding the data in terms of respondents' roles and their influence within the school hierarchy.

Number of years in current role

This section examines the respondents' length of service in their current role, which is an important factor for understanding their level of experience and familiarity with head teacher support supervision practices. Table 4.3 presents the distribution of respondents based on the number of years they have served in their current role.

Table 4.3: Distribution of Respondents Based on Years of Service in Current Role

		Number of years in current role					
		Freq.	Percent	Valid Percent	Cum. %	Mean	SD
Valid	1-3 years	19	7.8	7.8	7.8		
	4-7 years	90	36.7	36.7	44.5		
	8-10 years	62	25.3	25.3	69.8		
	>10 years	74	30.2	30.2	100.0		
	Total	245	100.0	100.0		3.78	.967

Source: Primary Data, 2024

Table 4.3 shows that a small proportion of respondents (7.8%) have been in their current role for 1-3 years, representing early-career professionals who may still be adjusting to their responsibilities. Their experiences could differ from those of more tenured

individuals. The largest group of respondents (36.7%) has been in their role for 4-7 years, indicating teachers with moderate experience who are likely more comfortable and familiar with their responsibilities. A further 25.3% of respondents have been in their role for 8-10 years, suggesting a significant portion of teachers have substantial experience and are likely more proficient in their teaching practices. Notably, 30.2% of respondents have been in their current role for over 10 years, including highly experienced teachers who may possess a deep understanding of their profession and likely hold leadership positions within their schools. The mean of 3.78 indicates that, on average, respondents have moderate experience in their current roles. With the largest proportion of teachers falling within the 4-7 years and over 10 years categories, the typical respondent likely has more experience than those with fewer than 4 years in the role. The standard deviation of 0.967 shows a relatively broad range of experience, with some respondents having only a few years of experience and others having more than a decade.

The distribution of years in the current role reveals that a significant portion of respondents have moderate to high levels of experience, with over half having been in their roles for four or more years. This suggests that the sample includes both newer and more experienced educators, which is important for understanding how support supervision practices and professional development strategies might affect teachers at different stages of their careers.

Highest academic qualifications

In this section, respondents were asked to indicate their highest level of academic qualification. Table 4.4 presents the distribution of the highest academic qualifications among the respondents.

Table 4.4: Distribution of Highest Academic Qualifications Among Respondents

Highest academic qualification		Frequency	Percent	Valid %	Cum. %	Mean	SD
Valid	Certificate	118	48.2	48.2	48.2		
	Diploma	83	33.9	33.9	82.0		
	Bachelors	41	16.7	16.7	98.8		
	Masters	3	1.2	1.2	100.0		
	Total	245	100.0	100.0		1.71	.785

Source: Primary Data, 2024

Table 4.4 reveals that the largest proportion of respondents (48.2%) hold a certificate as their highest academic qualification, indicating that many teachers in the sample may have lower-level qualifications, which could influence their teaching approaches and experiences. The second most common qualification is a diploma, held by 33.9% of respondents, which typically represents a higher level of formal education and training compared to a certificate. A smaller proportion (16.7%) hold a bachelor's degree, and only 1.2% have a master's degree. While the number of respondents with bachelor's degrees is notable, the very small percentage with master's degrees indicates that higher academic qualifications are less common in this sample. The mean of 1.71 suggests that the average qualification level is closer to a certificate or diploma, with a heavier concentration of respondents holding certificates. The standard deviation of

0.785 shows some variability in academic qualifications, though the distribution is primarily concentrated in the certificate and diploma categories.

This data indicates that most respondents have lower-level qualifications, with nearly half holding certificates and a third holding diplomas. The relatively low percentage of respondents with bachelor's or master's degrees reflects the typical educational levels within this context, where many teachers have completed secondary or post-secondary training rather than advanced degrees. This distribution provides important context for tailoring training needs, support supervision strategies, and professional development opportunities to suit teachers at various qualification levels.

4.3 Presentation of findings

The following sections analyse the data in relation to the three research objectives of the study. These sections aim to provide a detailed examination of how the findings align with and address the specific goals set forth in the research, offering insights into the effectiveness of head teacher support supervision and its effect on teacher performance in government-aided primary schools in Mbale District.

Table 4.4 Descriptive Statistics on Teacher Effectiveness

Statement	SD	D	N	A	SA	Mean	Std Dev
Head teacher's support supervision improves the overall instructional strategies used by teachers.	12 (4.9%)	20 (8.2%)	30 (12.2%)	98 (40.0%)	85 (34.7%)	3.92	1.06
Supervision by the head teacher enhances classroom management practices among teachers.	10 (4.1%)	24 (9.8%)	34 (13.9%)	102 (41.6%)	75 (30.6%)	3.85	1.03
Teachers become more self-aware of their professional responsibilities due to head teacher's supervision.	13 (5.3%)	21 (8.6%)	32 (13.1%)	97 (39.6%)	82 (33.5%)	3.87	1.08
Feedback from head teacher's supervision contributes to professional development of teachers.	8 (3.3%)	16 (6.5%)	26 (10.6%)	106 (43.3%)	89 (36.3%)	4.03	0.97
Support supervision by head teachers positively affects teacher-student interactions.	14 (5.7%)	22 (9.0%)	31 (12.7%)	91 (37.1%)	87 (35.5%)	3.88	1.10
Head teacher's supervision improves teacher engagement and effectiveness in the learning process.	10 (4.1%)	18 (7.3%)	30 (12.2%)	103 (42.0%)	84 (34.3%)	3.95	1.02
Support supervision helps teachers align more closely with curriculum and education standards.	12 (4.9%)	25 (10.2%)	33 (13.5%)	95 (38.8%)	80 (32.7%)	3.84	1.08
Inconsistent or inaccurate supervision may reduce teacher effectiveness.	17 (6.9%)	20 (8.2%)	45 (18.4%)	88 (35.9%)	75 (30.6%)	3.74	1.11
Head teacher's supervision can sometimes increase stress or pressure among teachers.	28 (11.4%)	35 (14.3%)	42 (17.1%)	78 (31.8%)	62 (25.3%)	3.45	1.27
Teachers benefit from supervision when feedback is timely, specific, and actionable.	7 (2.9%)	14 (5.7%)	24 (9.8%)	108 (44.1%)	92 (37.6%)	4.08	0.95
Overall Mean						3.86	1.07

Source: Field Data, 2024

LEGEND

1.00-1.49 Strongly Disagree

1.50-2.49 Disagree

2.50-3.49 Undecided

3.50-4.49 Agree

4.50-5.00 Strongly agree

INTERPRETATION

Ineffective

Slightly effective

Moderately effective

Effective

Very effective

The findings presented in Table 4.4 reveal a detailed distribution of perceptions regarding the effectiveness of head teacher support supervision on various dimensions of teacher performance. Starting with the statement, "Head teacher's support supervision improves the overall instructional strategies used by teachers," the data show that 4.9% strongly disagreed, 8.2% disagreed, and 12.2% were neutral, indicating a minority of teachers (25.3%) expressing uncertainty or dissatisfaction that headteacher support supervision improved teacher performance. Meanwhile, a substantial 40.0% agreed and 34.7% strongly agreed, reflecting a strong consensus that supervision positively influences instructional strategies. The mean score was 3.92 with a standard deviation of 1.06, indicating a generally effective perception with moderate variation. During interviews, many teachers explained that supervision sessions enhanced their use of learner-centred techniques and diversified teaching materials. One teacher remarked that,

"My head teacher always guides me on using appropriate teaching aids and pacing lessons better." This aligns with Okumbe's (2001) assertion that instructional supervision is key to improving pedagogical effectiveness.

Regarding the statement, "Supervision by the head teacher enhances classroom management practices among teachers," 4.1% strongly disagreed and 9.8% disagreed, while 13.9% remained neutral. However, 41.6% agreed and 30.6% strongly agreed, showing majority support for the positive impact of supervision on classroom management. The mean of 3.85 and standard deviation of 1.03 indicate effective supervision with some diversity in perceptions. A head teacher interviewed stated that, *"When I observe classes, I emphasize orderliness, time management, and proper learner engagement, and this has shown visible improvement among my teachers."* This confirms Wanzare's (2012) findings that supervision enhances discipline and classroom order.

On the statement that *"Teachers become more self-aware of their professional responsibilities due to head teacher's supervision"* 5.3% of the respondents strongly disagreed and 8.6% disagreed, while 13.1% were undecided. On the positive side, 39.6% agreed and 33.5% strongly agreed, indicating that supervision fosters professional self-awareness. With a mean of 3.87 and standard deviation of 1.08, the responses show a predominantly positive view with some variance. Interview feedback emphasized that supervision encouraged accountability in lesson preparation and punctuality, exemplified by a teacher's comment, "I feel a sense of professional obligation whenever my work is being reviewed regularly." This reflects Glickman, Gordon, and Ross-Gordon's (2014) position on supervision encouraging reflective practice and professionalism.

The statement *"Feedback from head teacher's supervision contributes to professional development of teachers"* received the highest positive agreement, with only 3.3% strongly disagreeing and 6.5% disagreeing, while 10.6% were neutral. Significantly, 43.3% agreed and 36.3% strongly agreed, with a mean of 4.03 and standard deviation of 0.97, showing strong consensus on feedback's role in professional growth. Teachers interviewed noted how feedback helped them identify and correct weaknesses, with one stating that,

"After the last supervision, I was advised to vary my teaching methods, and this improved learners' participation." Sergiovanni and Starratt (2007) similarly emphasize the centrality of constructive feedback in improving teaching.

When asked whether *"Support supervision by head teachers positively affects teacher-student interactions,"* 5.7% strongly disagreed, 9.0% disagreed, and 12.7% were neutral, while 37.1% agreed and 35.5% strongly agreed. The mean of 3.88 and standard deviation of 1.10 indicate an overall positive effect with moderate variation. Head teachers reported encouraging teachers to foster inclusive and interactive classrooms. One head teacher commented that, *"I observed a teacher who rarely involved learners and guided her to use questioning techniques, which greatly improved learner engagement."* This corresponds with Blasé and Blasé's (2000) findings that supervision enhances teacher-learner rapport.

The perception that *"Head teacher's supervision improves teacher engagement and effectiveness in the learning process"* was supported by 4.1% strongly disagreeing, 7.3% disagreeing, 12.2% neutral, 42.0% agreeing, and 34.3% strongly agreeing. With a mean

of 3.95 and standard deviation of 1.02, supervision is seen as effective in boosting teacher engagement. Teachers shared that supervision reminded them to maintain active teaching, one noting that,

“Supervision keeps me alert and focused; I prepare more thoroughly for my lessons.”

This supports Glickman et al.’s (2014) view that supervision motivates higher instructional quality.

For the item *“Support supervision helps teachers align more closely with curriculum and education standards,”* 4.9% strongly disagreed, 10.2% disagreed, and 13.5% were neutral, while 38.8% agreed and 32.7% strongly agreed, yielding a mean of 3.84 and standard deviation of 1.08. This indicates substantial agreement that supervision supports curriculum alignment. Head teachers emphasized monitoring lesson adherence to syllabus and assessment standards, with one stating, *“I constantly monitor whether teachers are teaching according to the curriculum and following learning outcomes.”* Bush and Glover (2014) similarly stress instructional leadership’s role in curriculum compliance.

The statement *“Inconsistent or inaccurate supervision may reduce teacher effectiveness”* had 6.9% strongly disagreeing and 8.2% disagreeing, 18.4% neutral, 35.9% agreeing, and 30.6% strongly agreeing. The mean was slightly lower at 3.74 with a higher standard deviation of 1.11, indicating some disagreement and variability. Some teachers expressed frustration over unclear or infrequent feedback, with one remarking that,

“Sometimes we are observed but never given feedback, and that makes the process feel meaningless.” Ovando (2005) warned that poor supervision can demotivate teachers.

Regarding *“Head teacher’s supervision can sometimes increase stress or pressure among teachers,”* 11.4% strongly disagreed, 14.3% disagreed, and 17.1% were neutral, while 31.8% agreed and 25.3% strongly agreed. The mean was 3.45 with a high standard deviation of 1.27, reflecting mixed responses and the highest variability. Some teachers reported anxiety during supervision, one stating that, *“I sometimes feel it’s a fault-finding mission, especially when done abruptly.”* Kimathi (2017) cautions that punitive supervision increases teacher stress.

Finally, the statement *“Teachers benefit from supervision when feedback is timely, specific, and actionable”* had the strongest positive ratings: 2.9% strongly disagreed, 5.7% disagreed, 9.8% neutral, while 44.1% agreed and 37.6% strongly agreed. The mean of 4.08 and standard deviation of 0.95 confirm the critical importance of actionable feedback. Teachers noted feeling empowered when feedback was clear and prompt; one said that, *“Clear and quick feedback helps me correct mistakes before they become a habit.”* This aligns with Zepeda (2007), who emphasized the impact of timely, relevant feedback.

Overall, the average mean score of 3.86 across items reflects a generally positive perception of head teacher support supervision in promoting teacher effectiveness within government-aided primary schools in Mbale District. These findings suggest that structured supervision with meaningful feedback and follow-up significantly enhances

instructional quality, professionalism, and teacher-student interactions, although challenges such as occasional stress and inconsistent supervision remain areas for improvement.

Table 4.5: Responses on Classroom Observations under Head Teacher’s Supervision

Statement	SD	D	N	A	SA	Mean	Std Dev
Classroom observations are conducted frequently enough to improve teaching quality.	15 (6.1%)	26 (10.6%)	36 (14.7%)	94 (38.4%)	74 (30.2%)	3.76	1.11
The main purpose of classroom observations is to enhance professional development.	10 (4.1%)	18 (7.3%)	32 (13.1%)	101 (41.2%)	84 (34.3%)	3.94	1.02
Observations are helpful in ensuring that teachers follow curriculum standards.	12 (4.9%)	20 (8.2%)	29 (11.8%)	106 (43.3%)	78 (31.8%)	3.89	1.07
Head teacher’s observations contribute to better student learning outcomes.	11 (4.5%)	19 (7.8%)	34 (13.9%)	108 (44.1%)	73 (29.8%)	3.87	1.03
The process of classroom observation includes clear and structured evaluation criteria.	14 (5.7%)	23 (9.4%)	35 (14.3%)	104 (42.4%)	69 (28.2%)	3.78	1.10
Informal observations are regularly used and provide meaningful feedback.	17 (6.9%)	25 (10.2%)	37 (15.1%)	95 (38.8%)	71 (29.0%)	3.73	1.12
Peer or self-observations are encouraged as part of support supervision.	19 (7.8%)	28 (11.4%)	39 (15.9%)	92 (37.6%)	67 (27.3%)	3.65	1.14
Feedback given after classroom observations is usually specific and actionable.	9 (3.7%)	15 (6.1%)	29 (11.8%)	109 (44.5%)	83 (33.9%)	3.99	0.98
Teachers are comfortable receiving feedback from the head teacher after observation.	13 (5.3%)	22 (9.0%)	31 (12.7%)	103 (42.0%)	76 (31.0%)	3.84	1.08
Feedback from classroom observations contributes significantly to teacher effectiveness.	8 (3.3%)	17 (6.9%)	28 (11.4%)	112 (45.7%)	80 (32.7%)	3.98	0.97
Overall Mean						3.84	

Source: Field Data, 2024

LEGEND

1.00-1.49 Strongly Disagree

1.50-2.49 Disagree

2.50-3.49 Undecided

3.50-4.49 Agree

4.50-5.00 Strongly agree

INTERPRETATION

Ineffective

Slightly effective

Moderately effective

Effective

Very effective

The findings presented in Table 4.5 show that a large proportion of respondents agreed with the statement that “Classroom observations are conducted frequently enough to improve teaching quality.” Specifically, 94 teachers (38.4%) agreed while 74 (30.2%) strongly agreed. A smaller proportion, 36 (14.7%), were neutral, whereas 26 (10.6%) disagreed and 15 (6.1%) strongly disagreed. The mean score was 3.76 with a standard deviation of 1.11, indicating that respondents generally agreed, though with some variation in opinion. This implies that regular classroom observation is perceived as a positive and institutionalized practice in many schools, albeit with occasional inconsistencies in implementation. During interviews, one teacher commented, “Our head teacher visits classes at least twice a term and gives suggestions on how I can manage time and group activities better.” This feedback suggests that regular classroom supervision has a developmental intent. These findings support the views of Sergiovanni and Starratt (2002), who argued that consistent instructional supervision through observations enhances reflective practice and teaching quality.

According to the findings, a significant number of teachers acknowledged the developmental intent behind classroom observations. A total of 101 (41.2%) agreed and 84 (34.3%) strongly agreed that “The main purpose of classroom observations is to

enhance professional development.” Only a few expressed disagreement, with 10 (4.1%) strongly disagreeing and 18 (7.3%) disagreeing, while 32 (13.1%) remained neutral. The calculated mean was 3.94, with a standard deviation of 1.02, indicating a strong consensus that classroom observations are primarily intended to foster professional growth. This suggests that school leadership is largely using observation to strengthen instructional practices rather than merely evaluating teachers. One respondent during interviews stated, “The head teacher usually asks questions after observing, which challenges me to think deeper about my teaching.” These insights affirm the stance by Glickman, Gordon, and Ross-Gordon (2014), who emphasized that supervision should be a collegial, growth-oriented process rather than a fault-finding exercise.

The results indicate that a majority of the teachers perceived classroom observations as a useful mechanism for maintaining adherence to curriculum standards. Specifically, 106 (43.3%) agreed and 78 (31.8%) strongly agreed with the statement “Observations are helpful in ensuring that teachers follow curriculum standards.” In contrast, only 12 (4.9%) strongly disagreed and 20 (8.2%) disagreed, while 29 (11.8%) were neutral. The mean score was 3.89, with a standard deviation of 1.07, reflecting broad agreement with slight variations in response. This finding implies that head teachers often use classroom visits to monitor curriculum implementation and guide instructional alignment. One interviewed teacher remarked, “The supervisor once helped me correct how I was sequencing topics based on the syllabus.” This affirms findings by Blasé and Blasé (1998), who observed that instructional leadership ensures curriculum fidelity when observation is used as a formative tool.

The analysis shows that 108 (44.1%) of the respondents agreed and 73 (29.8%) strongly agreed that “Head teacher’s observations contribute to better student learning outcomes.” Meanwhile, 34 (13.9%) were neutral, 19 (7.8%) disagreed, and 11 (4.5%) strongly disagreed. The mean response was 3.87 with a standard deviation of 1.03, indicating overall agreement with moderate variability. These findings suggest that teachers perceive a link between effective classroom supervision and improved student achievement. One teacher shared during interviews, “Whenever I improve on a teaching method as advised, I notice better learner responses during lessons.” This is consistent with research by Hallinger (2003), who emphasized the role of instructional supervision in boosting not just teacher performance but also learner outcomes.

From the data, 104 respondents (42.4%) agreed and 69 (28.2%) strongly agreed that “The process of classroom observation includes clear and structured evaluation criteria.” On the other hand, 35 (14.3%) were neutral, while 23 (9.4%) disagreed and 14 (5.7%) strongly disagreed. The mean response was 3.78 and the standard deviation was 1.10. These results reflect moderate agreement that school leaders conduct classroom observations using well-defined frameworks or checklists. This implies an effort towards objectivity and fairness in the observation process. During interviews, one respondent noted, “I’m usually aware of what the head teacher is looking out for, like lesson planning, time management, and learner engagement.” This supports the position of Zepeda (2007), who advocated for structured observation protocols as tools for consistent and equitable teacher evaluation.

The findings reveal that 95 (38.8%) of respondents agreed and 71 (29.0%) strongly agreed that “Informal observations are regularly used and provide meaningful

feedback.” However, 37 (15.1%) were neutral, while 25 (10.2%) disagreed and 17 (6.9%) strongly disagreed. The computed mean was 3.73 with a standard deviation of 1.12. This indicates that while informal supervision is a common practice, there remains some variation in its consistency and perceived usefulness. One teacher remarked, “Sometimes the head teacher just pops in and gives one or two helpful remarks which I find useful.” These findings echo the argument by Pajak (2001), who noted that informal observations, when followed by constructive dialogue, often foster a low-pressure environment for professional learning.

According to the data, 92 (37.6%) agreed and 67 (27.3%) strongly agreed with the statement “Peer or self-observations are encouraged as part of support supervision.” On the contrary, 19 (7.8%) strongly disagreed, 28 (11.4%) disagreed, and 39 (15.9%) were neutral. The mean value was 3.65 and the standard deviation was 1.14. This reflects a fair level of agreement that peer-based supervision approaches are in place, though not universally practiced. One respondent observed, “We are sometimes encouraged to sit in each other’s classes and learn teaching strategies, though it’s not always enforced.” This supports the perspective of Lieberman and Miller (2004), who emphasized the value of peer observation in promoting collaborative professionalism and reflective teaching.

A high number of respondents supported the idea that feedback following classroom observations is constructive. Specifically, 109 (44.5%) agreed and 83 (33.9%) strongly agreed with the statement “Feedback given after classroom observations is usually specific and actionable.” A few were neutral (11.8%), while only 6.1% disagreed and 3.7% strongly disagreed. The mean was 3.99, with a standard deviation of 0.98,

indicating strong agreement and minimal deviation among respondents. One teacher stated, “After each observation, the head teacher clearly points out areas I should work on and how to improve them.” This aligns with studies by Hattie and Timperley (2007), who found that precise and timely feedback greatly enhances teacher performance and classroom practice.

The responses show that 103 (42.0%) agreed and 76 (31.0%) strongly agreed with the statement “Teachers are comfortable receiving feedback from the head teacher after observation.” Meanwhile, 13 (5.3%) strongly disagreed, 22 (9.0%) disagreed, and 31 (12.7%) were neutral. The mean was 3.84, with a standard deviation of 1.08. This suggests a generally positive attitude toward receiving supervisory feedback, though some teachers may still experience discomfort. One teacher remarked, “I feel encouraged after feedback because it’s never harsh, just instructive.” This observation supports the argument by Danielson (2007) that trust and respect are essential to an effective supervision-feedback relationship.

Finally, the findings show strong support for the developmental impact of supervisory feedback. A total of 112 (45.7%) respondents agreed and 80 (32.7%) strongly agreed with the statement “Feedback from classroom observations contributes significantly to teacher effectiveness.” Only 8 (3.3%) strongly disagreed and 17 (6.9%) disagreed, while 28 (11.4%) were neutral. The mean value was 3.98 with a standard deviation of 0.97, indicating strong agreement with limited divergence. One respondent stated, “Over the years, the feedback I get has helped me handle classes better, especially in mixed-ability settings.” This confirms the findings of Marzano, Frontier, and Livingston (2011),

who emphasized the positive correlation between effective feedback and instructional improvement.

The overall mean score of **3.84** reflects general agreement among respondents that classroom observations, feedback practices, and peer-supervision mechanisms are widely practiced and positively influence teaching quality. This suggests that head teacher-led supervision is perceived not only as frequent and structured but also as a valuable component in enhancing teacher competence and student learning outcomes. The uniformity in responses across most items indicates that the supervision culture in these schools is both supportive and formative, aligning with literature that highlights supervision as a key driver of continuous professional development (Daresh, 2001; Beach & Reinhartz, 2000).

H₀₁: Head teachers’ classroom observation has no significant effect on teacher effectiveness.

The relationship between head teachers’ classroom observations and teacher effectiveness was analyzed using a Pearson’s product moment correlation coefficient. The analysis tested the null hypothesis (H₀₁) that head teachers’ classroom observation has no significant effect on teacher effectiveness. Resulted are presented in table 4: below

Table 4.16: Correlations between Classroom Observations and Teacher Effectiveness

Correlations		
		Classroom Observations
Teacher Effectiveness	Pearson Correlation	.221**
	Sig. (2-tailed)	.001
	N	235
**. Correlation is significant at the 0.01 level (2-tailed).		

The results in table 4:16 indicate a weak positive correlation ($r = 0.221$) between classroom observations and teacher effectiveness, with a statistically significant p-value of 0.001. This suggests that the null hypothesis can be rejected, as there is evidence to support a relationship between classroom observations and teacher effectiveness. The statistical significance indicates that the observed correlation is unlikely to have occurred by chance, with less than a 1% probability of random occurrence, thus reinforcing the reliability of the findings.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.782	.611	.595	.622

a Predictors: (Constant), classroom observation

The Model Summary table provides critical information regarding the predictive power of classroom observation practices on teacher effectiveness. The coefficient of multiple correlation (R) is 0.782, which indicates a strong positive correlation between classroom observation practices and teacher effectiveness in the studied schools. This implies that an increase in the quality or frequency of classroom observation practices is likely associated with a corresponding increase in the effectiveness of teachers.

The R Square value of 0.611 reveals that approximately 61.1% of the variance in teacher effectiveness is explained by the classroom observation variables included in the model. This indicates a high level of explanatory power, meaning that classroom observation practices are a substantial predictor of how effective teachers are in executing their roles. The Adjusted R Square, which accounts for the number of predictors in the model, is slightly lower at 0.595, but still confirms that the model maintains a good fit when adjusted for the number of predictors used. The Standard Error of the Estimate is 0.622, suggesting a moderate level of variability between the actual teacher effectiveness scores and those predicted by the regression model. Overall, this model summary demonstrates that classroom observation practices have a meaningful influence on teacher performance.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	72.346	9	8.038	20.75	.000 ^b
	Residual	45.941	119	0.386		
	Total	118.287	128			

a Dependent Variable: Teacher Effectiveness

b Predictors: (Constant), classroom observations

The ANOVA (Analysis of Variance) table evaluates whether the regression model provides a better fit to the data than a model without any predictors. According to the table, the Regression Sum of Squares is 72.346, while the Residual Sum of Squares is 45.941. This shows that a larger proportion of the variation in teacher effectiveness is accounted for by the regression model compared to the unexplained (residual)

The F-statistic, which tests the overall significance of the model, is 20.75 with a significance value (Sig.) of 0.000. This indicates that the regression model is statistically significant at the $p < 0.001$ level. In simpler terms, there is a less than 0.1% chance that the observed relationship between classroom observation practices and teacher effectiveness occurred by random chance. Therefore, we can confidently conclude that at least one of the classroom observation predictors included in the model significantly contributes to explaining the variance in teacher effectiveness.

This statistically significant outcome validates the reliability of the regression model and confirms that the integration of structured classroom observation approaches can

meaningfully predict and influence the performance of teachers in real educational settings.

Table 4.6: Responses on Feedback Practices Related to Teaching

S/N	Statement	SD	D	N	A	SA	Mean	Std Dev
1	Feedback on teaching practices is provided frequently and consistently.	14 (5.7%)	22 (9.0%)	35 (14.3%)	104 (42.4%)	70 (28.6%)	3.79	1.08
2	A variety of feedback sources including formal evaluations, peer reviews, and self-assessments are used to improve teaching.	11 (4.5%)	19 (7.8%)	29 (11.8%)	107 (43.7%)	79 (32.2%)	3.91	1.04
3	Feedback received is timely, specific, and actionable for improving classroom performance.	7 (2.9%)	14 (5.7%)	25 (10.2%)	110 (44.9%)	89 (36.3%)	4.06	0.95
4	The tone and delivery of feedback provided are generally supportive and constructive.	9 (3.7%)	17 (6.9%)	28 (11.4%)	108 (44.1%)	83 (33.9%)	3.98	0.99
	Overall Mean						3.94	1.02

Source: Field Data, 2024

LEGEND

- 1.00-1.49 Strongly Disagree
- 1.50-2.49 Disagree
- 2.50-3.49 Undecided
- 3.50-4.49 Agree
- 4.50-5.00 Strongly agree

INTERPRETATION

- Ineffective
- Slightly effective
- Moderately effective
- Effective
- Very effective

The findings presented in Table 4.6 reveal that a majority of the respondents agreed that feedback on teaching practices is provided frequently and consistently, with 104 respondents (42.4%) agreeing and 70 (28.6%) strongly agreeing. On the other hand, 35 respondents (14.3%) were neutral, while only 22 (9.0%) disagreed and 14 (5.7%) strongly disagreed with the statement. The computed mean of 3.79 and a standard deviation of 1.08 indicate a generally positive perception, albeit with slight variations in opinion. This suggests that while regular feedback mechanisms are in place, there is room for improving their consistency across all teachers. During interviews, several teachers emphasized that timely feedback from their supervisors enabled them to correct instructional gaps and align their teaching with learner needs. One teacher stated, “Each time my lesson is observed, I receive notes and suggestions that help me plan better the next time.” This finding supports the view advanced by Sergiovanni and Starratt (2007), who asserted that systematic feedback enhances professional growth and instructional competence among educators.

Regarding the second item, a variety of feedback sources including formal evaluations, peer reviews, and self-assessments are used to improve teaching, the majority of respondents expressed agreement, with 107 (43.7%) agreeing and 79 (32.2%) strongly agreeing. Meanwhile, 29 respondents (11.8%) remained neutral, whereas 19 (7.8%) disagreed and 11 (4.5%) strongly disagreed. The mean of 3.91 and standard deviation of 1.04 suggest a favourable consensus with a moderate spread of responses. These results imply that head teachers are increasingly promoting diverse and inclusive feedback mechanisms that reflect multiple perspectives. Interview narratives highlighted that some schools have embraced peer lesson observations and performance

self-checklists, facilitating collective reflection. A headteacher noted, “We encourage peer-to-peer lesson review among departments before I conduct final evaluations.” This aligns with the conclusions of Hattie and Timperley (2007), who argued that feedback from multiple sources improves instructional accuracy and self-efficacy among teachers.

In reference to whether feedback received is timely, specific, and actionable for improving classroom performance, responses were highly favourable. A total of 110 respondents (44.9%) agreed and 89 (36.3%) strongly agreed. A smaller proportion remained neutral (25 or 10.2%), disagreed (14 or 5.7%), or strongly disagreed (7 or 2.9%). The high mean of 4.06, coupled with a low standard deviation of 0.95, indicates a strong consensus among teachers that feedback mechanisms are well-structured and practically oriented. This finding reflects effective administrative planning where teachers are not only assessed but also guided on how to enhance their performance. Teachers interviewed confirmed that most feedback sessions are tied to previous lesson plans and future improvements. One teacher explained, “My supervisor reviews specific aspects of my lesson delivery and shows me where to improve in real-time.” This resonates with the view by Brookhart (2008), who emphasized that effective feedback must be immediate and targeted to be transformative.

On the final item, the tone and delivery of feedback provided are generally supportive and constructive, a significant majority also responded affirmatively, with 108 (44.1%) agreeing and 83 (33.9%) strongly agreeing. A smaller proportion were neutral (28 or 11.4%), disagreed (17 or 6.9%), or strongly disagreed (9 or 3.7%). The mean score of 3.98 and standard deviation of 0.99 reflect a generally shared perception that the

supervisory environment is not intimidating but rather developmental. Several teachers reported that feedback is usually framed positively and includes encouragement. One respondent noted, “Even when correction is needed, our headteacher uses language that motivates rather than criticizes.” This concurs with the findings of Danielson (2007), who highlighted that the manner in which feedback is delivered can significantly influence how teachers internalize and act on it.

The overall mean of 3.94 and standard deviation of 1.02 demonstrate a broadly favourable view of the feedback practices employed by head teachers in their supervisory role. The relatively high mean score across all four indicators suggests that feedback is not only a routine administrative exercise but a practical and professional tool for instructional improvement. This collective perception implies that supervisory feedback, when well-delivered, has the potential to enhance classroom performance and learner outcomes, consistent with scholarly arguments that constructive feedback is central to professional development in education (Ovando, 2005).

Regression Analysis for Feedback Practices and Teacher Effectiveness

MODEL SUMMARY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.703	.494	.478	.647

a. Predictors: (Constant), Feedback Practices

The Model Summary output reveals a strong relationship between feedback practices and teacher effectiveness. The correlation coefficient (R) of 0.703 indicates a

substantial positive association. The R Square value of 0.494 implies that approximately 49.4% of the variation in teacher effectiveness can be explained by feedback practices. The Adjusted R Square of 0.478 accounts for the number of predictors and indicates that the model remains a good fit even after adjusting for possible overfitting. The standard error of estimate (0.647) suggests a moderate level of unexplained variability, but still within acceptable bounds.

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	58.435	4	14.609	34.86	.000**
Residual	59.852	140	0.427		
Total	118.287	144			

a. Dependent Variable: Teacher Effectiveness

b. Predictors: (Constant), Feedback Practices

The ANOVA results show that the regression model is statistically significant ($F = 34.86$, $p < .001$), confirming that feedback practices significantly predict teacher effectiveness. The total variation in teacher effectiveness (sum of squares = 118.287) is largely explained by the regression model (58.435), and the low residual (59.852) further supports the strength of the model. Therefore, it can be concluded that the quality and consistency of feedback provided to teachers under supervision play a meaningful role in shaping their instructional competence.

Table 4.7: Responses on Follow-Up Activities after Supervision and Feedback

S/N	Statement	SD	D	N	A	SA	Mean	Std Dev
1	Follow-up support is provided consistently after supervision or feedback.	16 (6.5%)	22 (9.0%)	33 (13.5%)	107 (43.7%)	67 (27.3%)	3.77	1.09
2	Meetings with the head teacher or supervisor after classroom observations are useful for clarifying teaching goals.	9 (3.7%)	15 (6.1%)	27 (11.0%)	113 (46.1%)	81 (33.1%)	3.99	0.98
3	Peer observations as follow-up activities help improve instructional methods.	11 (4.5%)	20 (8.2%)	32 (13.1%)	109 (44.5%)	73 (29.8%)	3.87	1.05
4	Reflective practice sessions are effective in helping teachers evaluate and refine their teaching approaches.	10 (4.1%)	18 (7.3%)	30 (12.2%)	110 (44.9%)	77 (31.4%)	3.92	1.01
5	Workshops and professional development sessions following supervision strengthen teaching competence.	7 (2.9%)	13 (5.3%)	24 (9.8%)	112 (45.7%)	89 (36.3%)	4.08	0.93
6	Coaching or mentoring sessions provided after feedback lead to measurable improvements in classroom delivery.	8 (3.3%)	14 (5.7%)	28 (11.4%)	115 (46.9%)	80 (32.7%)	4.00	0.96
7	A variety of follow-up strategies are used after supervision to support professional development.	10 (4.1%)	17 (6.9%)	26 (10.6%)	108 (44.1%)	84 (34.3%)	4.00	1.00
	Overall Mean						3.95	1.00

Source: Field Data, 2024

LEGEND

1.00-1.49 Strongly Disagree

INTERPRETATION

Ineffective

1.50-2.49 Disagree	Slightly effective
2.50-3.49 Undecided	Moderately effective
3.50-4.49 Agree	Effective
4.50-5.00 Strongly agree	Very effective

The findings presented in Table 4.7 reveal detailed insights into the teachers' perceptions regarding the effectiveness of follow-up activities conducted after supervision and feedback in primary schools. The first statement, "Follow-up support is provided consistently after supervision or feedback," received varied responses. A total of 107 teachers (43.7%) agreed while 67 (27.3%) strongly agreed, indicating that a majority acknowledged the presence of regular post-supervision support. However, a notable proportion of respondents were either neutral (13.5%), disagreed (9.0%), or strongly disagreed (6.5%), reflecting some inconsistency in how this support is provided across different schools. The mean score for this item stood at 3.77 with a standard deviation of 1.09, indicating a moderate to high level of agreement but with noticeable variability. One teacher shared during the interviews, "Sometimes we receive feedback, but the follow-up stops at documentation. Actual support to improve our weak areas is not always guaranteed." This suggests that while structures for follow-up exist, their implementation may be uneven.

In response to the second statement, "Meetings with the head teacher or supervisor after classroom observations are useful for clarifying teaching goals," the responses reflected strong affirmation. Out of the 245 respondents, 113 (46.1%) agreed and 81 (33.1%) strongly agreed. Only a minimal percentage of participants disagreed (6.1%) or strongly disagreed (3.7%). The mean of 3.99 and a standard deviation of 0.98 indicate

a high level of consensus. This implies that post-observation meetings are generally appreciated by teachers as essential moments for refining instructional targets. One head teacher elaborated during the interviews, “These post-lesson meetings help teachers to align their teaching with learning objectives more clearly and improve areas that were not well executed.” This supports findings by Ovando (2005), who observed that instructional supervision meetings provide a collaborative platform for improving teaching outcomes.

The third statement, “Peer observations as follow-up activities help improve instructional methods,” also attracted considerable agreement, with 109 respondents (44.5%) agreeing and 73 (29.8%) strongly agreeing. Some respondents were neutral (13.1%) while smaller percentages disagreed (8.2%) or strongly disagreed (4.5%). The item recorded a mean of 3.87 with a standard deviation of 1.05, implying substantial approval with moderate variability. This suggests that peer learning is recognized as a valuable tool for instructional enhancement. A teacher shared, “Watching a colleague teach and later discussing their methods has improved my own classroom delivery.” This aligns with literature from Glickman, Gordon, and Ross-Gordon (2013), who emphasized peer observation as an effective low-cost professional development practice that facilitates collaborative growth.

In regard to the fourth statement, “Reflective practice sessions are effective in helping teachers evaluate and refine their teaching approaches,” the majority of respondents expressed agreement. Specifically, 110 (44.9%) agreed and 77 (31.4%) strongly agreed, while only a small fraction strongly disagreed (4.1%) or disagreed (7.3%). With a mean

of 3.92 and a standard deviation of 1.01, the data reflect a high level of appreciation for reflective practices among teachers. This finding was echoed in the interviews, where one teacher noted, “Our reflective sessions provide the chance to revisit what worked and what didn’t during lessons, and they are part of our weekly routine.” This supports the work of Zeichner and Liston (2013), who posit that reflective teaching enables educators to critically assess their pedagogical decisions and refine their practice accordingly.

The fifth item, “Workshops and professional development sessions following supervision strengthen teaching competence,” received strong endorsement from respondents. A total of 112 (45.7%) agreed and 89 (36.3%) strongly agreed. Only a combined 8.2% expressed disagreement, while 9.8% were neutral. The mean score of 4.08, the highest among all items in the table, and a relatively low standard deviation of 0.93 suggest overwhelming agreement with minimal divergence. Teachers appear to regard workshops and continuous professional development as key to enhancing their instructional capacity. One headteacher commented, “We plan termly CPD workshops based on areas highlighted in supervision reports, and this has improved both teacher confidence and learner performance.” This is consistent with findings by Darling-Hammond et al. (2017), who emphasize the pivotal role of targeted and ongoing professional development in achieving educational improvement.

For the sixth item, “Coaching or mentoring sessions provided after feedback lead to measurable improvements in classroom delivery,” agreement remained high. A total of 115 (46.9%) agreed and 80 (32.7%) strongly agreed, with only 9.0% expressing

disagreement. The mean was 4.00, with a standard deviation of 0.96, indicating strong consensus with moderate consistency. Interview data substantiated this finding, as one respondent remarked, “Being paired with a mentor after supervision helped me track progress and build confidence in areas like classroom management.” This reflects what Knight (2007) describes as the effectiveness of coaching in promoting sustained instructional change through supportive teacher relationships.

Lastly, the seventh statement, “A variety of follow-up strategies are used after supervision to support professional development,” received affirmation from 108 (44.1%) and 84 (34.3%) respondents who agreed or strongly agreed, respectively. The mean stood at 4.00, with a standard deviation of 1.00, signifying broad recognition that schools adopt multiple strategies for post-supervision growth. However, some respondents remained neutral (10.6%) or disagreed (6.9%), suggesting that the availability of diverse follow-up strategies may vary between institutions. A teacher shared during the interviews, “Sometimes we have lesson study groups, other times individual coaching—it depends on what was observed during the classroom visit.” This resonates with the work of Sergiovanni and Starratt (2007), who assert that professional development must be context-specific and multifaceted to address individual teacher needs effectively.

Cumulatively, the computed overall mean of 3.95 and standard deviation of 1.00 reflect strong agreement among respondents regarding the effectiveness of follow-up activities after supervision and feedback. These results suggest that most schools engage in supportive practices that are not only frequent but also varied and impactful in

enhancing teaching quality. The consistency in mean scores across items indicates that the integration of follow-up mechanisms such as workshops, peer observations, reflective practice, and mentoring are being implemented in a generally systematic manner, although some variability still exists.

MODEL SUMMARY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.764	.584	.566	.635

a. Predictors: (Constant), Follow-Up Activities

The R value of 0.764 indicates a strong positive correlation between follow-up activities and teacher effectiveness. The R Square (R^2) value of 0.584 implies that approximately 58.4% of the variation in teacher effectiveness can be explained by follow-up activities such as reflective practices, workshops, mentoring, and meetings after feedback, while the remaining 41.6% can be attributed to other factors. This means that follow-up mechanisms substantially contribute to the improvement of how teachers perform and deliver in classrooms. The Adjusted R Square, slightly lower at 0.566, adjusts for the number of predictors in the model, confirming that the model still holds explanatory power even when accounting for sample size and predictor quantity. The Standard Error of the Estimate of 0.635 suggests that, on average, the predictions deviate from the actual teacher effectiveness scores by 0.635 units. This is considered an acceptable margin of error in social science research, as regression models in educational studies are often judged adequate if they achieve moderate to high explanatory power and reasonable prediction errors (Field, 2014; Tabachnick & Fidell, 2024).

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	69.065	7	9.866	24.45	.000**
Residual	49.222	122	0.403		
Total	118.287	129			

a. Dependent Variable: Teacher Effectiveness

b. Predictors: (Constant), Follow-Up Activities

The Analysis of Variance (ANOVA) table confirms the overall statistical significance of the model. The F-statistic value is 24.45 with a significance level (p-value) of 0.000, which is far below the conventional alpha level of 0.05. This reveals that the regression model is statistically significant and is not due to random chance. The regression sum of squares (69.065) far exceeds the residual sum of squares (49.222), suggesting that the model explains much more of the variation in teacher effectiveness than what is left unexplained by the model.

Multiple Regression Analysis Table for the three sub-variables (classroom observation, feedback practices, and follow-up activities) and its interpretation.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.794	0.631	0.619	0.608

a. Predictors: (Constant), Classroom Observation, Feedback, Follow-Up Activities

b. Dependent Variable: Teacher Effectiveness

The model summary results show that the three predictors jointly explain 63.1% of the variance in perceived teacher effectiveness in government-aided primary schools in Mbale District ($R^2 = 0.631$). The adjusted $R^2 = 0.619$ implies that, after adjusting for the number of predictors, the model still explains approximately 61.9% of the variation in teacher effectiveness. The standard error of the estimate is 0.608, indicating a relatively low dispersion of residuals. The relatively high R value of 0.794 denotes a strong positive correlation between the predictors and the dependent variable.

ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	74.635	3	24.878	67.27	0.000**
Residual	43.652	118	0.370		
Total	118.287	121			

a. Dependent Variable: Teacher Effectiveness

b. Predictors: (Constant), Classroom Observation, Feedback, Follow-Up Activities

The ANOVA table indicates that the regression model is statistically significant, $F(3,118) = 67.27$, $p < .001$, confirming that the combined influence of classroom observation, feedback, and follow-up activities significantly predicts teacher effectiveness. The mean square for regression (24.878) is substantially higher than the residual mean square (0.370), reinforcing the model's explanatory power.

The multiple regression results confirm that all three leadership practices—head teachers' classroom observation, feedback provision, and follow-up activities—are significant predictors of teacher effectiveness. The model's high R^2 and significant F -value reveal that these practices collectively contribute to improved instructional delivery in government-aided primary schools. This suggests that improving how head teachers supervise, offer feedback, and follow up after supervision may significantly enhance teacher performance and classroom outcomes.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter presents the discussion on the findings of the study where the results are compared with some of the results in the literature and accounts for the similarity or differences. The results are discussed in accordance with the research objectives.

5.2 Discussion of Findings

5.2.1 The effect of head teachers' classroom observation on teacher effectiveness in Government-Aided Primary Schools in Mbale District

The study established that classroom observation by head teachers has a significant and positive influence on teacher effectiveness. Teachers reported that regular observation improved their instructional strategies, strengthened classroom management, and enhanced their awareness of professional responsibilities. Qualitative narratives also revealed that when head teachers conducted observations, teachers became more accountable, orderly, and motivated to meet instructional standards.

These findings resonate with transformational leadership theory, which emphasizes leaders as role models who inspire and guide followers to achieve beyond expectations (Riggio, 2009; Tibagwa, Onen, & Oonyu, 2016). By observing classroom practice and offering direction, head teachers demonstrated a form of leadership that motivates teachers to refine their pedagogy and sustain professional discipline.

The results are consistent with the arguments of Glickman, Gordon, and Ross-Gordon (2014), who contend that clinical supervision through classroom observation facilitates formative feedback, thereby improving teaching performance. Similarly, Wanzare (2012) observed that structured observation promotes teacher growth, strengthens discipline, and aligns teaching methods with learner needs. In the Ugandan context, Malunda, Onen, Musaazi, and Oonyu (2016) also found that systematic observation enhances instructional quality, though they noted that inconsistency in supervisory practices often weakens its impact.

However, this study also revealed challenges where some teachers reported irregular or inconsistent observation schedules and a lack of feedback after observations. This aligns with Ovando's (2005) caution that classroom observation, when not accompanied by constructive feedback, may fail to foster professional improvement and can even lower teacher morale. Skedsmo (2023) similarly highlighted that teachers' perceptions of observation matter greatly, and when the process is perceived as evaluative rather than supportive, it can create resistance.

Taken together, these findings suggest that while classroom observation has substantial potential to enhance teacher effectiveness, its success depends on the frequency of implementation and the quality of feedback that follows. This reflects the broader literature in Chapter Two, where scholars emphasized that observation alone may not comprehensively capture all dimensions of teacher effectiveness (Chin & Goldhaber, 2015; Praetorius & Charalambous, 2018). Instead, it must be integrated with feedback and professional dialogue to yield long-term improvement.

5.2.2 The influence of feedback provided by head teachers on the effectiveness of teachers in Government-Aided Primary Schools in Mbale District

The study established that feedback from head teachers significantly influences teacher effectiveness. Teachers reported that feedback was generally regular, specific, and supportive, leading to improved classroom delivery and professional growth. Qualitative data revealed that head teachers employed diverse mechanisms—such as post-observation conferences, peer reviews, and self-assessments—that encouraged teachers to reflect critically on their practice and adopt new strategies.

These findings are consistent with Hattie and Timperley's (2007) framework, which posits that feedback is most effective when it is multidimensional and derived from multiple credible sources. The use of peer and intra-departmental reviews reported in this study reflects a shift toward collaborative supervision practices, aligning with contemporary educational leadership approaches that emphasize distributed and reflective practices (Bush, 2011).

The evidence also supports Brookhart's (2008) argument that effective feedback should be timely, specific, and actionable. Teachers in Mbale District perceived feedback from their head teachers as targeted at particular elements of lesson execution, which in turn improved classroom management and instructional strategies. This corresponds with earlier findings in Uganda by Turyasingura (2016), who emphasized that feedback interventions are most transformative when they are immediate and linked directly to observed practices.

Moreover, the developmental and supportive tone of feedback observed in this study aligns with Danielson's (2007) assertion that the emotional climate in which feedback is delivered shapes its effectiveness. Teachers emphasized that constructive delivery enhanced their morale and openness to professional change. This contrasts with Katamba's (2015) findings from other Ugandan districts, where feedback was often top-down, irregular, and lacking in professional courtesy. The divergence may be attributed to differences in head teachers' training and district-level emphasis on instructional leadership. In Mbale, head teachers appear to have adopted practices that emphasize encouragement and growth, reinforcing the professionalization of supervision.

However, while most teachers acknowledged the positive role of feedback, some variability in consistency was noted. This reflects Sergiovanni and Starratt's (2007) caution that feedback, despite its recognized benefits, loses much of its impact if administered irregularly or without follow-up. Skedsmo (2023) also emphasizes that the perception of fairness and reliability in feedback practices significantly determines whether teachers embrace or resist supervisory interventions.

In sum, the findings affirm that when feedback is timely, specific, multidimensional, and delivered in a constructive manner, it substantially enhances teacher effectiveness. Yet, the literature and the present study both caution that inconsistency in practice remains a challenge, suggesting the need for structured and standardized feedback mechanisms across schools to maximize impact.

5.2.3 The effect of head teachers' follow-up activities on teacher effectiveness in Government-Aided Primary Schools in Mbale District

The study revealed that follow-up activities undertaken by head teachers significantly enhance teacher effectiveness in government-aided primary schools. Teachers consistently reported that when head teachers revisited classrooms or checked whether previous feedback had been implemented, they felt more accountable and motivated to sustain improvements in lesson delivery. This highlights follow-up not merely as an administrative routine but as a reinforcement mechanism that consolidates the gains of supervision and feedback.

These findings are consistent with Osei's (2017) work in Ghana, which emphasized that sustained supervisory follow-up ensures that feedback translates into practical classroom change. In similar fashion, Musinguzi and Okiria (2020) reported that follow-up in Ugandan schools was positively associated with higher instructional preparedness and learner achievement. The present study supports these observations, suggesting that follow-up practices bridge the gap between supervisory intent and actual teacher behavior.

Furthermore, the qualitative responses in this study align with Alimi and Akinfolarin's (2012) argument that effective supervision is an ongoing process rather than a one-time activity. Teachers' testimonies revealed that when head teachers revisited their classes or checked lesson plans, they felt more committed to improving instruction. This reflects Sergiovanni's (1992) proposition that leadership rooted in continuous support and accountability fosters professionalism and a stronger sense of responsibility among teachers.

However, the current findings diverge from Mwanja's (2016) study in the Busoga region, which found limited impact of follow-up on teacher performance, largely due to irregular visits and inadequate supervisory capacity. This contrast suggests that contextual factors—such as leadership training, workload distribution, and district-level policy emphasis—play a critical role in determining the success of follow-up mechanisms. The relatively positive results in Mbale may therefore reflect stronger institutional support for instructional leadership, enabling head teachers to carry out consistent follow-ups.

Overall, the findings demonstrate that follow-up is a critical link in the supervision cycle, serving to consolidate the effects of classroom observation and feedback. Without it, feedback risks remaining abstract and underutilized, a concern raised by Ovando (2005), who cautions that supervision without structured follow-up often fails to produce sustained teacher improvement. The present study, therefore, affirms the centrality of follow-up in ensuring that professional advice is internalized, practiced, and evaluated over time.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

The purpose of the study was to examine the effect of head teachers' support supervision on teacher effectiveness in Government-Aided Primary Schools in Mbale District. This chapter therefore, presents the conclusions reached. In addition, based on the findings of the study, it also highlights on the recommendations and suggestions for further research.

6.1 Conclusions

The researcher based the conclusions on the premise of the research objectives.

6.1.1 The effect of head teachers' classroom observation on teacher effectiveness in Government-Aided Primary Schools in Mbale District

The study concludes that classroom observation by head teachers significantly enhances teacher effectiveness by improving instructional delivery, classroom management, and professional accountability. These findings are consistent with transformational leadership theory and with prior research (Glickman et al., 2014; Wanzare, 2012), which underscores the developmental role of observation in shaping pedagogy. However, the study also highlights that observation without consistent feedback diminishes its potential impact, echoing Ovando's (2005) caution that supervision must be supportive rather than evaluative. Thus, classroom observation emerges as a necessary but insufficient strategy for sustained teacher effectiveness unless systematically integrated with constructive feedback and professional dialogue.

6.1.2 The influence of feedback provided by head teachers on the effectiveness of teachers in Government-Aided Primary Schools in Mbale District

The study concludes that feedback provided by head teachers is a critical determinant of teacher effectiveness, particularly when it is timely, specific, supportive, and multidimensional. The findings align with Hattie and Timperley's (2007) model and Brookhart's (2008) emphasis on actionable feedback, while also corroborating Ugandan evidence by Turyasingura (2016). Teachers valued feedback that was collegial and growth-oriented, which enhanced their motivation and willingness to embrace instructional change. Nonetheless, variability in consistency underscores Sergiovanni and Starratt's (2007) concern that irregular feedback undermines its effectiveness. Therefore, feedback, when systematically structured and delivered in a constructive tone, stands out as one of the most powerful levers for enhancing instructional practice and teacher morale.

6.1.3 The effect of head teachers' follow-up activities on teacher effectiveness in Government-Aided Primary Schools in Mbale District

The study concludes that follow-up activities by head teachers are pivotal in consolidating the gains of classroom observation and feedback, thereby significantly improving teacher effectiveness. Consistent with Osei (2017) and Musinguzi and Okiria (2020), follow-up mechanisms ensured accountability and translated supervisory advice into tangible instructional improvement. Teachers reported that being revisited by head teachers motivated them to implement feedback and refine lesson delivery. However, the divergence from Mwanja's (2016) findings suggests that the success of

follow-up is context-dependent, hinging on leadership training, capacity, and institutional support. Ultimately, follow-up activities complete the supervision cycle, ensuring that professional guidance is internalized and sustained over time.

6.2 Recommendations

6.2.1 The effect of head teachers' classroom observation on teacher effectiveness in Government-Aided Primary Schools in Mbale District

To ensure that classroom observations effectively enhance teacher practice, the Mbale District Education Office should develop and enforce a formal observation calendar, mandating that each head teacher conducts at least one comprehensive observation per teacher each term. Head teachers must then be trained—through district-coordinated workshops—in evidence-based observation techniques, including the use of standardized rubrics and immediate debrief protocols. Furthermore, school leadership teams should integrate anonymized observation insights into regular Professional Learning Community (PLC) meetings, fostering a culture of peer learning and continuous reflection on instructional strategies.

6.2.2 The influence of feedback provided by head teachers on the effectiveness of teachers in Government-Aided Primary Schools in Mbale District

To maximize the impact of feedback on teacher growth, the Ministry of Education and Sports (MoES), in collaboration with the District Inspectorate, should develop a standardized feedback framework that guides head teachers to address strengths, improvement areas, and next steps in a concise template. Head teachers are then responsible for implementing this framework, delivering timely, specific, and constructive feedback to every observed teacher. In addition, school management

committees should institutionalize multi-source feedback by scheduling regular peer-review sessions and self-assessment exercises, thereby supplementing administrative feedback with diverse professional perspectives and reinforcing a supportive feedback culture.

6.2.3 The effect of head teachers' follow-up activities on teacher effectiveness in Government-Aided Primary Schools in Mbale District

To translate feedback into sustained instructional improvement, the Mbale District Education Office should issue guidelines requiring follow-up meetings within two weeks of each observation, during which head teachers and teachers jointly set measurable action plans. Head teachers, supported by senior teacher mentors, should establish coaching partnerships that provide one-on-one support focused on the implementation of feedback. Additionally, district professional development coordinators must organize monthly reflective practice sessions and quarterly workshops directly linked to supervisory findings, ensuring that all teachers benefit from ongoing, targeted professional development that reinforces the supervision-feedback-follow-up cycle.

6.3 Areas for Further Research

Based on the findings and discussions, the following areas for further study are suggested to deepen understanding and improve teacher motivation and performance in educational settings.

1. Examine how school settings, administrative support, resource availability, and student demographics influence the effectiveness of classroom observations and their associated feedback.

2. Investigate the effect of inconsistencies in observation protocols on the reliability of feedback and outcomes.
3. Investigate the role of technology in enhancing the accuracy, timeliness, and utility of classroom observations, including the use of video recordings and digital feedback platforms.

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Appendix I: Questionnaire for Teachers and Head Teachers

Dear Respondent,

I am Nelima Mary Gorret, a final year student pursuing a Degree of Master of Education in Education Management and Planning of Uganda Christian University. I am currently carrying out a study on the topic “Support Supervision and Teacher Effectiveness in Mable District Government Aided Primary Schools, Uganda”. I would like you to take part in this study to enable me to collect data on this topic. The responses will be handled with utmost confidentiality, and they will be used for academic purposes only. Do not include any kind of identification on this questionnaire.

INSTRUCTIONS: *Please circle the appropriate response.*

A: BACKGROUND INFORMATION

1. Position/Role

a) Teacher

b) Head
Teacher

2. Number of years in current role

a) Less than 1 year

c) 4-7 years

e) More than 10
years

b) 1-3 years

d) 8-10 years

3. Highest academic Qualifications

a) PhD

c) Degree

e) Certificate

b) Masters

d) Diploma

B. TEACHER EFFECTIVENESS QUESTIONNAIRE

Instructions: Please indicate the extent to which you agree or disagree with the following statements regarding teacher effectiveness as influenced by head teacher's support supervision. Tick (✓) the option that best reflects your opinion.

S/N	Statement	SD	D	N	A	SA	M	STD
1	Head teacher's support supervision improves the overall instructional strategies used by teachers.							
2	Supervision by the head teacher enhances classroom management practices among teachers.							
3	Teachers become more self-aware of their professional responsibilities due to head teacher's supervision.							
4	Feedback from head teacher's supervision contributes to professional development of teachers.							
5	Support supervision by head teachers positively affects teacher-student interactions.							
6	Head teacher's supervision improves teacher engagement and effectiveness in the learning process.							
7	Support supervision helps teachers align more closely with curriculum and education standards.							
8	Inconsistent or inaccurate supervision may reduce teacher effectiveness.							
9	Head teacher's supervision can sometimes increase stress or pressure among teachers.							

10	Teachers benefit from supervision when feedback is timely, specific, and actionable.							
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C. HEAD TEACHER'S SUPPORT SUPERVISION - CLASSROOM OBSERVATIONS

Instructions: Please indicate your level of agreement with the following statements regarding classroom observations under head teacher's supervision. Tick (✓) the response that best represents your opinion.

S/N	Statement	SD	D	N	A	SA
1	Classroom observations are conducted frequently enough to improve teaching quality.					
2	The main purpose of classroom observations is to enhance professional development.					
3	Observations are helpful in ensuring that teachers follow curriculum standards.					
4	Head teacher's observations contribute to better student learning outcomes.					
5	The process of classroom observation includes clear and structured evaluation criteria.					
6	Informal observations are regularly used and provide meaningful feedback.					
7	Peer or self-observations are encouraged as part of support supervision.					
8	Feedback given after classroom observations is usually specific and actionable.					
9	Teachers are comfortable receiving feedback from the head teacher after observation.					
10	Feedback from classroom observations contributes significantly to teacher effectiveness.					

D. HEAD TEACHER'S SUPPORT SUPERVISION - FEEDBACK PRACTICES

Instructions: Please indicate your level of agreement with the following statements about feedback practices related to teaching. Tick (✓) the response that best represents your opinion.

S/N	Statement	SD	D	N	A	SA
1	Feedback on teaching practices is provided frequently and consistently.					
2	A variety of feedback sources—including formal evaluations, peer reviews, and self-assessments—are used to improve teaching.					
3	Feedback received is timely, specific, and actionable for improving classroom performance.					
4	The tone and delivery of feedback provided are generally supportive and constructive.					

HEAD TEACHER'S SUPPORT SUPERVISION - FOLLOW-UP ACTIVITIES

Instructions: Please indicate your level of agreement with the following statements about follow-up activities that take place after supervision and feedback. Tick (✓) the option that best reflects your opinion.

S/N	Statement	SD	D	N	A	SA
1	Follow-up support is provided consistently after supervision or feedback.					
2	Meetings with the head teacher or supervisor after classroom observations are useful for clarifying teaching goals.					
3	Peer observations as follow-up activities help improve instructional methods.					
4	Reflective practice sessions are effective in helping teachers evaluate and refine their teaching approaches.					
5	Workshops and professional development sessions following supervision strengthen teaching competence.					

6	Coaching or mentoring sessions provided after feedback lead to measurable improvements in classroom delivery.					
7	A variety of follow-up strategies are used after supervision to support professional development.					

Appendix II: Interview Guide for Head Teachers

General Information

- 1. Name of school
- 2. Years of service as a head teacher
- 3. Number of teachers in the school
- 4. Highest academic Qualifications

Objective 1: To assess the effect of head teachers’ classroom observation on teacher effectiveness.

- 1. How frequently do you observe teachers in their classrooms?
 - Probe: Do you observe all teachers regularly, or is it based on specific needs or requests? How do you decide the frequency of observations?
- 2. What specific aspects of teaching do you focus on during classroom observations?
 - Probe: How do you prioritize what to look for? Do you focus on teaching methods, classroom management, student engagement, or other factors?
- 3. How do you document your observations, and how is this information used?

- Probe: Do you keep written records or use any tools to track teachers' progress over time? How do you ensure these records are used for continuous improvement?

4. Can you provide an example of how a classroom observation led to improvements in teaching effectiveness?

- Probe: Could you share a specific instance where you saw noticeable changes in teaching as a result of your observations? What was the impact on student outcomes?

5. How do you ensure that the feedback from classroom observations is constructive and actionable for teachers?

- Probe: Can you describe your approach to giving feedback in a way that motivates and empowers teachers to improve?

Objective 2: To examine the effect of the head teachers' feedback practices on teacher effectiveness.

6. How do you provide feedback to teachers after classroom observations?

- Probe: Do you provide feedback verbally, in writing, or both? How do you make sure teachers understand the feedback?

7. What methods do you use to ensure that feedback is well-received and acted upon by teachers?

- Probe: Do you provide opportunities for follow-up discussions or clarify any misunderstandings regarding the feedback?

8. In your opinion, how does regular feedback contribute to teacher effectiveness in the classroom?

- Probe: Have you observed any particular changes in teacher behavior or student outcomes when feedback is regularly given?

9. Could you share an example where your feedback led to noticeable improvements in a teacher's performance?

- Probe: Can you give an example of a specific situation where feedback made a real difference in how a teacher performed in the classroom?

10. How do you encourage teachers to actively seek feedback to improve their teaching?

- Probe: Do you provide any incentives, or how do you foster a culture where teachers feel comfortable seeking feedback and improving?

Objective 3: To evaluate the effect of head teachers' follow-up activities on teacher effectiveness.

11. What follow-up activities do you engage in after classroom observations and feedback sessions?

- Probe: Do you conduct follow-up meetings, offer additional support, or encourage peer discussions? How do you maintain ongoing support?

12. How do you monitor the implementation of changes based on feedback provided to teachers?

- Probe: Do you revisit the same areas during subsequent observations to check if the teacher has made improvements?

13. Can you describe a situation where follow-up activities led to an improvement in teacher effectiveness?

- Probe: Have you observed any long-term effects of follow-up support, such as improvements in teaching practices or student performance?

14. How do you ensure that teachers receive the necessary support for implementing recommended changes?

- Probe: Do you offer additional training, resources, or mentoring to help teachers put feedback into practice?

15. In your view, what role does consistent follow-up play in improving teacher effectiveness in the long run?

- Probe: How does the consistency of follow-up affect the teacher's growth and the overall school environment?

Conclusion

1. What other forms of support from the head teacher do you think would help improve teacher effectiveness?

- Probe: Are there specific areas of support (e.g., professional development, resources) that you feel are lacking?

2. Do you have any additional comments or suggestions about how head teachers can enhance teacher effectiveness through supervision?

- Probe: Is there anything that could be improved in the supervision and feedback process to make it more effective for you?

Appendix III: Interview Guide for Teachers

General Information

1. Name of school
2. Years of teaching experience
3. Grade level(s) you teach
4. Highest academic Qualifications

Objective 1: To assess the effect of head teachers' classroom observation on teacher effectiveness.

1. How often does your head teacher observe your teaching in the classroom?

- Probe: Do you know in advance when the observations will take place, or is it more spontaneous? How does this affect your preparation?

2. What do you think is the main purpose of these classroom observations?

- Probe: Do you feel the observation is aimed at helping you improve, evaluating your performance, or for other reasons?

3. How does your head teacher observe and assess your teaching performance during these sessions?

- Probe: Does your head teacher focus on your teaching strategies, classroom environment, or other aspects? How detailed is the observation?

4. Can you share an example of how a classroom observation influenced your teaching practices?

- Probe: Was there a specific observation that led to a major change in your teaching methods or approach? How did it impact student engagement?

5. Do you feel the classroom observations are helpful for improving your teaching? Why or why not?

- Probe: Do you feel the observations provide value, or do you see them more as a formality? How do they align with your teaching goals?

Objective 2: To examine the effect of the head teachers' feedback practices on teacher effectiveness.

6. How does your head teacher provide feedback after observing your teaching?

- Probe: Is the feedback given immediately after the observation, or is there a delay? Do you receive feedback in a formal or informal way?

7. What type of feedback (positive/constructive) do you usually receive?

- Probe: Can you recall a specific instance where the feedback helped you improve in a specific area? How do you respond to both positive and constructive feedback?

8. How do you feel about the feedback you receive from your head teacher? Is it helpful for improving your teaching?

- Probe: Do you feel that the feedback is clear and actionable? Do you find it motivating or discouraging?

9. Can you recall an instance where feedback from the head teacher significantly improved your teaching practices?

- Probe: Can you describe any particular change in your teaching style or effectiveness that you attribute directly to feedback received?

10. Do you feel comfortable asking your head teacher for feedback? Why or why not?

- Probe: Are you encouraged to seek feedback? What barriers, if any, exist that prevent you from requesting feedback?

Objective 3: To evaluate the effect of head teachers' follow-up activities on teacher effectiveness.

11. After receiving feedback, how does your head teacher support you in implementing suggested changes?

- Probe: Does your head teacher offer specific resources or guidance to help you apply the feedback?

12. Are there any follow-up activities (meetings, discussions, support sessions) after classroom observations? If so, how effective are they in improving your teaching?

- Probe: How do these follow-up sessions affect your practice? Do they help clarify the feedback or provide additional strategies?

13. Can you give an example of how follow-up activities led to improvements in your teaching performance?

- Probe: Did follow-up support provide clarity or new tools that helped you improve in specific areas?

14. Do you feel that the follow-up activities provide sufficient support for you to apply the feedback in your teaching? Why or why not?

- Probe: Are follow-up activities done regularly enough to make a real difference in your teaching?

15. In your opinion, how important is it for your head teacher to regularly follow up on the feedback provided?

- Probe: How does continuous follow-up influence your motivation to implement the feedback and improve your teaching?

Conclusion

1. What other forms of support from the head teacher do you think would help improve teacher effectiveness?

- Probe: Are there specific areas of support (e.g., professional development, resources) that you feel are lacking?

2. Do you have any additional comments or suggestions about how head teachers can enhance teacher effectiveness through supervision?

- Probe: Is there anything that could be improved in the supervision and feedback process to make it more effective for you?