

# HEAD TEACHER'S SUPERVISORY ROLE AND TEACHER PERFORMANCE IN GOVERNMENT AIDED PRIMARY SCHOOLS IN JINJA DISTRICT, UGANDA

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## DECLARATION

I, Nabawanga Helen do here by declare that the research dissertation titled “Head Teacher’s Supervisory Roles and Teacher performance in Government Aided Primary Schools in Jinja District, Uganda” is my original work which has never been submitted to any university for the award of a degree.

SIGNITURE:



DATE: ---4/08/2025-----

**NABAWANGA HELEN**

## APPROVAL

This is to certify that this research dissertation titled “Head Teacher’s Supervisory Roles and Teacher Performance in Government Aided Primary Schools in Jinja district, Uganda” is being submitted for defense with my approval as university supervisor.

SUPERVISOR: Peter Mugume

DATE: 5<sup>th</sup> August 2025

SIGNATURE:

A handwritten signature in black ink, appearing to read 'Peter Mugume', written over a horizontal line.

## **DEDICATION**

I dedicate this dissertation to my family especially my husband, Beeyo Moses for his financial and moral support, my children, Arthur and Emily for greatly supporting me during the time when I was carrying out research, and friends especially Mr. Tamale Julius and Mr. Mwondha Henry for their encouragement. Lastly to my late grandmother who encouraged me to pursue further studies.

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## LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance
DEOs	District Education Officers
EFA	Education for All
ESA	Education Standard Agency
MOES	Ministry of Education and Sports
NAPE	National Assessment of Progress in Education
NCDC	National Curriculum Development Center
SDG4	Sustainable Development Goal 4
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
PLCs	Professional Learning Communities
UPE	Universal Primary Education

## ABSTRACT

The study investigated the relationship between head-teacher's supervisory role and teacher performance in government-aided primary schools in Jinja District-Uganda. Explicitly, the relationship between head-teacher's instructional supervision; head-teacher's administrative supervision, head-teacher professional development supervision and teacher performance in government-aided primary schools in Jinja District was sought by this study. The continuous poor teacher performance in government-aided primary schools prompted this study. This study adopted a cross-sectional survey design, drawing on quantitative as well as qualitative research approaches with a sample size of 259 (including 248 teachers, 10 head teachers, and 1DEO). Purposive sampling, simple random sampling and census inquiry techniques were adopted for the study. Instrument for data collection adopted were the questionnaire and the interview guides. Data were analyzed using SPSS software version 23 with a focus on correlation and regression analyses. Qualitative data were analyzed using the verbatim method where direct quotes relevant to study objectives were captured from data set. The study findings revealed: i) a positive, statistically significant but a strong relationship between head-teacher's instructional supervision and teacher performance in government-aided primary schools ( $r= 0.640^{**}$   $p > 0.05$ ); ii) a statistically significant but moderate relationship between head-teacher's administrative supervision and teacher performance in government-aided primary schools ( $r= 0.423^{**}$   $p > 0.05$ ); and iii) a statistically significant but weak relationship between head-teacher's professional development supervision and teacher performance in government-aided primary schools ( $r= 0.187^{**}$   $p > 0.05$ ) in Jinja District. The researcher concluded that: teachers using good teaching methods, carrying out daily assessment, and evaluation of learners; time tabling, resource allocation and mentorship, are critical steps to improve teacher performance in government-aided primary schools. The study recommends that Head-teachers should regularly organize and facilitate ongoing professional development workshops and seminars to equip teachers with updated pedagogical skills, innovative teaching methods, and subject-specific knowledge.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

The study focused on investigating the relationship between the influence of Head teacher's supervisory role and teacher performance in government-aided primary schools in Jinja District. Headteachers supervisory role was the independent variable while teacher performance was the dependent variable. This chapter gave the study background, problem statement, objectives of the study, justification, scope and the operational definitions of the terms and concepts.

### **1.1 Background of the Study**

The background of the study was presented under the sub-headings of historical, theoretical, conceptual and contextual perspectives.

#### **1.1.1 Historical Perspective**

Basing on the 2030 world agenda for sustainable development goals adopted by all United Nations members states in 2015 shared a blueprint for peace and prosperity for all people, sustainable development goals are a road aimed at achieving better and more sustainable future for all. These goals address the global challenges faced by people globally. In relation to education, SDG4 talks about Quality education aiming at obtaining a quality education as the foundation to improving people's lives and sustainable development (Nkechi, 2019). Education helps to reduce inequalities and help all people to reach gender equality, empowers people everywhere to live healthy and sustainable lives and therefore many governments in Africa should place education as a priority in both policy and practice and this can be done by providing free primary school education to all including vulnerable or marginalized groups.

World Bank Organization states that education is a human right, a powerful driver of development and one of the instruments for reducing poverty and improving health, gender equality, peace and stability (and for individuals education promotes employment, earning, health and poverty reduction) (World Bank Report, 2020). Globally, education is universally recognized as a form of investment in human capital for financial benefit of the countries, education in societies drives long term economic growth, encourages innovation, strengthens institutions and fosters social cohesion. World Bank Group (2020) in learning for all investing in people's knowledge and skills to promote States that education is fundamental to development and growth, access to education is a basic human right enshrined in the universal development human rights and the UN convention of the rights of the child and therefore advocates for education as a way to develop, have health life, agricultural innovation and improved infrastructures.

Global education policies and programs have brought about significant challenges to the education systems around the globe (Tichaona, 2022). Education is a key to global security and sustainability according to the sustainable development goals. Education for all (EFA) and UPE are some of the global educational policies implemented by many developing countries in the world (World Bank Report 2020). In Austria, a number of studies have established the effects of teachers effective on pupils' academic achievements. The studies have shown variations in teaching behaviors contributing much to teachers' effectiveness and it contributes 70% to pupils' academic achievements in Australian schools.

In colonial New England, supervision of institution began as a process of external inspection, one or more citizens were appointed to inspect both what the teachers were teaching and what

the pupils were learning. Inspection was to be embedded in the practice of supervision (Tichaona, 2022). The History of supervision as a formal activity exercised by the educational administrators within a system of schools did not begin until the formation of common school in the late 1830s (Tichaona, 2022). In the first half of the 19<sup>th</sup> century, population growth in the cities of the United States necessitated formation of city school systems where the superintendents initially inspected schools to ensure that teachers were following the prescribed curriculum and that pupils were able to recite their lessons, the multiplication of schools soon made this impossible task for superintendents and job was delegated to the school principles (Sekabira, 2018).

The quality of an education system depends on the quality of its teachers. Mathew (2017) states that supervision behaviors and support have a positive and significant influence on job performance of teachers and therefore very important for job performance of teachers and thus head teachers should provide effective supervision to teachers because such a practice has a significant positive influence on teacher's job performance.

In Ghana, the Ghana Education Service Policy document on instructional supervision emphasizes aspects of instructional support that are related to monitoring teaching activities and ensuring maximum use of instructional time. Developing countries face challenges in providing sufficient education of high quality to their learners (Nkechi, 2019). This deficiency in teacher effectiveness is somehow dictated by laxity of head teacher to provide sufficient and proper instructional supervision. African Education Trust Report (2023) states that qualified teachers may not have developed sufficient skills for effective teaching therefore there is need for classroom supervision. Recent researchers have confirmed that indeed lack of instructional

supervision is responsible for decline in teachers' effectiveness in schools (Nkechi, 2019; Sekabira, 2018; Tichaona, 2022).

In Uganda, teacher effectiveness has posted a great confusion to Education practitioners over time. The declining rates in academic performance of learners create a contradicting situation that leave many education managers at different levels puzzled (Nasango, 2019). Head-teachers have a strategic position in developing school resources in empowering teachers to achieve educational goals. Saqib (2024) in his study states that the head teacher's leadership is one of the factors that contribute to success or failures, he/she should account for teaching and degree of academic emphasis, extent and nature of ability groupings, teacher expectations, styles of teaching and classroom management, size of the school, patterns of discipline and characteristics of school climate (Nasango, 2019).

Subsequently, any society must prioritize providing high quality education since it's a key component of any social growth and by enhancing the quality of teaching and learning, schools can provide pupils with high quality education (Briggs, 2022). Institutional supervision improves pupil's performance by enhancing classroom activities (Mulatu 2016); and to achieve the purposes of supervision, education supervisors must educate, support and motivate instructors (UNESCO, 2017) and World Bank (2020), supervisory regimes are the continual areas of change that nations employ to enhance their educational performance and lessen issues with higher education; and (Akunwumi, 2022) states that supervision involves initiatives taken by appointed school administrators to give leadership to both teaching and non-teaching staff.

### **1.1.2 Theoretical Perspective**

This study was guided by the Social Exchange Theory founded by G. Homans (1961), who was interested in the psychology of small groups aiming at understanding interpersonal relationships in communities. The theory stresses that exchange occurs when proportions of costs and rewards are received by people while dealing with one another. Peoples' decisions to participate in the set goals depend on the degree of exchange and the resultant rewards and that behavior in school groups is a form of exchange. This theory suggests that there are three major types of head teacher's supervisory role that mainly influence the performance of teachers: instructional supervision, administrative supervision and teacher development supervision (Burke & Krey, 2015).

Instructional supervision involves the systematic observation and evaluation of teaching methods, with the aim of improving instructional practices and enhancing pupil achievement (Glickman, Gordon, & Ross-Gordon, 2017). Head teachers are central to the instructional leadership of schools. Head teachers are expected to create an environment that supports teacher growth, fosters collaboration, and promotes the use of effective teaching strategies (Blasé & Blasé, 2024). Therefore, head teachers' supervision should focus on encouraging the adoption of innovative and effective teaching practices. When instructional supervision is lacking or unsatisfactory, it can lead to job dissatisfaction and less commitment at work.

On the other hand, administrative supervision involves monitoring and adjusting timetables as needed, addressing any issues that arise, and ensuring that the timetable supports the overall goals of the school (Bush & Glover, 2023). The head teacher, as the administrative leader, plays a key role in overseeing and guiding this process to enhance both teacher performance and pupil

outcomes. When administrative supervision is present, it has the power to increase job satisfaction and overall teachers' level of performance. Similarly, professional development is most effective when it is collaborative, allowing teachers to share knowledge and best practices. Head teachers who foster a collaborative culture within the school not only improve teacher effectiveness but also contribute to a more cohesive and supportive educational environment. When head teachers actively participate in professional development initiatives, they model the importance of lifelong learning and create a supportive atmosphere that encourages continuous improvement (Blasé & Blasé, 2024). The overall hypothesis of this theory, that head-teacher's supervisory role is instrumental to interventions was adopted by this study.

In a school setting, people work through reinforcement mechanisms as the behavior of social actors which is reinforced by rewards and inhibited by punishments. This behavior is a result of a learning process through positive (strengths) and negative (weaknesses) consequences. Another criticism of this theory is directed at the method of research and data collection (methodology). The interviewers were asked to report exceptionally good or exceptionally bad job experience. This methodology is defective because such information is always subjective and biased.

In synthesis, Social Exchange Theory paved the way for optimization of head-teacher's supervisory role and its influence on teacher performance, specifically on the areas to improve on the teachers' commitment and satisfaction to complete the assigned duties. However, with allegations of inappropriate head-teachers' supervisory role and its influence of teacher performance in government-aided primary schools in Jinja District, prompting the current researcher to opt for the research study.

### **1.1.3 Conceptual Perspective**

Teacher Performance: According to Charlotte et al. (2020), teacher performance refers to the teacher's behavior in the learning process from the process of: planning learning, carrying out learning activities, and assessing learning outcomes. Teachers' performance directly contributes to school effectiveness by achieving educational objectives (Burke & Krey, 2015). In this study, teacher performance is defined as the ability of teachers to organize lessons effectively, manage time, have regular attendance in school, use suitable teaching methods, mastery of content, assess pupils, develop high expectations of learners and always appreciate and develop a positive attitude towards school programs. Teacher performance was indicated by: efficiency, effectiveness, and timeliness.

Head Teachers' Supervision: Kotride and Yunos (2015) defined head-teachers supervision as a person who has a significant role in the wise management of human and material resources necessary for the efficient operations of schools. This can be by carrying out mentoring in experienced teachers, coaching and in-service training, individual development of teacher's skills and working with groups of teachers to enhance the learning of pupils. Similarly, Sekabira (2018) define head-teachers supervision as considered behaviorally focused, process oriented educational leadership that supports organismal activities, organizes interaction, ensure the up keep and improvement of educational programs and assesses the programs. In this study, head-teachers supervision refers to head-teachers involvement in organizing of classroom observation, lesson demonstration, teachers training for capacity development and action research with the aim of improving classroom instructional practices. The dimensions of head-teacher's supervision role include: instructional supervision, administrative supervision and teacher development supervision.

#### **1.1.4 Contextual Perspective**

The primary schools in many rural areas in Uganda are characterized by poor facilities, teacher absenteeism, high rates of teacher turnover in the schools, untrained teachers, ineffective teachers, ineffective teachers who lack lesson preparations, schemes of work, record of work covered, assessment records of learners, some teachers have unprofessional behaviors like coming late for duty, dodging lessons, drunkenness, limited coverage of syllabus, having unbearable habits like stealing, quarrelling/ fighting, disrespecting of authority (Nanbasa, 2023). Some studies conducted indicate a decline in the supervision of schools throughout the globe (Bentley, 2015) where many education systems are facing challenges making it difficult for them to achieve educational goals than ever before. The Ministry of Education and Sports (MoES) in Uganda still maintains its supervisory roles through agencies like Education Standard Agency (ESA) where supervisors are expected to exhibit integrity in their work (Nanbasa, 2023); and Esudu (2020) reported in the new vision that programs in UPE/USE face challenges where the MOES of Education is not closely supervising its sub ordinates in in charge of schools, who in turn are not supervising and monitoring the DEOS who are not also keeping a keen eye on the Inspectors of schools who in turn do not visit schools to monitor the headteachers, who in turn are not closely supervising teachers (Sekabira, 2018).

Wakutile (2019) points out that during the education meetings in Manafwa District made observations that inspection of primary schools became complicated as there was lack of Headteachers records of supervision of teaching and learning process, sketchy schemes of work, none monitoring of pupils' work and poor classroom instruction and management. In Jinja District, school inspection is also affected by a number of challenges, like lack of proper facilitation, poor road network system, absenteeism of some head-teachers and teachers

(Nanbasa, 2023). Though, some success has been achieved due to roles of stakeholders, the head teachers play a major role of supervision and therefore important that teacher's effectiveness should be constantly monitored, reviewed and supported in order for them to be abreasted with educational changes and developments. Hill (2020) cited by Wakutile (2019), points out that supervision has a direct effect on teacher performance which will lead to good performance of learners.

The government of Uganda has tried to decentralize the supervision roles and equip head-teachers with administrative-supervision skills through professional development with the goal of improving teacher performance (Sekabira, 2018). Regrettably, despite the fact that, the government of Uganda has made some recommendable efforts to enhance teacher performance by availing government aided primary schools in Jinja District with teachers' development programs, the performance of teachers have remained wanting (Nanbasa, 2023). This has been worsening by teachers failing to complete the syllabus content, teaching without lesson plans, being irregular and late coming for classes. Different scholars have hinted on these gaps in teachers' performance, but not specifically among government-aided primary schools in Jinja District (Esudu, 2020; Wakutile, 2019). To the best knowledge of the researcher, no research has been carried out about the head-teacher's supervisory role and teachers' performance in government aided primary schools. The existing gaps therefore, instigated the investigator to need to fill the knowledge gap on the relationship between head-teachers supervisory role and teachers' performance in government-aided primary schools in Jinja District. In the next sub-heading, the statement of the problem was addressed.

## **1.2 Problem Statement**

The role of head teachers in supervising and supporting teachers is critical for the effective functioning of schools and the enhancement of teacher performance. In primary schools in Jinja District, the effectiveness of Head teachers' supervisory roles in influencing teacher performance has come under scrutiny (Wakutile, 2019). However, despite the crucial role of Head teachers in shaping teacher performance, schools in Jinja District continue to face challenges in achieving consistent instructional quality and improved pupil outcomes (Nanbasa, 2023). This has hereto motivated government of Uganda through the Ministry of Education and Sports to embrace several educational reforms and other recommendable efforts to enhance teacher performance by availing government aided primary schools in Jinja District with teachers' development programs to equip head-teachers with supervision skills (Sekabira, 2018).

Despite these interventions, expected teacher performance remains elusive. Government aided primary schools in Jinja District have continue experiencing worsening situations, where teachers fail to complete the syllabus content and teaching without lesson plans. It has been indicated that some of the teachers always arrive at school late for classes. Irregularity, late arrival for classes and limited time devoted to attend to pupils' academic differences has become the order of the day (Nanbasa, 2023). The rate of teacher participation in daily curriculum activities, class attendance and as well as their attitude towards teaching in government-aided primary schools in Jinja District is still worrying (Ruteraho & Barigye, 2024; Nsubuga et al. 2020). This has been worsening by declining teacher commitment in their aforementioned thematic areas.

Different scholars have hinted on these gaps in teacher performance on several determinants including but not limited to: motivation, lack of instructional materials, distance to school, attitudes, and the District stakeholders especially inspectors not playing their roles, and many others (Sekabira, 2018; Esudu, 2020; Nsubuga et al. 2020; Wakutile, 2019). To the best knowledge of the researcher, no research has been carried out about the head-teachers supervisory role and teachers' performance in government-aided primary schools. The discrepancies and existing gaps therefore, instigated the investigator to fill the knowledge gap on the relationship between head-teachers supervisory role and teachers' performance in government-aided primary schools in Jinja District. Understanding the specific barriers and facilitators of effective supervision in this context is crucial for developing strategies that enhance the role of head teachers in improving instructional quality and pupil outcomes in primary schools.

### **1.3 Purpose of the Study**

The purpose of the study was to investigate the relationship between head teacher's supervisory role and teacher performance in government-aided primary schools in Jinja District, Uganda

### **1.4 Objectives of the Study**

The study was guided by the following objectives;

1. To examine the relationship between head teacher's instructional supervision and teacher performance in government-aided primary schools in Jinja District.
2. To determine the relationship between head teacher's administrative supervision and teacher performance in government-aided primary schools in Jinja District.

3. To establish the relationship between head teacher's professional development supervision and teacher performance in government-aided primary schools in Jinja District.

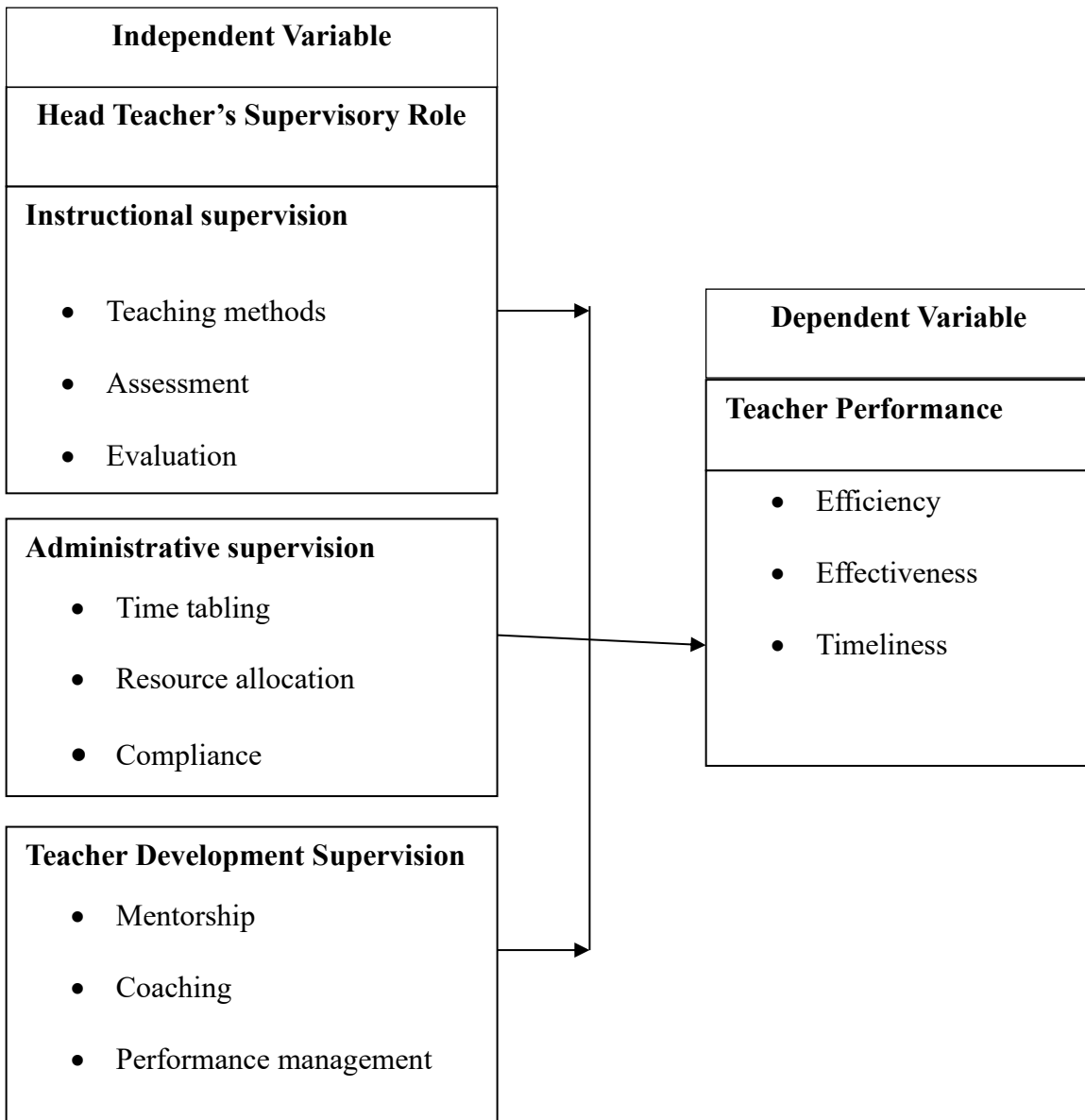
### **1.5 Research Questions**

1. What is the relationship between head teacher's instructional supervision and teacher performance in government-aided primary schools in Jinja District?
2. What is the relationship between head teacher's administrative supervision and teacher performance in government-aided primary schools in Jinja District?
3. What is the relationship between head teacher's development supervision and teacher performance in government-aided primary schools in Jinja District?

### **1.6 Research Hypotheses**

- H<sub>1</sub>: There is a positive relationship between head teacher's instructional supervision and teacher performance in government-aided primary schools in Jinja District.
- H<sub>2</sub>: There is a positive relationship between head teacher's administrative supervision and teacher performance in government-aided primary schools in Jinja District.
- H<sub>3</sub>: There is a positive relationship between head teacher's development supervision and teacher performance in government-aided primary schools in Jinja District.

## 1.7 Conceptual Framework



**Figure 1.1: Conceptual Framework**

**Source:** Adebimpe (1997) and Agina-Obu (2005) as modified by the researcher in terms of some sub-elements under the Independent Variable

The research aimed at establishing the relationship between Head teacher's supervisory role and teacher performance in government-aided primary schools. The headteachers supervision

process has a significant impact on teacher performance in terms of teaching practices. Head-teachers supervision skills are presented during observation and when giving feedback to the supervised teacher, which allows both the headteacher and teacher to share experiences in the teaching and learning process. The conceptual framework was viewed in terms of approving schemes of work, lesson plans prepared, monitoring lesson delivery, attendance of teachers, instructional methods, assessment and evaluation of learners.

## **1.8 Scope of the Study**

The scope of the study was categorized into geographical, content and time scope:

### **1.8.1 Geographical Scope**

The study conducted in some government-aided primary schools in Jinja District, Jinja district is located in the Eastern region of Uganda. Jinja has an area of 767.7 km<sup>2</sup> of which 701.9 sq km is land and 65,8 sq km is covered by water bodies and with a population of 584,119 people. Jinja district is pre dominantly rural, it has both public and private schools founded by church/Muslim or community. The research covered government-aided primary schools in Jinja district which comprises of seven lower Governments of which four are town councils and three sub counties. The four town countries are Kakira, Buyengo, Buwenge and Namagera. The three sub counties are Busede, Butagaya and Buwenge. In Jinja district, there are 59 government-aided primary schools and the research was conducted in this location because it is my area of work place, reducing on extra costs during the research and that the area was chosen because it would be beneficial to researcher as the schools are both in rural and urban setting in question and this has to some extent affected the teacher performance (Nanbasa, 2023; Ruteraho & Barigye, 2024).

### **1.8.2 Content Scope**

The study was limited to the relationship between headteachers supervision as the independent variable and teacher performance as the dependent variables in government-aided primary schools in Jinja District. The study specifically concentrated on the relationship between headteachers supervisory role on teachers' preparation of lesson documents (efficiency), teaching methods (effectiveness) and assessment and evaluation (timeliness) of learners in government-aided primary schools in Jinja district.

### **1.8.3 Time Scope**

The researcher will analyze data on the period of 2022 - 2024, the time when the teacher performance is said to have seriously and worryingly gone down in these in government aided primary schools in Jinja District (Ruteraho & Barigye, 2024; Nanbasa, 2023). The researcher thought of having a reflection at all related literature available for this period to give extensive information on the current study. The researcher presumes that this time was enough time to give a clear picture as there is always a bad impression of teacher performance of these government-aided primary schools especially in the rural areas of Jinja District.

## **1.9 Significance of the Study**

The study was likely to be significant to different people in the following ways:

Pupils of education and management researchers would be interested in further researches on similar studies, this research would act as a resource for reference.

Policy makers, school management committees, Parents/Teachers Association and Headteachers would use this research to identify major strategies to enhance the supervisory styles with an

aim of boosting teachers' performance. This basically looked at motivating the teachers and creating conducive working conditions.

The study can help Jinja District Education Officials by realizing the most effective approaches to support headteachers and teachers in government-aided primary schools in Jinja District to help in effecting teacher performance.

The study can be helpful in helping the entire education system to devise means for proper plans in supervision and teaching.

The headteachers can be helped to be in position to understand that teacher performance/ effectiveness is important and was given utmost priority and attention.

### **1.10 Justification of the Study**

The justification for this study lied in increasing recognition of the critical role that Head teachers play in shaping teacher performance and pupil achievement.

Given the growing emphasis on accountability in education, understanding how head teacher supervision influences teacher performance is essential for improving instructional quality and achieving educational goals (Hargreaves & Fullan, 2022). This study addresses a gap in the literature by focusing on the specific practices and conditions that make head teacher supervision effective.

The findings could be particularly relevant for educational systems that are seeking to strengthen instructional leadership as a means of raising academic standards and ensuring equitable educational opportunities for all pupils (Leithwood, et al. 2018).

### **1.11 Operational Definitions**

Resource allocation in educational institutions refers to the distribution of financial, material, and human resources to various departments, programs, and activities.

Administrative supervision refers to the actions taken by head teachers to oversee the day-to-day operations of a school, including the management of resources and the performance of teachers. Effective supervision involves planning, organizing, directing, and controlling the activities within the school to ensure that educational objectives are met (Glickman, Gordon, & Ross-Gordon, 2017).

Coaching in the educational context refers to a structured, sustained process that promotes the professional growth of teachers through personalized guidance, feedback, and support. Unlike traditional supervision, which may be more evaluative, coaching is characterized by a non-evaluative, collaborative approach where the coach works with the teacher to identify areas for improvement and develop strategies for enhancing teaching practices (Knight, 2017). Coaching focuses on reflective practice, where teachers are encouraged to reflect on their instructional methods and make data-driven decisions to improve their effectiveness (Costa & Garmston, 2022).

Performance management in education refers to a structured process that aims to enhance teacher effectiveness by aligning their goals with the broader objectives of the school and the educational system. This process typically involves setting clear performance expectations, providing regular feedback, assessing teacher performance, and implementing strategies for professional development and improvement (Danielson, 2017). Performance management is not

just about evaluation but also about fostering a culture of continuous improvement and professional growth (Armstrong, 2006).

Efficiency in teaching refers to the ability of teachers to achieve desired educational outcomes with minimal waste of time, effort, and resources.

Efficient teachers are those who can effectively manage classroom time, deliver content in a clear and concise manner, engage pupils in meaningful learning activities, and use available resources optimally to enhance learning (Hattie, 2019). Efficiency is not just about doing things quickly; it is about doing the right things in the most effective way possible to maximize learning outcomes (Creemers & Kyriakides, 2018).

Teacher effectiveness refers to the ability of teachers to positively impact pupil learning and achievement. It encompasses various aspects of teaching, including instructional quality, classroom management, the ability to engage and motivate pupils, and the use of assessment to guide instruction (Stronge, 2017). Effective teachers are those who can create a learning environment where all pupils, regardless of their background or ability level, can succeed (Darling-Hammond, 2020). Effective teaching is also context-dependent; what works well in one classroom or for one group of pupils may not be as effective in another.

Teacher effectiveness refers to the extent to which a teacher can produce desired learning outcomes in pupils (Fenstermacher & Richardson, 2015). It encompasses a teacher's ability to deliver instruction that results in high levels of pupil achievement, foster a positive classroom environment, and support pupils' social and emotional development (Stronge, 2018). Effective teachers are skilled in both pedagogy and classroom management, enabling them to address the

diverse needs of their pupils while maintaining a conducive learning environment (Darling-Hammond, 2020).

Timeliness in teaching refers to the ability of educators to manage their time effectively, ensuring that all tasks related to teaching, assessment, and administration are completed promptly and within set deadlines. This includes arriving on time for classes, meeting grading deadlines, submitting reports, and maintaining regular communication with pupils, parents, and colleagues (Kyriacou, 2017). Timeliness is not only about punctuality but also about the proactive management of time to ensure that instructional goals are met efficiently and effectively (Stronge, 2018).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents the review of related literature in sections based on the research objectives.

#### **2.1 Theoretical Review**

The study was guided by the Social Exchange Theory, this theory was founded by Homans (1961) who was interested in the psychology of small groups aiming at understanding the interpersonal relationships in communities. In a school setting, people work through reinforcement mechanisms as the behavior of social actors which is reinforced by rewards and inhibited by punishments (Bush & Glover, 2023). This behavior is a result of a learning process through positive (strengths) and negative (weaknesses) consequences.

The theory stresses that exchange occurs when proportions of costs and rewards are received by people while dealing with one another. Peoples' decisions to participate in the set goals depends on the degree of exchange and the resultant rewards and that behavior in school groups is a form of exchange (Glickman et al. 2017).

The theory looks at the rewards/ benefits and resources that enhance individual motivation to engage in social interaction, the rewards can be in form of love, status, money, service and goods, provision of resources and being able to address social needs of individual needs (Blasé & Blasé, 2024). Theory states that exchange relations are based on the degree to which performance has been rewarded to a person and how this is valuable to the person, the more individuals receive rewards for an action, the more likely they shall engage in better actions

under similar conditions. The overall hypothesis of this theory, that head-teacher's supervisory role is instrumental to interventions was adopted by this study.

The theory also looks at social structures and capital factors like norms/culture, rules, information channels, expectations and obligations embedded in the structure of social organization which facilitate and restrict the development of social relations as well as their outcomes (Bush et al. 2023). The theory also looks at how social structure depends on equal distribution of resources which reflects collective commitments and self- sacrifice of the different individuals. The theory also looks at the issue of reciprocity which states that peoples' relations depend on expectations that people hope to get in terms of return, inform of cultural norms and individual moral orientation revolving around parties reaching an agreement whereby unfair treatment shall lead to punishment and fair treatment may be rewarded.

The social exchange theory in a school setting provides that the Headteachers and teachers should create a relationship that allows both parties to work collaboratively (Glickman et al. 2017). The Headteacher should provide the necessary resources that enable the teachers to make the teaching pedagogy documents, provide time for class observation, check teachers scheme of work, lesson plans, organize rewards in form of allowances, certificates, parties, workshops, trips, and provision of immediate feedback and those not abiding to the norms of the school, they should be denied the rewards or called for disciplinary action (Blasé et al. 2024).

In so doing this, the Headteacher and teacher in public primary schools in Jinja district are able to make individual decisions to allow them participate in social activities like making scheme of work, lesson planning, give tests, examinations, make records of work etc. Both the headteacher and teacher create relationships that result in commitment, satisfaction and manifestation of a

positive behavior and this can be through beating school deadlines and actively participate in various school programs.

The headteacher and teachers trust and have ties with one another and this eventually leads to sharing of knowledge through workshops, seminars, parties organized by the school aimed at enhancing continuous professional development of the teachers (Bush et al. 2023). This is evidenced when the headteacher gives immediate feedback to the teachers after a lesson observation where strengths and weaknesses are addressed and this act as a positive reinforcement for better performance of teachers.

## **2.2 Head Teacher's Supervisory Role and Teacher Performance**

### **2.2.1 The Role of Head Teachers in Instructional Supervision and Teacher Performance**

Head teachers are central to the instructional leadership of schools. Their responsibilities extend beyond administrative tasks to include the supervision of teaching and learning processes. Instructional supervision involves the systematic observation and evaluation of teaching methods, with the aim of improving instructional practices and enhancing pupil achievement (Glickman et al. 2017). Head teachers are expected to create an environment that supports teacher growth, fosters collaboration, and promotes the use of effective teaching strategies (Blasé et al. 2024). Research indicates that the use of diverse, pupil-centered teaching methods leads to improved pupil engagement and achievement (Marzano et al. 2021). Therefore, head teachers' supervision should focus on encouraging the adoption of innovative and effective teaching practices, prompting the current investigator to ascertain the situation at the ground.

Additionally, head teachers' instructional supervision has been shown to influence the choice and implementation of teaching methods. Studies suggest that when head teachers actively

engage in classroom observations and provide feedback, teachers are more likely to adopt instructional strategies that align with best practices (Sergiovanni et al. 2017). This process not only enhances the quality of teaching but also boosts teacher confidence and motivation. The study utilized descriptive method utilizing a sample of 180 respondents hence different to the current study that utilized correlational method which gave the cause and effect of current status in a more exhaustive and comprehensive manners.

More still, teacher performance is multifaceted, encompassing not only instructional delivery but also classroom management, pupil assessment, and professional development. Instructional supervision by head teachers has been linked to improvements in these areas. According to Robinson, Lloyd & Rowe (2018), effective instructional leadership, which includes supervision, has a significant impact on teacher performance, particularly in terms of instructional quality and pupils' achievement. The methodology utilized in that study was a descriptive design, unlike this study that based itself on cross-sectional survey. The data was analyzed using SPSS version 21 where both inferential and descriptive statistics were conducted.

Subsequently, by providing targeted feedback and opportunities for professional growth, head teachers can help teachers enhance their instructional practices, thereby improving their overall performance (Zepeda, 2017). The supervisory process also fosters a culture of continuous improvement, where teachers are encouraged to reflect on their practices and seek out new strategies for effective teaching. One significant challenge is the potential for resistance from teachers, who may perceive supervision as evaluative rather than developmental (Oliva, 2019). Similarly, Head teachers often have multiple responsibilities, which can limit the time they can dedicate to supervision. As a result, the quality of feedback and follow-up may suffer, reducing the overall impact on teacher performance (Blasé & Blasé, 2024). The study was broad but

insufficient organizations such as schools where performance of the teachers affects the learners' academic outcomes.

In support of the above, instructional supervision is a core responsibility of head teachers, encompassing activities such as classroom observation, feedback provision, and professional development support. According to Blase et al. (2019), effective instructional supervision by head teachers leads to improved teaching practices, as it provides teachers with constructive feedback and opportunities for professional growth. Head teachers are expected to play a leadership role in creating a conducive environment for instructional improvement, thereby influencing the teaching methods employed by teachers (Hallinger & Murphy, 1985). The teaching methods employed by teachers are directly influenced by the instructional supervision they receive. Glickman et al. (2023) argue that head teachers who engage in frequent and meaningful instructional supervision can significantly impact the instructional strategies teachers use. Through regular classroom observations and subsequent discussions, head teachers can help teachers reflect on their instructional practices, experiment with new methods, and refine their approaches to teaching, creating the need for the study.

Sergiovanni and Starratt (2017) emphasize the importance of head teachers in promoting innovative teaching methods. By encouraging teachers to adopt pupil-centered approaches and integrate technology into their lessons, head teachers can foster a culture of continuous improvement. Research by Glanz (2016) indicates that when head teachers provide timely and specific feedback, teachers are more likely to improve their instructional practices, which enhances their overall performance. Additionally, head teachers who support teachers' professional development through workshops, mentoring, and collaborative learning opportunities contribute to teachers' professional growth and job satisfaction (Hoy & Hoy,

2019). The study used across-sectional survey design this was like this study in terms of design but different in the sample size since the study utilized small sample size for the purpose of manageability and accuracy.

Further, teacher performance is not only measured by the quality of instruction but also by teachers' ability to engage pupils and manage classroom dynamics. Marzano et al. (2015) suggest that head teachers who actively supervise and support teachers can help them develop better classroom management skills, which are crucial for maintaining a productive learning environment. Despite the potential benefits of instructional supervision, head teachers often face challenges in effectively supervising teachers. Lack of time, insufficient training, and the dual role of administrative and instructional responsibilities can hinder head teachers' ability to provide effective supervision (Zepeda, 2022). In this study, the 2004 WERS information was investigated to test the effect of criticisms on teachers' accomplishment by using package STATA for windows which did not give satisfactory results since is more complex and tedious compared to SPSS which is simple and accurate hence the choice for the current study.

Furthermore, head teachers, as instructional leaders, are responsible for overseeing the quality of teaching and learning within their schools. This includes the supervision of assessment practices to ensure they are aligned with educational standards and effectively measure pupil learning. According to Glatthorn et al. (2018), head teachers must provide guidance and support to teachers in developing, implementing, and refining assessment strategies. As noted by McMillan (2023), head teachers who engage in instructional supervision often work closely with teachers to develop assessments that accurately measure pupil learning objectives. The study used descriptive survey design, unlike this study that was based on a cross-sectional survey.

According to Brookhart (2023), when head teachers emphasize the importance of data-driven decision-making, teachers are more likely to use assessment results to tailor their teaching strategies to meet the needs of their pupils. Research by Danielson (2021) suggests that when head teachers provide feedback on assessment practices, teachers are better able to refine their approaches, leading to improved instructional quality and pupil outcomes. Additionally, head teachers who facilitate professional development opportunities focused on assessment can help teachers develop a deeper understanding of how to design and use assessments effectively. The study by Marzano (2022) points out, the way teachers assess their pupils can be a key indicator of their instructional effectiveness. Target setting is one of the variables investigated in this study.

As noted by Zepeda (2022), head teachers are often overwhelmed by administrative duties, leaving little time for in-depth instructional supervision. Similarly, Stiggins (2017) highlights that not all teachers possess the same level of expertise in designing and implementing assessments. This disparity can make it difficult for head teachers to provide targeted supervision that meets the individual needs of each teacher. Additionally, the Data-Driven Decision-Making Model, as described by Mandinach and Gummer (2016), underscores the importance of using assessment data to guide instructional decisions. This model highlights the role of head teachers in fostering a data-driven culture within schools, where assessment results are regularly used to inform teaching and learning practices. This study used a big number of participants, unlike this study that utilized small sample size for the purpose of manageability and accuracy.

According to Glickman et al. (2023), head teachers play a pivotal role in ensuring that assessments are used effectively to measure pupil learning and inform instructional practices.

Similarly, Marzano et al. (2015) highlight that teacher who receives regular supervision and support in assessment practices are better equipped to use data-driven decision-making. This approach allows teachers to tailor their instruction based on assessment data, improving their effectiveness in the classroom. As a result, teacher performance is elevated, as teachers can more accurately identify and address pupil needs. This study was conducted in a profit-making organization but not in nonprofit making institution such as school. This gives a gap to be filled by this study.

Subsequently, Zepeda (2022) notes that head teachers who prioritize professional development in assessment practices help teachers build the necessary skills to design, implement, and interpret assessments. This capacity-building is crucial for improving teacher performance, as it empowers teachers to use assessments as tools for enhancing pupil learning rather than merely as measures of achievement.

According to DuFour et al. (2018), professional learning communities (PLCs) led by head teachers can be effective in promoting shared learning and improving assessment practices. In such environments, teachers are encouraged to collaborate, share insights, and develop innovative assessment strategies, leading to improved performance. Time constraints, lack of specialized training, and the need to balance administrative duties with instructional leadership can limit the effectiveness of supervision (Glickman et al. 2023). Additionally, variations in assessment practices across different subject areas can complicate supervision, as head teachers may need to be well-versed in a range of assessment strategies to provide meaningful guidance (Sergiovanni et al. 2017), creating a gap that need to be ascertained.

According to Glickman et al. (2017), head teachers are responsible for guiding teachers in developing and applying assessments that accurately measure pupil learning. This involves

providing feedback on assessment design, helping teachers align assessments with learning outcomes, and ensuring that assessment data is used to inform instructional decisions. Similarly, Blase et al. (2020) found that teachers who receive regular, constructive feedback from head teachers are more likely to adopt innovative assessment techniques and improve their teaching effectiveness. The study is similar in methodological approach used in the two studies since it also utilized a cross-sectional survey but a different method of analysis. This study utilized the SPSS version 26.0 program which has more features and is accurate.

Further, Marzano et al. (2021) highlight that teachers who are supported in their assessment practices tend to perform better in their overall instructional duties. This support includes helping teachers develop their assessment literacy, which involves understanding how to design, implement, and interpret assessments effectively. Moreover, when head teachers supervise assessment practices effectively, it creates a culture of accountability and continuous improvement. This culture encourages teachers to reflect on their assessment practices, seek out professional development opportunities, and strive for excellence in their teaching (Zepeda, 2022). The study took qualitative survey design, unlike this study that considered a triangulation.

According to Guskey (2020), ongoing professional development in assessment practices is essential for improving teacher performance. Head teachers can support teachers by organizing workshops, providing resources, and encouraging participation in professional learning communities focused on assessment. Similarly, DuFour et al. (2018) argue that professional learning communities (PLCs) are an effective way to enhance assessment practices and improve teacher performance. In PLCs, teachers can discuss assessment challenges, share successful strategies, and develop a shared understanding of effective assessment practices.

Additionally, time constraints, heavy administrative workloads, and a lack of specialized knowledge in assessment can hinder their ability to provide effective supervision (Glickman et al. 2017). Additionally, the diversity of assessment practices across different subjects and grade levels can make it difficult for head teachers to provide tailored guidance to each teacher. Furthermore, Hallinger (2015) notes that the dual role of head teachers as both instructional leaders and administrative managers can create tensions that limit their capacity to focus on instructional supervision. As a result, the quality of supervision may vary, affecting the consistency of assessment practices and the overall impact on teacher performance.

According to Glickman et al. (2017), head teachers' supervision of assessment practices helps maintain consistency and rigor in how pupil learning is measured, which is essential for both accountability and instructional improvement. More still, Sergiovanni et al. (2017) emphasizes that head teachers, through effective supervision, can influence the way teachers use both formative and summative assessments. Formative assessments are ongoing evaluations that provide feedback to pupils and teachers about learning progress, while summative assessments are used to measure learning at the end of an instructional period. Head teachers guide teachers in balancing these types of assessments to ensure a comprehensive approach to pupil evaluation.

Zepeda (2022) highlights that when head teachers actively engage in instructional supervision, they can promote the use of innovative assessment methods that are more responsive to diverse pupil needs. Similarly, Marzano et al. (2021) argue that supervision allows teachers to critically analyze their assessment methods, leading to continuous improvement. This reflective process is essential for ensuring that assessments are not only fair and valid but also used as tools to enhance pupil learning.

According to Black et al. (2018), when teachers are proficient in using formative assessments, they can better support pupil learning, which directly impacts their performance as educators. By fostering a culture of continuous learning and providing targeted feedback, head teachers can help teachers improve their assessment practices, leading to better instructional outcomes. This improvement in assessment practices, in turn, contributes to overall teacher effectiveness (Hattie, 2019). The study took qualitative survey design, unlike this study that considered a triangulation.

Furthermore, Stiggins (2022) argues that enhancing teachers' assessment literacy is crucial for improving both the quality of assessments and the effectiveness of instruction. Besides, DuFour et al. (2021) suggest that professional learning communities (PLCs) led by head teachers can be particularly effective in building assessment literacy. These communities provide teachers with opportunities to share best practices, discuss challenges, and develop new strategies for assessing pupil learning.

More still, Glickman et al. (2017) note that the administrative responsibilities of head teachers often limit the time they can dedicate to instructional supervision. Additionally, the complexity of assessment practices, particularly in diverse and inclusive classrooms, can make supervision a challenging task. According to Glickman, Gordon, and Ross-Gordon (2017), head teachers play a crucial role in ensuring that evaluation practices are fair, consistent, and aligned with the school's educational goals.

Arguably, Sergiovanni et al. (2017) emphasize that head teachers, through effective supervision, can significantly influence how evaluations are conducted. They ensure that evaluations are not merely punitive but are used as tools for professional growth. According to Marzano et al. (2021), head teachers who provide ongoing supervision can help teachers understand the

evaluation criteria and use the feedback from evaluations to improve their instructional practices. However, this study was conducted outside Uganda and based on primary schools and carried out almost three years ago. These constitute gaps in conducting a similar study in Uganda, thus a justification for this research.

Moreover, effective supervision fosters a culture of continuous improvement. Zepeda (2022) highlights that when head teachers use evaluation as a developmental tool rather than solely as an accountability measure, teachers are more likely to engage in self-reflection and professional growth. According to Danielson (2017), comprehensive evaluation systems that are supported by instructional supervision can lead to significant improvements in teacher performance. This is because evaluations, when used constructively, provide teachers with the feedback they need to refine their instructional practices.

Additionally, Marzano et al. (2015) argue that the feedback provided through evaluations helps teachers align their teaching strategies with best practices and educational standards. This alignment is crucial for enhancing teacher performance, as it ensures that teachers are consistently working towards improving their instructional effectiveness and pupil outcomes. Besides, Glickman et al. (2017) argue that one of the most effective ways to enhance teacher performance is to use evaluation results to identify professional development needs. According to DuFour et al. (2021), head teachers who actively promote a culture of professional learning within the school help teachers to view evaluations not as punitive measures but as opportunities for growth and development.

According to Glickman et al. (2017), there can be significant variability in how evaluations are conducted, which can lead to inconsistencies in how teacher performance is assessed. Similarly, Sergiovanni et al. (2017) describe instructional supervision as a means to improve instruction

through observation, feedback, and professional development. Evaluation, as a component of this supervision, allows head teachers to assess the strengths and areas for improvement in teachers' instructional methods. However, this study took one method research design (quantitative); the use of questionnaires collected data. Unlike this study, data was analyzed by percentages, mean scores, standard deviation, and tables that used a mixed research approach.

According to Glickman et al. (2017), head teachers are responsible for conducting formal evaluations, which typically include classroom observations, review of lesson plans, and analysis of pupil performance data. Further, Marzano et al. (2021) argue that when evaluations are conducted as part of a supportive supervision process, they can lead to significant improvements in teaching effectiveness. Teachers who receive clear, actionable feedback are more likely to engage in reflective practices and make adjustments that enhance their performance. This study sampled a larger sample with a variety of informants slightly higher than the study by Marzano et al. (2021), hence this study might get more varied responses.

Furthermore, Danielson (2017) emphasizes that evaluations should not be seen merely as accountability measures but as opportunities for professional growth. When head teachers use evaluations to guide teachers toward continuous improvement, the overall quality of instruction in the school improves. This study was conducted in vocational institutions but not in schools such as government aided primary schools. This gives a gap to be filled by this study.

### **2.2.2 Head Teacher's Role in Administrative Supervision and Teacher Performance**

According to Bush (2021), effective timetabling requires careful planning, consideration of teachers' strengths and preferences, and alignment with curriculum goals. The head teacher, as the administrative leader, plays a key role in overseeing and guiding this process to enhance both teacher performance and pupil outcomes. More still, Bush (2021) opines that a well-

structured timetable is essential for maximizing instructional time, ensuring an equitable distribution of workload among teachers, and facilitating a balanced curriculum. Similarly, Harris (2024) emphasizes that head teachers must ensure that timetables are not only efficient but also flexible enough to accommodate unforeseen changes, such as teacher absences or shifts in pupil enrollment. The study is similar in methodological approach used in the two studies since it also utilized a cross-sectional survey but a different method of analysis. This study utilized the SPSS version 26.0 program which has more features and is accurate.

According to Kyriacou (2021), when teachers are confident that their schedules are stable and predictable, they can focus more on teaching and less on administrative concerns, leading to enhanced performance in the classroom. A fair distribution of teaching periods and non-teaching duties within the timetable is crucial for maintaining teacher morale and preventing burnout. Besides, Day et al. (2017) suggest that an equitable timetable helps to balance workloads, ensuring that no teacher is overburdened. This balance is essential for sustaining high levels of teacher performance and job satisfaction. This study was conducted in a profit-making organization but not in nonprofit making institution such as school. This gives a gap to be filled by this study.

Further, Mulford (2023) points out that creating a timetable that meets all these teacher demands can be difficult, particularly in larger schools or those with diverse curricular offerings. Besides, Blase et al. (2019) argue that poorly managed timetabling can disrupt teachers' instructional flow, leading to reduced quality of teaching and lower pupil outcomes. On the other hand, Harris (2004) emphasizes the importance of involving teachers in the timetabling process to ensure that their needs and preferences are considered. This collaborative approach not only improves the quality of the timetable but also enhances teacher buy-in and satisfaction. A total

number of 300 workers (teachers) were selected from a population of 1200 through random sampling, unlike this study that based itself on manageable number of participants.

According to Bush and Glover (2023), effective administrative supervision involves monitoring and adjusting timetables as needed, addressing any issues that arise, and ensuring that the timetable supports the overall goals of the school. Glickman, Gordon, and Ross-Gordon (2017) argue that a well-structured timetable, supervised by the head teacher, can reduce teacher stress, increase job satisfaction, and improve overall performance by allowing teachers to focus more on instructional quality rather than administrative concerns. The study used a descriptive survey design, where thematic content analysis was used, unlike this research that focused on a cross-sectional research design basing on correlational analysis.

Furthermore, Zepeda (2022) argues that when teachers are provided with a timetable that offers balanced teaching loads and sufficient non-teaching periods, they are more likely to deliver high-quality instruction and engage in continuous professional development. Similarly, DuFour et al. (2018) emphasize that when teachers have structured opportunities to collaborate, it can lead to improved instructional strategies and better pupil outcomes, thereby enhancing teacher performance. The study was similar in methodological approach used in the two studies since it also utilized descriptive survey but a different method of analysis. This study utilized the SPSS version 26.0 program which has more features and is accurate.

In addition, Kyriacou (2021) highlights that an overloaded or poorly organized timetable can lead to increased stress, burnout, and ultimately, a decline in teacher performance. By carefully managing the timetabling process, head teachers can mitigate these risks and promote a healthier, more productive work environment. More again, Bush et al. (2023) noted that creating a timetable that meets the diverse needs of all parties can be a complex and time-consuming

process. Gurr et al. (2016) argue that head teachers must be flexible and responsive in their administrative supervision, ensuring that the timetable remains effective and relevant throughout the school year. In addition, the studies indicated that different discoveries were nonappearance of criticism; absence of interest from the subordinates during the time spent its performance and insufficient rules. These are a portion of the concerns that this study meant to investigate further for similar investigation.

According to Hoy and Miskel (2015), a positive school climate, fostered by effective administrative practices such as timetabling, can lead to higher levels of teacher morale, job satisfaction, and overall school effectiveness. Similarly, Leithwood et al. (2024) argues that effective leadership is essential for the successful implementation of school policies, particularly in resource allocation. Head teachers are responsible for ensuring that resources are distributed equitably and efficiently, which is critical for enhancing teacher performance (Bush et al. 2013). Furthermore, the alignment of resource allocation with school goals and objectives is necessary for improving educational outcomes (Day et al. 2020); which was a concern of this study.

Supervision is aimed at improving teaching practices, thereby enhancing teacher performance and pupil learning outcomes (Blasé et al. 2020). Similarly, Sergiovanni et al. (2017) emphasize that effective supervision requires the head teacher to be actively involved in the instructional process, providing guidance, support, and feedback to teachers. Head teachers who engage in regular supervision and provide constructive feedback foster a positive work environment that motivates teachers (Hoy & Miskel, 2015). This supervision ensures that teachers are not only accountable but also feel supported in their professional development as ascertained by Glickman et al. (2020). This situation is different in primary schools in Uganda where after head

teachers conducted their supervisory role, the performance of teachers remains weak, hence the focus of this study.

Additionally, Darling-Hammond (2000) asserts that adequate resources enable teachers to deliver quality instruction, which is essential for pupil success. When head teachers allocate resources effectively, teachers are better equipped to meet the diverse needs of their pupils (Johnson, 2006). Moreover, resource allocation that prioritizes professional development helps teachers stay updated with the latest educational practices, thereby improving their teaching effectiveness (Wei et al. 2020). The head teacher's ability to balance resource allocation between immediate instructional needs and long-term professional growth is key to sustained teacher performance (Odden et al. 2018). Inadequate supervision due to heavy administrative workloads can lead to a decline in teaching quality (Spillane et al. 2021). The study by Spillane et al. (2021) which examined the predictors of compliance with performance of teachers as well as supervisors of head teachers brought out a gap related to the aspect of context as well as conceptual gaps given that it did not focus on variables like those addressed in this study.

More still, head teachers are responsible for creating a conducive working environment that motivates teachers and enhances their performance. This involves providing the necessary resources, offering professional development opportunities, and creating a supportive culture that encourages collaboration and continuous improvement (Sergiovanni, 2021). Adequate resources enable teachers to plan and deliver lessons effectively, cater to diverse pupil needs, and engage in professional development activities that enhance their skills (Baker, 2022). Conversely, inadequate resources can lead to teacher burnout, job dissatisfaction, and lower performance levels, which ultimately impact pupil achievement (Ingersoll, 2021), explaining the reason for this study.

Head teachers must ensure that resources are allocated equitably and used efficiently to support teaching and learning activities. This includes ensuring that teachers have access to teaching aids, technology, and professional development opportunities that are aligned with the school's goals (Odden et al. 2021). Additionally, head teachers must monitor the use of resources and provide feedback to teachers to help them improve their instructional practices. The study conducted by Odden et al. (2021) presented a methodological gap by using a qualitative approach using open ended items while the current study used quantitative and qualitative approaches utilizing both open and closed ended items in structured questionnaires.

### **2.2.3 Head Teacher's Role in Professional Development Supervision and Teacher Performance**

Professional development is a key aspect of a head teacher's role, focusing on the continuous growth and development of teachers. Darling-Hammond et al. (2017) emphasize that effective professional development is ongoing, job-embedded, and aligned with the instructional needs of teachers. Head teachers play a crucial role in creating a culture of professional learning within the school, where teachers are encouraged to engage in reflective practice and collaborate with their peers. According to Glickman et al. (2018), head teachers who prioritize professional development provide opportunities for teachers to enhance their instructional skills, stay updated on educational trends, and implement new teaching strategies. This involved organizing workshops, facilitating professional learning communities, and providing access to coaching and mentoring. The study by Glickman et al. (2018) bridged the conceptual gaps that existed in the field of teachers' performance in Kenyan education sector. In any case, it zeroed in on the adequacy of head teachers' supervision roles while this study centers around the impact of

supervision role on primary school teachers' performance, creating a gap for the study in government aided primary schools in Jinja District.

Research by Hord (2017) suggests that professional development is most effective when it is collaborative, allowing teachers to share knowledge and best practices. Head teachers who foster a collaborative culture within the school not only improve teacher effectiveness but also contribute to a more cohesive and supportive educational environment. Similarly, Joyce et al. (2022) highlight that when head teachers actively participate in professional development initiatives, they model the importance of lifelong learning and create a supportive atmosphere that encourages continuous improvement. The investigations by Joyce et al. (2022) was directed in secondary teachers yet not primary schools which were the focus of the current research to bridge this existing gap in the relationship between head teacher's supervisory role and teacher performance in primary school sector. This prompted the current researcher to consider the path of the research study.

Additionally, professional development for head teachers is crucial for ensuring that they have the skills and knowledge necessary to lead effectively. Continuous professional development (CPD) enables head teachers to stay updated with the latest educational research, leadership strategies, and policy changes, thereby improving their capacity to lead their schools successfully (Day et al. 2024). More-still, Leithwood et al. (2016) argues that effective professional development for head teachers should be ongoing, job-embedded, and focused on real-world problems of practice. It should also encourage reflective practice, enabling head teachers to critically evaluate their own leadership and identify areas for improvement. This study therefore bridged these gaps in knowledge by targeting to discover the impact of head teacher's supervisory role on teacher performance in public primary schools in Jinja District.

Subsequently, professional development opportunities for head teachers can take various forms, including formal education programs, workshops, seminars, and mentoring (Harris et al. 2025). Mentorship, in particular, is highly valued as it provides head teachers with personalized support and guidance from more experienced colleagues (Crow et al. 2018). This can help head teachers navigate the complexities of school leadership and develop their leadership capacities. Networking is another important aspect of professional development. Engaging with other head teachers through professional networks allows for the sharing of best practices and collaborative problem-solving (Stoll, 2024). These networks can provide head teachers with a sense of community and support, which is especially important given the often-isolating nature of the head teacher role.

Additionally, professional development should also focus on building leadership resilience and well-being (Poekert, 2022). Leading a school is a demanding job, and head teachers need strategies to manage stress, maintain work-life balance, and sustain their motivation over time. Professional development for head teachers is most effective when it is aligned with school improvement goals (Guskey, 2020). This ensures that the skills and knowledge gained through CPD directly contribute to the achievement of school priorities and the improvement of pupil outcomes. Regrettably, all these have hitherto remained mere allegation without systematic answers to the predicament. This prompted the current researcher to consider the path of the research study.

### **2.3 Summary of Literature Review**

The roles of instructional leadership, administrative management, and professional development are all integral to the success of a head teacher in fostering an effective and thriving school environment. Instructional leadership directly influences the quality of teaching and learning,

while administrative management ensures the efficient operation of the school. Simultaneously, a focus on professional development promotes the continuous growth of teachers, leading to improved instructional practices and better pupil outcomes. Together, these functions underscore the multifaceted nature of the head teacher's role and their critical impact on the overall success of the school.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

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

#### **3.1 Research Design**

The study used a cross-sectional survey design adopting both a qualitative and quantitative methodology. The cross-sectional design was used for this study because of the economic nature of the design, its rapid ability of data collection, and ability to understand a population from using part of the population (Amin, 2005; Martins, Romeiro & Caldeira, 2017). This study employed both qualitative and quantitative research approaches. The use of the two approaches will be based on the principle of triangulation, which helped in converging opinions to be able to arrive at better conclusions (Martins et al. 2017; Amin, 2005). Qualitative approach helped the researcher to come up with conclusions on variables that could not be measured quantitatively while quantitative approach facilitated establishing values attached to numerical variables (Martins et al. 2017).

#### **3.2 Study Population**

According to Welman and Kruger (2004), population is defined as a study object, which may include individuals, groups, organizations, events or the conditions to which they are uncovered. The target population constituted 59 government-aided primary schools in Jinja District comprising of 59 heads of schools, 825 teachers who were chosen from the 7 lower local governments of Jinja District, that is 4 town councils -Kakira, Buyengo, Buwenge and

Namagera Town councils. 3 sub counties-Busede, Butagaya and Buwenge Rural. Headteachers were included in the study population because they are responsible for performing the supervisory role whereas teachers are involved in the teaching activities which are components of teacher performance. The study had a population of 884 respondents (Jinja District Local Government Data Bases, 2024). These categories were chosen because they are the employees working within 4 Town councils; thus, they understand the performance issues of the entity.

### **3.3 Sample Size Determination**

To determine sample size for Town Council employees from whom quantitative data was collected, the researcher used the Slovin's Formula is given as follows:  $n = N / (1 + Ne^2)$  where n is the sample size, N is the population size and e is the margin of error decided by the researcher.

$$n = 825 / (1 + 825 \times 0.05^2)$$

$$n = 825 / 3.0625$$

$$n = 269$$

The sample size for the head teachers and DEO as respondents from whom qualitative data was collected, this was initially assigned by the researchers although the final figures were determined by saturation levels based on the recommendation of Charmaz (2008), that in qualitative research one stops collecting data when the categories (or themes) were saturated: when gathering fresh data no longer sparks new insights or reveals new properties. Table 3.1 below indicates categories, population, sample size, and sampling methods:

**Table 3.1: Population Size (N)**

<b>Category</b>	<b>Target Population</b>	<b>Sample size</b>	<b>Sampling technique</b>
DEO	01	01	Purposive sampling
Head teachers	59	11	Purposive sampling
Teachers	825	269	Simple random sampling
<b>Total</b>	<b>885</b>	<b>281</b>	

**Source: Primary data, 2024**

### **3.4 Sampling Techniques**

Sampling techniques refer to the procedure a researcher uses to select the needed study sample (McGannon, et al. 2019). Simple random sampling and purposive sampling techniques were used as follows:

#### **3.4.1 Simple Random Sampling**

Simple random sampling is a process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected (Soranno et al. 2020). Simple random sampling was utilized to identify the two hundred eighty-one (281) employees of government-aided primary schools in 4 Town Councils. Simple random sampling was used because of its ease of use and its accurate representation of the larger population (Kato et al. 2020; Soranno et al. 2020). Random numbers were assigned and written from one (1) up to eight-hundred and twenty-five (825), folded up, mixed thoroughly then 269 were picked to ensure that each employee of these 4 Town Councils was given an equal chance of being selected.

#### **3.4.2 Purposive Sampling**

Purposive sampling refers to selecting the sample purposefully/precisely. The researcher used purposive sampling in selecting key informants who are knowledgeable about the situation in

the areas of these 4 Town Councils; these included DEO and Head teachers. Purposive sampling was used because it is extremely time and cost effective when compared to other sampling methods (Amin, 2005). This technique, according to Queirós, Faria & Almeida (2017) though may not necessarily be a representative sample; but enabled the researcher to acquire an in-depth understanding of the problem. The purposively selected sample was a rich source of the data of interest.

### **3.5 Data Collection Methods**

The researcher used both qualitative and quantitative data collection methods. The study employed the following methods to gather the study findings; namely the questionnaire Survey, and besides it, interviews were used in data collection.

#### **3.5.1 Questionnaire Survey**

A questionnaire is a set of carefully designed, written down, and tested questions, which are asked of individual respondents to gather information in research (Van Assche et al. 2019). This is a data collection method which employed closed and open-ended questions to generate responses from a group of respondents (McGannon et al. 2019). The method was selected because it is economical both for the researcher and for the respondent in time, effort and cost (McGannon et al. 2019). It was a good instrument for the researcher to use for teachers of public primary schools found in these 4 Town Councils whose numbers were too big to be covered by the researcher personally. The questionnaires were also appropriate for collecting large amounts of data within a short time.

#### **3.5.2 Interviews**

An interview is a verbal dialogue between a researcher and a respondent (Queirós et al. 2017), where ideas are exchanged and recorded. An interview guide consisting of structured questions

were designed and administered to DEO and head teachers. This method was chosen because it is good for producing data which deals with the topic in depth and it is a much more flexible approach, allowing for posing of new questions or check-questions if such a need arises (Queirós et al. 2017). Interviewing is also a good method for producing data based on informants' priorities, opinions and ideas. Informants would have the opportunities to expand their ideas, explain their views and identify what they regard as the crucial factors (Amin, 2005).

### **3.6 Data Collection Instruments**

The study employed the following study instruments to gather the study findings; namely the questionnaires, and besides it, interview guides were used.

#### **3.6.1 Questionnaire**

These were mainly composed of closed ended questions to teachers of government-aided primary schools in 4 Town Councils-Kakira, Buyengo, Buwenge and Namagera Town councils and 3 sub counties-Busede, Buyengo and Buwenge rural. The closed ended questionnaire form was advantageous in that it was easy to fill out, save time and keep respondents (teachers of primary schools in 4 Town Councils-Kakira, Buyengo, Buwenge and Namagera Town councils) on subject and was relatively objective (Queirós et al. 2017). The questionnaire used a 5-point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree), in order to provide consistent responses. The questionnaire was systematically organized to include demographic characteristics of respondents, Head teacher's supervisory role and teacher performance.

#### **3.6.2 Interview Guide**

With interviews guides, open ended questions were administered to the selected respondents according to the theme of the study. They were specifically administered to DEO and Head

teachers. Information solicited by these interview guides helped the researcher enhance responses from the self-administered questionnaires and made it possible for the researcher to cross examine some key issues in the research (Queirós et al. 2017), regarding Head teacher's supervisory role and teacher performance.

### **3.7 Validity and Reliability of Research Instruments**

Validity and reliability of the research instrument were measured as follows:

#### **3.7.1 Validity of Research Instruments**

Validity is the extent to which the instruments used during the study measure the issues they are intended to measure (Amin, 2005). To ensure validity of instruments, the instruments were developed under close guidance of the supervisor. After the questions were designed, they were pre-tested to at least one government-aided primary school which would not take part in data collection in the sample. This helped to identify ambiguous questions in the instruments and abled to re-align them to the objectives. Validity of the instruments was established using both constructed and content validity tests. Content validity was established through carrying out pre-testing measures. This was further followed by the validity measurement analysis which was produced by the content validity index computation formulae as suggested below:

$$\begin{aligned}\text{Content validate index} &= \frac{\text{Questions considered relevant}}{\text{Number of questions}} \times 100\% \\ &= \frac{53}{59} \times 100\% \\ &= 89.8\%\end{aligned}$$

The CVI was found to be 89.8% indicating that the CVI was acceptable since it was greater than 70%. This is according to Lynn's (1986) criteria where any CVI greater than 70% is considered

excellent and items are passed as relevant if they were tested by three experts minimum and were all in perfect agreement (Polit, Beck & Owen, 2007).

### **3.7.2 Reliability of Research Instruments**

Reliability is the extent to which the measuring instruments produced consistent scores when the same groups of individuals were repeatedly measured under the same conditions (Amin, 2005). Reliability will be calculated using Cronbach's coefficient alpha to test for internal consistency. This coefficient is the internal consistency of a test and it generally increases when the correlation between the variables increases. It ranges from 0 to 1, the more the value is closer to 1, and the more reliable the instrument is at measuring the variables. The researcher administered one type of questionnaire to teachers and using the Cronbach reliability test. According to Cronbach (1950), coefficient alpha values of 0.7 and above were considered adequate.

The reliability of the teachers' questionnaire was tested by piloting the questionnaire in one primary school which did not participate in the study. Then the Cronbach's alpha coefficient in the statistical package for social sciences (SPSS) software was used to analyze and determine the reliability of instruments. Cronbach's alpha value of 0.831 ( $\alpha = 0.849$ ) was obtained as indicated in Table 3.3 below. This is above the recommended 0.70 (Amin, 2005) for a reliable instrument.

The values of Cronbach alpha for the sub-scales were 0.825, 0.935, 0.798, and, 0.839 for Head Teacher's Instructional Supervision, Head Teacher's administrative Supervision, Head Teacher's Professional Development Supervision, and Teacher Performance in government-aided primary

schools respectively. These values meant that the scales used were consistent. The values of Cronbach alpha for the sub-scales are shown in the Table 3.2.

**Table 3.2: Cronbach Alpha Results**

Variable	Cronbach Alpha	N of Items
Head Teacher’s Instructional Supervision	0.825	10
Head Teacher’s administrative Supervision	0.935	9
Head Teacher’s Professional Development Supervision	0.798	8
Teacher Performance in primary schools	0.839	10

Source: Result of analysis 2024

**Table 3.3: Reliability Statistics**

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.849	0.851	37

Source: Result of analysis, 2024

### 3.8 Data Collection Procedure

Upon proposal approval, the researcher obtained an introductory letter from the University (Uganda Christian University Research Ethical Committee), legitimizing the researcher’s access to the respondents. The researcher then sought for permission from Town Councils to gain access to the respondents. The researcher used research assistants to administer the questionnaires to the target group who were the teachers of government-aided primary schools found in 4 Town Councils-Kakira, Buyengo, Buwenge and Namagera Town councils. After the data collected, it was processed, analyzed and then the researcher came up with a written report.

### **3.9 Data Processing and Analysis**

Both quantitative and qualitative data were analyzed:

#### **3.9.1 Quantitative Data Analysis**

Data collected from the field was first of all sorted, edited, coded and entered into in the computer using SPSS. This package helped the researcher to present data by generating tables, graphics and frequency tables. At univariate level, SPSS helped the researcher generate descriptive statistics such as means and standard deviations. The relationship between the variables was evaluated using the Pearson's correlation coefficient ( $r$ ) obtained from SPSS data analysis package. This method was preferred to graphical depictions because it standardizes the variables hence change of scale or unit of measurement do not affect its value (Amin, 2005). The Analysis of Variance (ANOVA) technique was used to establish the magnitude of the relationship between Head teacher's instructional supervision, Head teachers' administrative supervision, Professional Development Supervision and teacher performance.

#### **3.9.2 Qualitative Data Analysis**

From interviews, an objective coding scheme was applied to data in the process commonly known as content analysis. Qualitative data analysis utilized words to make narrative statements on how categories or themes of data were related. Once the themes, categories and patterns are established, data was evaluated and analyzed to determine the adequacy, credibility, usefulness and consistency of the information.

### **3.10 Measurement of Variables**

Measurement of variables was done to show how each category of questions in the instruments that were used as handled to come up with the necessary information. The categorical variables

were measured using the Nominal scale, with numbers being assigned to each category only to identify similar objects within a category from elements in another category that are different. The non-categorical were studied and the narrative was made so as to fit in the objectives of the study (Amin, 2005). The researcher used the ordinal measurement scale composing of discrete variables. This scale provides for variables which generate responses that can be ranked. Since this study used a five-point Likert scale, the level of agreement was ranked ranging from strongly disagree as response 1 to strongly agree as response 5.

### **3.11 Ethical Considerations**

This study took into consideration ethical aspects. This study took into consideration of confidentiality which was a pertinent ethical issue to put into practice. Respondents were entitled to confidential treatment of all information they give on personal matters; the researcher also took ethical concerns about the copy rights respect and ownership of intellectual property to avoid plagiarism while making reference to other people's studies. Anonymity was also considered where individuals were regarded as anonymous. Names and other forms of identification were excluded. This enabled respondents to provide accurate responses (Amin, 2005). The researcher provided adequate and clear explanation on the purpose of the study to each respondent. The researcher sought the respondents' consent to participate in the study while assuring them that their participation is voluntary. All the participants were assured of confidentiality and the information they provide was used for the research purpose only

## CHAPTER FOUR

### PRESENTATION, INTERPRETATION AND ANALYSIS OF FINDINGS

#### 4.0 Introduction

The study investigated the relationship between head teacher's supervisory role and teacher performance in selected government-aided primary schools in Jinja District, Uganda. This study precisely aimed at establishing the relationship between head teacher's instructional supervision, head teacher's administrative supervision, head teacher professional development supervision and teacher performance in selected government-aided primary schools. The response rate and study findings as per objectives of the study are presented in this chapter.

#### 4.1 Response rate

In order to establish whether the sample size was sufficient for supporting valid conclusions, the response rate was calculated. The researcher also drew on the response rate to indicate the extent of participation of the targeted sample. The findings were as follows:

**Table 4.1: Response Rate According to Instrument, Expected and Acquired Sample**

Instrument	Expected Sample	Acquired Sample	Response Rate
Questionnaire	269	248	92.2%
Interview Guide	12	10	83.3%
Total	281	258	91.8%

**Source: Primary data (2024)**

From a sample size of 269 respondents, 248 (92.2%) completed and returned the questionnaires. Amin (2005) opined that a 50% response rate in a study is sensible and can yield binding

results. Among the 12 respondents targeted for interviews, 10 were reached making an 83.3% response rate to the interview instrument.

## 4.2 Demographic Information of Respondents

Demographic features of respondents including gender, age, highest academic qualification, teaching experience and current position in government-aided primary schools in Jinja District are presented in this section

### 4.2.1 Gender of Respondents

**Table 4.2: Gender of Respondent**

		Frequency	Percent
Valid	Male	98	39.5
	Female	150	60.5
	Total	248	100.0

**Source: Primary data (2024)**

The findings show that majority of the respondents 150(60.5%) were female while 98(39.5%) were male. This means that government-aided primary schools in Jinja District have a fair representation of both sexes. For this particular study, it implies that the study was representative thus, the findings are reliable.

#### 4.2.2 Age group of Respondents

**Table 4.3: Age group of Respondents**

	Frequency	Percent
Valid below 25 years	2	0.8
25-34 years	52	21.0
35-44 years	80	32.3
45-54 years	93	37.5
55 years and above	21	8.5
Total	248	100.0

**Source: Primary data (2024)**

The findings indicated that 2(0.8%) of the respondents were aged below 25 years, 52(21%) were aged between 25-34 years, 80(32.3%) were aged between 35-44 years, 93(37.5%) were aged between 45-54 years while still 21(8.5%) of the respondents were aged 55 years and above. This means that almost all the workers and staff of government-aided primary schools were fairly young. For this particular study, such findings imply that fairly young staff was likely to perform better, thus improve on the performance levels of the teachers in these government-aided primary schools with the presence of a good head teacher's supervisory role in place.

### 4.2.3 Highest Academic Qualification of Respondents

**Table 4.4: Highest Academic Qualification of Respondents**

	Frequency	Percent
Valid Certificate	106	42.7
Diploma	92	37.1
Bachelor's degree	49	19.8
Master's degree	1	0.4
Total	248	100.0

**Source: Primary data (2024)**

The study findings show that majority 106(42.7%) of the respondents had Certificate qualifications as their highest level of education, followed by 92(37.1%) of respondents had Diploma as the highest level of education, followed by 49(19.8%) of respondents had Bachelor's degree as the highest level of education and lastly 1(0.4%) of the respondents had Master's degree as their highest education level. This implies that most of the respondents were fairly educated. For this particular study, such findings imply that the study was very representative in terms of participant characteristics. However, the higher levels of education also imply that respondents gave quality responses since they understood the different aspects of the study.

#### 4.2.4 Teaching Experience of Respondents

**Table 4.5: Teaching Experience of Respondents**

	Frequency	Percent
Valid		
Less than 5 years	10	4.0
5-10 years	54	21.8
11-15 years	32	12.9
16-20 years	68	27.4
21 years and above	84	33.9
Total	248	100.0

**Source: Primary data (2024)**

The findings indicated that 10(4%) of the respondents had teaching experience of less than 5 years, 54(21.8%) of the respondents had teaching experience of between 5-10 years, 32(12.9%) of the respondents had teaching experience of between 11-15 years, 68(27.4%) of the respondents had teaching experience of between 16-20 years while still 84(33.9%) of the respondents had teaching experience of 21 years and above. This means that almost all the respondents had a fair teaching experience. For this particular study, such findings imply that many teachers had a fair teaching experience which was likely to enable them perform better, thus improve the performance levels of the government-aided primary schools with the presence of a good head teacher's supervisory role in place.

#### 4.2.5 Current Position of Respondents

**Table 4.6: Current Position of Respondents**

	Frequency	Percent
Valid Classroom teacher	79	31.9
Class teacher	125	50.4
Subject head/coordinator	44	17.7
Total	248	100.0

**Source: Primary data (2024)**

The study findings show that majority 125(50.4%) of the respondents were class teachers, followed by 79(31.9%) of respondents were classroom teachers and lastly 44(17.7%) of the respondents were subject head/coordinators. This implies that most of the teachers were class teachers. For this particular study, such findings imply that the study was very representative in terms of participant characteristics. However, the current position also implies that respondents gave quality responses since they understood the different aspects of the study.

#### 4.3 Empirical Findings

The views of the respondents were rated on a 5-point Likert scale as Strongly Agree (SA) = 5, Agree (A) = 4, Not sure (N) = 3, Disagree (D) = 2 and strongly disagree (SD) = 1. These findings are presented in line with the study objectives below:

### 4.3.1 Teacher Performance in Government-Aided Primary Schools in Jinja District

For this particular research, strongly agree and agree are considered to refer to agree and strongly disagree and disagree are considered to refer to disagree. Mean and Standard deviation are as well applied in the analysis of data. This section presents results on teacher performance in government-aided primary schools in Jinja District which are presented in Table 4.7.

**Table 4.7: Opinions Regarding Teacher Performance in Government Primary Schools**

Teacher Performance	SD	D	NS	A	SA	Mean	Std Dev
I manage my classroom time effectively to cover all planned lessons	0% (0)	0.8% (2)	4.4% (11)	48.8% (121%)	46% (114)	4.56	1.863
I use teaching materials and resources efficiently to support pupil learning	0% (0)	0.8% (2)	1.2% (3)	61.3% (152)	36.7% (91)	4.34	0.546
I effectively balance my teaching responsibilities with other school-related duties	0% (0)	0.8% (2)	0% (0)	52.1% (131)	46.4% (115)	4.45	0.545
I consistently meet deadlines for submitting required documentation and reports	0% (0)	1.6% (4)	7.7% (19)	60.5% (150)	30.2% (75)	4.19	0.639
My teaching methods effectively support pupil learning and understanding	0% (0)	0% (0)	5.2% (13)	45.2% (112)	49.6% (123)	4.44	0.594
I adapt my teaching strategies based on pupil feedback and assessment results	0% (0)	0% (0)	6.5% (16)	52.8% (131)	40.7% (101)	4.34	0.596
I create a positive learning environment that motivates and engages pupils	0% (0)	0% (0)	3.2% (8)	46.4% (115)	50.4% (125)	4.47	0.561
I submit all required documentation and reports by the deadlines	0.4% (1)	1.6% (4)	8.1% (20)	43.5% (108)	46.4% (115)	4.74	1.599
I start and end my lessons on time as scheduled	0.4% (1)	3.2% (8)	6.5% (16)	49.6% (123)	40.3% (100)	4.26	0.753
I provide timely feedback on pupil assignments	0.8% (2)	1.2% (3)	0.8% (2)	52% (129%)	45.2% (112)	4.40	0.648

Source: Primary data (2024)

Findings from the table 4.7 above indicate that only 235(94.8%) of the respondents agreed that they manage their classroom time effectively to cover all planned lessons, while 2(0.8%) disagreed and only 11(4.4%) were undecided. The mean was 4.56 and standard deviation was 1.863 implies that most respondents were in agreement with the statement that they manage their classroom time effectively to cover all planned lessons. This means that teachers manage their classroom time effectively to cover all planned lessons. This finding was supported by Key Informant L interviewed who said that;

“...as a head teacher, my teachers manage their classroom time very well to cover all the planned lessons in each day of the week...” (Head teacher L from School A)

This implies that the teachers manage their classroom time effectively to cover all planned lessons. Teachers are always punctual for classes. Mark pupils’ academic assignments in time, and they are able to attend to individual pupils’ academic differences adequately and timely.

It was established that most of the respondents 243(98%) agreed that they use teaching materials and resources efficiently to support pupil learning, while 2(0.8%) disagreed and 3(1.2%) were not sure with the statement. The mean was 4.34 and standard deviation was 0.546 implies that most respondents were in agreement with the statement that they use teaching materials and resources efficiently to support pupil learning. This means that those teaching materials and resources are efficiently used to support pupil learning.

The findings further indicated that majority of the respondents 246(98.5%) agreed that they effectively balance their teaching responsibilities with other school-related duties while 2(0.8%) disagreed with the statement. The mean was 4.45 and standard deviation was 0.545 implies that most respondents were in agreement with the statement that they effectively

balance their teaching responsibilities with other school-related duties. One of the interviewed participants had these to say;

“...teachers effectively balance their teaching responsibilities with other school-related duties...” (Head teacher D from School F)

This implies that teacher performance in government-aided primary schools in Jinja District is likely to be good.

The majority of the respondents 225(90.7%) agreed that they consistently meet deadlines for submitting required documentation and reports, while 4(1.6%) disagreed and 19(7.7%) were not sure with the statement. The mean was 4.19 and standard deviation was 0.639 implies that most respondents were in agreement with the statement that they consistently meet deadlines for submitting required documentation and reports. This finding was confirmed by Key Informant B who said;

“...here in Jinja District, teachers always try to meet deadlines for submitting in the required documents and reports. They always timely submit the academic reports and carry out assigned duties within specified time schedule....” (DEO, 2024)

Another Key Informant also said that;

“...my teachers fill in marks in the report cards in time which enables our learners to get the academic feedback on time....” (Head teacher R from School A)

This means that the public primary schools investigated in this study consistently meet deadlines for submitting required documentation and reports. Teacher performance in government-aided primary schools in Jinja District is likely to be good.

Findings from the table 4.7 above indicate that only 235(94.8%) of the respondents agreed that their teaching methods effectively support pupil learning and understanding, while only

13(5.2%) were undecided. The mean was 4.44 and standard deviation was 0.594 implies that most respondents were in agreement with the statement that their teaching methods effectively support pupil learning and understanding. This means that most of the teachers in those public primary schools use teaching methods that effectively support pupil learning and understanding.

It was established that almost all respondents 232(93.5%) agreed that they adapt their teaching strategies based on pupil feedback and assessment results while 16(6.5%) were not sure with the statement. The mean was 4.34 and standard deviation was 0.569 implies that most respondents were in agreement with the statement that they adapt their teaching strategies based on pupil feedback and assessment results.

The findings further indicated that majority of the respondents 240(96.8%) agreed that they create positive learning environment that motivates and engages pupils while 8(3.2%) were not sure with the statement. The mean was 4.47 and standard deviation was 0.561 implies that most respondents were in agreement with the statement that they create positive learning environment that motivates and engages pupils. This finding was confirmed by Key Informant F who said;

“...all our schools in Jinja District create positive learning environment that motivates learners to stay in school to study and learn. Our schools have compounds where learners can have personal revision....” (Head teacher G from School L)

This means that the teachers in those public primary schools create positive learning environment that motivates and engages pupils. This implies that the teacher performance in government-aided primary schools in Jinja District is likely to be good.

The majority of the respondents 223(89.9%) agreed that they submit all required documentation and reports by the deadlines, while 5(2%) disagreed and 20(8.1%) were not sure with the statement. The mean was 4.74 and standard deviation was 1.599 implies that most respondents were in agreement with the statement that they submit all required documentation and reports by the deadlines. This means that the government-aided primary schools investigated in this study receive documents and reports from teachers by the deadlines. This implies that the teacher performance in government-aided primary schools in Jinja District is likely to be good.

The findings further indicated that majority of the respondents 223(89.9%) agreed that they start and end their lessons on time as scheduled while 9(3.6%) disagreed and 16(6.5%) were not sure with the statement. The mean was 4.26 and standard deviation was 0.753 implies that most respondents were in agreement with the statement that they start and end their lessons on time as scheduled. This means that the teachers of those public primary schools investigated in this study start and end their lessons on time as scheduled. This implies that the teacher performance in government-aided primary schools in Jinja District is likely to be good.

It was established that all respondents 241(97.2%) agreed that they provide timely feedback on pupil assignments, while 5(2%) disagreed and 2(0.8%) were not sure with the statement. The mean was 4.40 and standard deviation was 0.648 implies that most respondents were in agreement with the statement that they provide timely feedback on pupil assignments. This means that the timely feedback on pupil assignment is always undertaken efficiently.

### 4.3.2 Head Teacher’s Instructional Supervision and Teacher Performance in Government-Aided Primary Schools in Jinja District

This section presents results on head teacher’s instructional supervision. For this particular research, strongly agree and agree are considered to refer to agree and strongly disagree and disagree are considered to refer to disagree. Mean and Standard deviation are as well applied in the analysis of data as presented in Table 4.8

**Table 4.8: Opinions regarding Head Teacher’s Instructional Supervision**

Head Teacher’s Instructional Supervision	SD	D	NS	A	SA	Mean	Std Dev
The head teacher provides opportunities for staff to learn and implement new teaching methods	0% (0)	0% (0)	1.6% (4)	54% (134)	44.4% (110)	4.43	0.527
My head teacher supports the use of diverse and innovative teaching methods in the classroom	0% (0)	3.2% (8)	4.4% (11)	61.3% (152)	31% (77)	4.20	0.667
My head teacher understands the importance of effective teaching methods for pupil success	0% (0)	0% (0)	8% (20)	46% (114)	46% (114)	4.38	0.631
The head teacher clearly communicates expectations regarding assessment practices	1.6% (4)	2.4% (6)	10.5% (26)	52.4% (130)	33.1% (82)	4.13	0.815
The head teacher supports the use of a variety of assessment methods to meet diverse pupil needs	0% (0)	1.6% (4)	4% (10)	58.1% (144)	36.3% (90)	4.29	0.620
The head teacher actively promotes the integration of assessment practices into daily teaching	0% (0)	4% (10)	10.1% (25)	55.6% (138)	30.2% (75)	4.12	0.743
The head teacher understands the significance of effective evaluation	0% (0)	3.6% (9)	10.9% (27)	44.8% (112)	40.7% (102)	4.23	0.783

practices for enhancing teaching and learning	(0)	(9)	(27)	(111)	(101)		
The head teacher supports the use of diverse evaluation methods to assess pupil progress and instructional effectiveness	0.8% (2)	4% (10)	8.9% (22)	56.9% (141)	29.4% (73)	4.10	0.781
The head teacher actively promotes a culture of continuous improvement through evaluation	1.6% (4)	7.3% (18)	9.7% (24)	49.6% (123)	31.9% (79)	4.03	0.924
Head teacher supports the use of diverse evaluation methods to assess pupil progress and instructional effectiveness	0% (0)	2% (5)	14.5% (36)	54% (134)	29.4% (73)	4.11	0.714

**Source: Primary data (2024)**

Findings from the table 4.8 above indicate that most of the respondents 244(98.4%) agreed that the head teacher provides opportunities for staff to learn and implement new teaching methods, while only 4(1.6%) were undecided. The mean was 4.43 and standard deviation was 0.527 implies that most respondents were in agreement with the statement that the head teacher provides opportunities for staff to learn and implement new teaching methods. Those respondents that were not sure were either relatively new or simply concealed information. In confirmation of this finding, Key Informant D said;

“...we provides opportunities for staff to learn and implement new teaching methods in classrooms which have helped our teachers to improve on their performance. Teachers are able to get equipped with new teaching skills, making them to become competent enough to handle teaching-learning processes...” (Head teacher H from School L)

This means that the opportunities for staff to learn and implement new teaching methods if properly built could influence the teacher performance in government-aided primary schools in Jinja District.

It was established that 229(92.3%) agreed that their head teacher supports the use of diverse and innovative teaching methods in the classroom, yet 8(3.2%) disagreed while 11(4.4%) were not sure with the statement. The mean was 4.20 and standard deviation was 0.667 which implies that most respondents were in agreement with the statement that with the statement. Those respondents that disagreed could be among the few workers in the government-aided primary schools that didn't know much about head teacher's supervisory role while those that were not sure were either relatively new or simply concealed information. This means that head teacher's supervisory role if properly developed could influence the teacher performance in government-aided primary schools in Jinja District. One of the interviewed key participants had these to say;

“.... using different teaching strategies allow teachers to be flexible and adapt their approaches based on the needs of individual learners, the content being taught, and the overall classroom dynamics.....enabling teachers to monitor classes actively, gaining deeper insights into learners' challenges and learning capabilities beyond what traditional grades...” (Head teacher F from School A)

This implies that the use of diverse and innovative teaching methods equip teachers with the potential to better prepare learners for the demands of a world that is changing quickly while also increasing the efficacy and relevance of education. Innovative teaching methods extend beyond the mere incorporation of cutting-edge teaching methods. Innovative teaching has the potential to better prepare learners for the demands of a world that is changing quickly while also increasing the efficacy and relevance of education.

The findings further indicated that majority of the respondents 228(92%) agreed that their head teacher understands the importance of effective teaching methods for pupil success while only 20(8%) of the respondents were not sure. The mean was 4.38 and standard deviation was 0.631

implies that most respondents were in agreement with the statement that their head teacher understands the importance of effective teaching methods for pupil success. Those respondents that were not sure were either relatively new or simply concealed information. One of the interviewed participants had these to say;

“... effective teaching methods benefit the broader community by nurturing educated, skilled and socially responsible citizens. This prepares pupils for success beyond high school while contributing to enhanced economic growth, reduced inequality and strengthened social bonds...” (DEO, 2024)

This means that teaching methods and costs if properly developed could influence teacher performance in government-aided primary schools in Jinja District. Teachers engaging in high-quality teaching practices brings them greater job satisfaction and a deep sense of professional fulfillment. This positive cycle boosts teacher morale and motivation, which helps to create a more lively and dynamic classroom atmosphere.

The study found that only 212(85.5%) of the respondents agreed that the head teacher clearly communicates expectations regarding assessment practices while 10(3%) disagreed and 26(10.5%) were not sure with the statement. The mean was 4.13 and standard deviation was 0.815 which implies that most respondents were in agreement with the statement that the head teacher clearly communicates expectations regarding assessment practices. Those respondents that disagreed could be the among the few teachers that did not know much that the head teacher clearly communicates expectations regarding assessment practices while those that were not sure were either relatively new or simply concealed information. In confirmation of this finding, Key Informant H said;

“...as a head teacher, I communicate expectations regarding assessment programs to teachers to ensure that they plan very well the assessments for our learners....” (Head teacher T from School C)

This implies that the assessment expectation is always timely and well communicated to teaching staff by the school managers. Head teachers adequately get information about assessment data that influence program and school decisions. School assessment also provides other school stakeholders with feedback about school performance.

It was established that only 234(94.4%) of the respondents agreed that the head teacher supports the use of a variety of assessment methods to meet diverse pupil needs, yet 4(1.6%) disagreed while 10(4%) were not sure with the statement. The mean was 4.29 and standard deviation was 0.620 implies that most respondents were in agreement with the statement that the head teacher supports the use of a variety of assessment methods to meet diverse pupil needs. Those respondents that disagreed could be the among the many teachers that did not have any knowledge on the variety of assessment methods while those that were not sure were either relatively new or simply concealed information. One of the interviewed participants had these to say:

“...offering a variety of assessment methods ensures every pupil has the best possible chance to demonstrate their learning. To effectively demonstrate their learning in a variety of ways fosters a greater sense of ownership, leading to deeper and increased engagement. Thus, assessment promotes the development of different skills....” (Head teacher K from School G)

This implies that in the public primary schools investigated, there were a variety of assessment methods which are likely to promote practices into daily teaching which is likely to affect teacher performance in government-aided primary schools positively.

The findings further indicated that only 213(85.8%) of the respondents agreed that the head teacher actively promotes the integration of assessment practices into daily teaching while 19(4%) disagreed and 25(10.1%) were not sure with the statement. The mean was 4.12 and standard deviation was 0.743 implies that most respondents were in agreement with the statement that the head teacher actively promotes the integration of assessment practices into daily teaching. Those respondents that disagreed could be the among the few teachers that did not have any knowledge on the integration of assessment practices into daily teaching while those that were not sure were either relatively new or simply concealed information. In confirmation Key 6 interviewed said;

“.....as a head teacher, I encourage the integration of assessment practices into daily teaching as a form of knowing whether the learners have understood what the teacher has taught in that lesson.....” (Head teacher 6 from School N)

This implies that at the public primary schools investigated, there was integration of assessment practices into daily teaching which is likely to result into guided daily teaching at the public primary schools which is likely to affect teacher performance in government-aided primary schools positively.

Findings from the table 4.8 above indicate that most of the respondents 212(85.5%) agreed that the head teacher understands the significance of effective evaluation practices for enhancing teaching and learning, while 9(3.6%) disagreed and only 27(10.9%) were undecided. The mean was 4.23 and standard deviation was 0.783 implies that most respondents were in agreement with the statement that the head teacher understands the significance of effective evaluation practices for enhancing teaching and learning. Those respondents that disagreed could be the among the few teachers in the government-aided primary schools that didn't know much about

head teacher's supervisory role while those that were not sure were either relatively new or simply concealed information. This means that teaching methods if properly built could influence the teacher performance in government-aided primary schools in Jinja District.

It was established that 214(86.3%) agreed that the head teacher supports the use of diverse evaluation methods to assess pupil progress and instructional effectiveness, while 12(4.8%) disagreed, yet 22(8.9%) were not sure with the statement. The mean was 4.10 and standard deviation was 0.781 which implies that most respondents were in agreement with the statement that the head teacher supports the use of diverse evaluation methods to assess pupil progress and instructional effectiveness. Those respondents that disagreed could be the among the few teachers in the government-aided primary schools that didn't know much about head teacher's supervisory role while those that were not sure were either relatively new or simply concealed information. One of the interviewed head teachers had these to say:

“.... diversifying assessment methods can also allow greater range of learners to demonstrate their abilities, particularly when academic design methods to be inclusive. Thus, adopting a blend of assessment methods can make a significant, positive impact on learners' academic outcomes....” (Head teacher R from School C)

This means that assessment if properly developed could influence the teacher performance in government-aided primary schools in Jinja District. Having diversifying assessment can help to ensure that learning is more inclusive and engaging for learners. It does not only help the pupils demonstrate their learning and knowledge on a given topic, it also gives the teacher an opportunity to understand why learners challenge in classroom.

The findings further indicated that majority of the respondents 202(81.5%) agreed that the head teacher actively promotes a culture of continuous improvement through evaluation while only

22(8.9%) disagreed and 24(8.9%) of the respondents were not sure. The mean was 4.03 and standard deviation was 0.924 implies that most respondents were in agreement with the statement that the head teacher actively promotes a culture of continuous improvement through evaluation. Those respondents that were not sure were either relatively new or simply concealed information. This means that evaluation and costs if properly developed could influence the teacher performance in government-aided primary schools in Jinja District.

The study found that only 207(83.4%) of the respondents agreed that the head teacher supports the use of diverse evaluation methods to assess pupil progress and instructional effectiveness while 5(2%) disagreed and 36(14.5%) were not sure with the statement. The mean was 4.11 and standard deviation was 0.714 which implies that most respondents were in agreement with the statement that the head teacher supports the use of diverse evaluation methods to assess pupil progress and instructional effectiveness. Those respondents that disagreed could be among the teachers that did not possess knowledge of any body employed in government-aided primary schools. One of the interviewed participants noted that;

“...assessment of pupils provides a measure of a school’s effectiveness. By comparing learner assessment results within a school, across different education institutions and even on a national or international scale, education managers or authorities can easily identify trends, areas of successes and weaknesses. This eventually helps inform decisions on policy, funding/financing and teacher training....” (DEO, 2024)

This implies that pupil assessment is a multifaceted tool that helps to ensure successful learning. It allows teachers to tailor their teaching initiatives to meet individual learner needs, monitor learner progress, stimulating critical thinking and preparing learners for real-life situations. Understanding its importance is vital for any teacher aiming to make a meaningful

impact on their learners' lives. Without effective assessments, teaching risks becoming disconnected from learning, depriving learners of the guidance and stimulation they need to reach their full potential.

**Correlation between head teacher's instructional supervision and teacher performance in government aided primary schools in Jinja District**

It was necessary to find out if there was a relationship between head teacher's instructional supervision and teacher performance in government-aided primary schools in Jinja District. The study used the Pearson Product Moment correlation coefficient technique. The findings are displayed in Table 4.9.

**Table 4.9: Correlation Results for Head Teacher's Instructional Supervision and Teacher Performance in Government-Aided Primary Schools**

		Head teacher's instructional supervision	Teacher performance
Head teacher's instructional supervision	Pearson Correlation	1	0.640**
	Sig. (1-tailed)		0.000
	N	248	248
Teacher performance	Pearson Correlation	0.640**	1
	Sig. (1-tailed)	0.000	
	N	248	248

\*\* . Correlation is significant at the 0.01 level (1-tailed).

**Source: Primary data (2024)**

Table 4.9 above shows a strong positive significant correlation between head teacher's instructional supervision and teacher performance in government-aided primary schools in Jinja District ( $r= 0.640^{**}$   $p > 0.05$ ). This means that head teacher's instructional supervision and teacher performance in government-aided primary schools in Jinja District move in the

same direction. Therefore, putting in place teaching methods, assessment, evaluation and costs other factors remaining constant is most likely to significantly improve teacher performance in government-aided primary schools in Jinja District.

### Testing Hypothesis

The hypothesis that was tested stated that “There is a positive relationship between head teacher’s instructional supervision and teacher performance in government-aided primary schools” ( $\alpha$  = Level of significance,  $\alpha = 0.05$ ). Test is done using coefficient of determination. The result is presented in Table 4.10.

**Table 4.10: Model Summary on Head Teacher’s Instructional Supervision and Teacher Performance in Government Aided Primary Schools**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.730 <sup>a</sup>	0.533	0.520	0.17482

a. Predictors: (Constant), head teacher’s instructional supervision

### Source: Primary data (2024)

Table 4.10 shows that 0.533 or 53.3% of the variation in teacher performance in government-aided primary schools in Jinja District was a result of changes in head teacher’s instructional supervision. The R square tells how a set of independent variables explains variations of a dependent variable (Mugenda & Mugenda, 1999). This implies that 53.3% of the variation in teacher performance in government-aided primary schools in Jinja District can be explained by head teacher’s instructional supervision. Further analysis was done by computing the Analysis of Variance (ANOVA) as presented in Table 4.11.

**Table 4.11: Showing Analysis of Variance (ANOVA) result**

**ANOVA<sup>a</sup>**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	18.660	1	18.660	53.615	0.000 <sup>b</sup>
Residual	85.619	246	0.348		
Total	104.279	247			

a. Dependent Variable: teacher performance

b. Predictors: (Constant), head teacher's instructional supervision

**Source: Primary data (2024)**

Table 4.11 shows that the effect of head teacher's instructional supervision on teacher performance in government-aided primary schools in Jinja District was positive and significant (Sig. = 0.000<sup>b</sup>, P = .001 < 0.05, F = 53.615). This meant that the model is significant because its significance value is less than 0.05. Therefore, the alternative hypothesis which stated that there is a significant positive relationship between head teacher's instructional supervision and teacher performance in government-aided primary schools was accepted.

**4.4.3 Head Teacher's Administrative Supervision and Teacher Performance in Government-Aided Primary Schools in Jinja District**

This section presents results on M&E systems process. For this particular research, strongly agree and agree are considered to refer to agree and strongly disagree and disagree are considered to refer to disagree. Mean and Standard deviation are as well applied in the analysis of data as presented in Table 4.12.

**Table 4.12: Opinions regarding Head Teacher’s Administrative Supervision**

Head Teacher’s administrative Supervision	SD	D	NS	A	SA	Mean	Std Dev
My head teacher understands the importance of effective timetabling for school operations	0% (0)	0.4% (1)	6% (15)	48.4% (120)	45.2% (112)	4.38	0.619
In my school timetabling processes are clearly communicated by the head teacher	0% (0)	2.4% (6)	2% (5)	58.1% (144)	37.5% (93)	4.31	0.632
My head teacher ensures that timetabling meets the needs of both pupils and staff	0% (0)	0% (0)	9.7% (24)	52.8% (131)	37.5% (93)	4.28	0.629
My head teacher actively participates in the creation and adjustment of the school timetable	0% (0)	4% (10)	16.9% (42)	56.5% (140)	22.6% (56)	3.98	0.747
The head teacher understands the importance of effective resource allocation for school success	0% (0)	2% (5)	14.9% (37)	44.8% (111)	38.3% (95)	4.67	0.426
The head teacher communicates the criteria for resource allocation clearly to all staff	0% (0)	4.4% (11)	19.4% (48)	52.4% (130)	23.8% (59)	3.96	0.781
My head teacher understands the importance of adherence to school policies and regulations	0% (0)	0.4% (1)	13.7% (34)	50% (124)	35.9% (89)	4.21	0.684
My head teacher understands the importance of effective teaching methods for pupil success	0% (0)	2.4% (6)	6.5% (16)	41.9% (104)	49.2% (122)	4.38	0.715
The head teacher supports the use of diverse and innovative teaching methods in the classroom	1.6% (4)	5.2% (13)	5.6% (14)	59.3% (147)	28.2% (70)	4.08	0.838

**Source: Primary data (2024)**

Findings from the table 4.12 above indicate that 232(93.6%) of the respondents agreed that their head teacher understands the importance of effective timetabling for school operations, while only 1(0.4%) disagreed and 15(6%) were undecided. The mean was 4.38 and standard deviation was 0.619 implies that most respondents were in agreement with the statement that

their head teacher understands the importance of effective timetabling for school operations. Those respondents that disagreed could be the among the still few teachers in the government-aided primary schools that didn't know much about head teacher's supervisory role while those that were not sure were either relatively new or simply concealed information. One of the interviewed participants had these to say;

“... timetables give teachers, learners and administrators a clear picture of what's happening in the classroom at any given time. Teachers who follow a timetable are more likely to manage their time well, finish their tasks on time, and their learners get better grades....” (Head teacher C from School F)

This means that the government-aided primary schools in Jinja District investigated have established head teacher's supervisory roles. This implies that head teacher's supervisory role if properly established in government-aided primary schools could positively influence the teacher performance in primary schools.

The findings further indicated that only 237(95.6%) of the respondents agreed that in their school timetabling processes are clearly communicated by the head teacher; 6(2.4%) disagreed while only 5(2%) of the respondents were not sure. The mean was 4.31 and standard deviation was 0.632 implies that most respondents were in agreement with the statement that in their school timetabling processes are clearly communicated by the head teacher. Those respondents that disagreed could be the among the few respondents that did not know much about time tabling process while those that were not sure were either relatively new or simply concealed information.

“...when timetabling is clear communicated to teachers by the school managers, it acts as a blueprint for their teaching schedule, providing a systematic approach to covering all the necessary subjects and topics within a given timeframe....” (DEO, 2024)

This implies that at the government-aided primary schools investigated, there was time tabling process which is likely to result into clearly communication by the head teacher which is likely to affect the teacher performance positively. Timetable management allows teachers to quickly organize and sort out the subjects and time allocated to each of them according to the class and teaching staff.

Findings from the table 4.12 indicate that 224(90.3%) of the respondents agreed that their head teacher ensures that timetabling meets the needs of both pupils and staff, while only 24(9.7%) were undecided. The mean was 4.28 and standard deviation was 0.629 implies that most respondents were in agreement with the statement that their head teacher ensures that timetabling meets the needs of both pupils and staff. Those respondents that were not sure were either relatively new or simply concealed information. This means that the government-aided primary schools in Jinja District investigated had established time tabling process. This implies that time tabling process if properly established in government-aided primary schools could positively influence the teacher performance.

It was established that 196(79.1%) of the respondents agreed that their head teacher actively participates in the creation and adjustment of the school timetable, yet 10(4%) disagreed with the statement and 42(16.9%) were not sure about the statement. The mean was 3.98 and standard deviation was 0.747 implies that most respondents were in agreement with the statement that their head teacher actively participates in the creation and adjustment of the school timetable. One of the key participants noted that;

“.... those respondents that disagreed could be among the few respondents in the public primary schools that either didn’t know much about head teacher’s supervisory role or did not see the established school time table....” (Head teacher R from School D)

This implies that school time table if properly established in government-aided primary schools could positively influence the teacher performance in government-aided primary schools.

The findings further indicated that only 206(83.1%) of the respondents agreed that the head teacher understands the importance of effective resource allocation for school success while 5(2%) disagreed and only 37(14.9%) were not sure. The mean was 4.67 and standard deviation was 0.426 implies that most respondents were in agreement with the statement that the head teacher understands the importance of effective resource allocation for school success. Those respondents that disagreed could be the among the few respondents in the government-aided primary schools that either didn't know much about head teacher's supervisory role or did not see the established resource allocation process. One of the key participants had these to say;

“...effectively allocating resources help teachers to achieve their goals on time and on budget. Teachers are able to plan for their time schedule effectively to effective and timely finish the syllabus content. School can use proper resource allocation process to drive better resource utilization, teachers' satisfaction and retention....”  
(Head teacher F from School M)

This implies that resource allocation process if properly established in government-aided primary schools could positively influence the teacher performance in primary schools. An effective system of allocating resources may optimize utilization rates without overburdening of individuals.

The majority of the respondents 189(76.2%) agreed that the head teacher communicates the criteria for resource allocation clearly to all staff while 11(4.4%) disagreed and only 48(19.4%) of the respondents were not sure. The mean was 3.96 and standard deviation was 0.781 implies that most respondents were in agreement with the statement that the head teacher

communicates the criteria for resource allocation clearly to all staff. Another participant noted that;

“... those respondents that disagreed could be the among the few respondents in the public primary schools that either didn't know much about head teacher's supervisory role or did not know whether there was resource allocation process...” (Head teacher R from School C)

This implies that resource allocation process if properly done in government-aided primary schools could positively influence the teacher performance such government-aided primary schools.

It was also established that only 213(85.9%) of the respondents agreed that their head teacher understands the importance of adherence to school policies and regulations, yet only 1(0.4%) disagreed with the statement and 34(32%) of the respondents said they were not sure. The mean was 4.21 and standard deviation was 0.684 implies that most respondents were in agreement with the statement that their head teacher understands the importance of adherence to school policies and regulations. Those respondents that disagreed could be the among the few respondents that did not know much about head teacher's supervisory role while those that were not sure were either relatively new or simply concealed information. One of the key participants noted:

“...rules and regulations in schools plat a critical role in creating a structured and safe educational environment. They help ensure the safety of learners by establishing clear guidance for behavior, preventing bullying and managing emergencies. Such regulations create a conducive teaching atmosphere where teachers can focus on their teaching without distractions...” (Head teacher R from School F)

This implies that at the government-aided primary schools investigated, the head teacher understands the importance of adherence to school policies and regulations which is likely to affect the teacher performance positively.

The findings further indicated that only 226(91.1%) of the respondents agreed that their head teacher understands the importance of effective teaching methods for pupil success; 6(2.4%) disagreed while only 16(6.5%) of the respondents were not sure. The mean was 4.38 and standard deviation was 0.715 implies that most respondents were in agreement with the statement that their head teacher understands the importance of effective teaching methods for pupil success. One of the head teachers noted that;

“.... those respondents that disagreed could be the among the few respondents that did not know the importance of effective teaching methods for pupil success while those that were not sure were either relatively new or simply concealed information....”  
(DEO, 2024)

This implies that at the government-aided primary schools investigated, they knew importance of effective teaching methods for pupil success which is likely to affect the teacher performance positively.

The study found that majority 217(87.5%) of the respondents agreed that the head teacher supports the use of diverse and innovative teaching methods in the classroom while only 17(6.8%) of the respondents disagreed against the statement and 14(5.6%) of the respondents were not sure. The mean was 4.08 and standard deviation was 0.838 implies that most respondents were in agreement with the statement that the head teacher supports the use of diverse and innovative teaching methods in the classroom. Those respondents that disagreed could be among the few teachers that did not know about use of diverse and innovative

teaching methods in the classroom. This implies that at the government-aided primary schools investigated, the teachers use diverse and innovative teaching methods in the classroom which is likely to affect their performance positively.

**Correlation between head teacher’s administrative supervision and teacher performance in government-aided primary schools in Jinja District**

It was necessary to find out if there was a relationship between head teacher’s administrative supervision and teacher performance in government-aided primary schools in Jinja District. The study used the Pearson Product Moment correlation coefficient technique. The findings are displayed in Table 4.13.

**Table 4.13: Correlation Results for Head Teacher’s Administrative Supervision and Teacher Performance in Government-Aided Primary Schools**

		Head teacher’s administrative supervision	Teacher performance
Head teacher’s administrative supervision	Pearson Correlation	1	0.423**
	Sig. (1-tailed)		0.002
	N	248	248
Teacher performance	Pearson Correlation	0.423**	1
	Sig. (1-tailed)	0.002	
	N	248	248

\*\* . Correlation is significant at the 0.01 level (1-tailed).

**Source: Primary data (2024)**

Table 4.13 above shows a moderate positive significant correlation between head teacher’s administrative supervision and teacher performance in government-aided primary schools in Jinja District ( $r= 0.423^{**}$   $p < 0.05$ ). This means that head teacher’s administrative supervision and teacher performance in government-aided primary schools in Jinja District move in the same direction. Therefore, putting in place time tabling, resource allocation, compliance and costs other factors remaining constant is most likely to significantly improve teacher performance in government-aided primary schools in Jinja District.

### Testing Hypothesis

The hypothesis that was tested stated that “There is a positive relationship between head teacher’s administrative supervision and teacher performance in government-aided primary schools” ( $\alpha =$  Level of significance,  $\alpha = 0.05$ ). Test is done using coefficient of determination. The result is presented in Table 4.14.

**Table 4.14: Model Summary on Head Teacher’s Administrative supervision and Teacher Performance in Public Primary Schools**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.814 <sup>a</sup>	0.662	0.653	0.14874

a. Predictors: (Constant), head teacher’s administrative supervision

### Source: Primary data (2024)

Table 4.14 shows that 0. 662 or 66.2% of the variation in teacher performance in government-aided primary schools in Jinja District was a result of changes in head teacher’s administrative supervision. The R square tells how a set of independent variables explains variations of a dependent variable (Mugenda & Mugenda, 1999). This implies that 66.2% of the variation in

teacher performance in government-aided primary schools in Jinja District can be explained by head teacher’s administrative supervision. Further analysis was done by computing the Analysis of Variance (ANOVA) as presented in Table 4.15.

**Table 4.15: Showing Analysis of Variance (ANOVA) result.**

**ANOVA<sup>a</sup>**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	3.658	1	3.658	8.942	0.003 <sup>b</sup>
Residual	100.622	246	0.409		
Total	104.279	247			

a. Dependent Variable: teacher performance

b. Predictors: (Constant), head teacher’s administrative supervision

**Source: Primary data (2024)**

Table 4.15 shows that the effect of head teacher’s administrative supervision on teacher performance in government-aided primary schools in Jinja District was positive and significant (Sig. = 0.003<sup>b</sup>, P =.001 <0.05, F= 8.942). This meant that the model is significant because its significance value is less than 0.05. Therefore, the alternative hypothesis which stated that there is a significant positive relationship between head teacher’s administrative supervision and teacher performance in government-aided primary schools was accepted.

#### **4.3.4 Head Teacher’s Professional Development Supervision and Teacher Performance in Government-Aided Primary Schools in Jinja District**

This section presents results on Head Teacher’s Professional Development Supervision. For this particular research, strongly agree and agree are considered to refer to agree and strongly disagree and disagree are considered to refer to disagree. Mean and Standard deviation are as well applied in the analysis of data as presented in Table 4.16.

**Table 4.16: Opinions regarding Head Teacher’s Professional Development Supervision**

<b>Head Teacher’s Professional Development Supervision</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Std Dev</b>
The mentorship programs provided through professional development have enhanced my teaching skills	0% (0)	0% (0)	8.9% (22)	60.1% (149)	31% (77)	4.22	0.593
I feel more confident in mentoring other teachers after participating in professional development sessions	0% (0)	0% (0)	6.9% (17)	51.2% (127)	41.9% (104)	4.35	0.613
The goals of the mentorship program are clear and aligned with my professional growth needs	1.2% (3)	2.8% (7)	10.5% (26)	52.4% (130)	33.1% (82)	4.13	0.801
Mentorship programs in our school are well-structured and organized	1.6% (4)	3.6% (9)	6.5% (16)	53.6% (133)	33.1% (82)	4.77	1.972
My head teacher provides clear guidance to mentors and mentees	2% (5)	2.8% (7)	6.9% (17)	53.2% (132)	35.1% (87)	4.65	1.980
My head teacher recognizes coaching as an essential component of professional development	5.6% (14)	12.1% (30)	16.9% (42)	44% (109)	21.4% (53)	3.63	1.116
My head teacher ensures that coaching opportunities are accessible to all staff members	3.6% (9)	13.7% (34)	16.9% (42)	35.1% (87)	30.6% (76)	3.75	1.138
My head teacher views performance management as a critical aspect of professional development	1.6% (4)	2.4% (6)	12.1% (30)	43.5% (108)	40.3% (100)	4.19	0.857

**Source: Primary data (2024)**

Findings from the table 4.16 above indicate that almost all of the respondents 226(91.1%) agreed that the mentorship programs provided through professional development have enhanced their teaching skills, while 22(8.9%) of the respondents were not sure about the

statement. The mean was 4.22 and standard deviation was 0.593 implies that most respondents were in agreement with the statement that the mentorship programs provided through professional development have enhanced their teaching skills. One of the interviewed participants had these to say;

“... successful mentorships can improve beginner teacher retention and even boosts pupil achievement. Mentoring is vital as it brings about changes in pedagogical practices. Through mentoring, teachers are guided, supported and taught to transform their classroom practices. Such transformation improves mentees reparations, teaching quality and learning environment leading to teacher effectiveness...” (Head teacher F from School D)

This means that almost all participants were in agreement regarding the mentorship programs that could play in improving teacher performance in government-aided primary schools in Jinja District. This implies that head teacher’s professional development supervision if established could influence the teacher performance in government-aided primary schools in Jinja District.

It was also established that 231(93.1%) of the respondents agreed that they feel more confident in mentoring other teachers after participating in professional development sessions, yet 17(6.9%) were not sure with the statement. The mean was 4.35 and standard deviation was 0.613 implies that most respondents were in agreement with the statement that they feel more confident in mentoring other teachers after participating in professional development sessions. Those respondents that were not sure were relatively new or simply concealed information. One of the participants noted that;

“... mentoring processes guide mentees to develop their talents, skills, knowledge and change attitudes towards teaching. It is a liberating approach to teaching couched in an act of cognition not in the transfer of information...” (DEO, 2024)

This implies that at the government-aided primary schools investigated, there were proper mentorship programs which are likely to result into enhanced teaching skills which are likely to affect the teacher performance positively.

The findings further indicated that 212(85.5%) of the respondents agreed that the goals of the mentorship program are clear and aligned with their professional growth needs; 10(4%) disagreed with the statement while 26(10.5%) of the respondents were not sure. The mean was 4.13 and standard deviation was 0.801 implies that most respondents were in agreement with the statement that the goals of the mentorship program are clear and aligned with their professional growth needs. One key participant noted that;

“...those respondents that disagreed could be the among the few respondents in the public primary schools that either didn’t know much about head teacher’s supervisory role or did not have any mentorship program while those that were not sure were either relatively new or simply concealed information....” (Head teacher R from School D)

This means that majority of the participants were in agreement regarding the mentorship program that could play in improving teacher performance in government-aided primary schools in Jinja District. This implies that mentorship programs if properly done could influence the teacher performance in government-aided primary schools in Jinja District.

It was established that 215(86.7%) agreed that mentorship programs in their schools are well-structured and organized, while 13(5.2%) disagreed, yet 16(6.5%) of the respondents were not sure. The mean was 4.77 and standard deviation was 1.972; implies that most respondents were in agreement with the statement that mentorship programs in their schools are well-structured and organized. Similarly, another interviewed participant noted that;

“...those respondents that disagreed could be among the few respondents in the government-aided primary schools that either didn't know much about head teacher's supervisory role or did not see any mentorship program taking place...” (Head teacher R from School A)

This means that majority of the participants were in agreement regarding the organized mentorship program that could play in improving teacher performance in government-aided primary schools in Jinja District. This implies that structured mentorship programs if properly done could influence the teacher performance in such government-aided primary schools in Jinja District.

The study found that majority 219(88.3%) of the respondents agreed that their head teacher provides clear guidance to mentors and mentees while only 12(4.8%) of the respondents disagreed against the statement and 17(6.9%) were not sure. The mean was 4.65 and standard deviation was 1.980 implies that most respondents were in agreement with the statement that their head teacher provides clear guidance to mentors and mentees. Those respondents that disagreed could be among the few respondents that did not see any clear guidance to mentors and mentees in primary schools. This implies that at the primary schools investigated, there was established clear guidance to mentors and mentees which is likely to result into improved teacher performance which is likely to affect the teacher performance positively.

The majority of the respondents 162(65.4%) agreed that their head teacher recognizes coaching as an essential component of professional development while 44(17.7%) disagreed against the statement and 42(16.9%) were not sure. The mean was 3.63 and standard deviation was 1.116 implies that most respondents were in agreement with the statement that their head teacher recognizes coaching as an essential component of professional development. Another interviewed participant also noted that;

“...those respondents that disagreed could be the among the few respondents that did not recognize coaching as an essential component of professional development while those that were not sure were either relatively new or simply concealed information...” (Head teacher C from School F)

This implies that at the government-aided primary schools investigated, the head teacher recognizes coaching as an essential component of professional development which is likely to affect the teacher performance positively.

It was also established that majority of the respondents 163(65.7%) agreed that their head teacher ensures that coaching opportunities are accessible to all staff members while 43(17.3%) disagreed and 42(16.9%) of the respondents were not sure. The mean was 3.75 and standard deviation was 1.138 implies that most respondents were in agreement with the statement that their head teacher ensures that coaching opportunities are accessible to all staff members. This means that majority of the participants were in agreement regarding the coaching opportunities being accessible to all staff members at the government-aided primary schools in Jinja District. This implies that government-aided primary schools investigated, the coaching opportunities are accessible to all staff members which is likely to affect the teacher performance positively.

The findings further indicated that majority of the respondents 208(83.8%) agreed that their head teacher views performance management as a critical aspect of professional development while 10(4%) disagreed and 30(12.1%) of the respondents were not sure. The mean was 4.19 and standard deviation was 0.857 implies that most respondents were in agreement with the statement that their head teacher views performance management as a critical aspect of professional development. This means that majority of the participants were in agreement regarding the critical aspect of professional development in Jinja District. Those respondents that disagreed could be the among the few respondents that did not know about the critical

aspect of professional development while those that were not sure were relatively new or simply concealed information. This implies that at government-aided primary schools investigated, there was critical aspect of professional development which is likely to affect the teacher performance positively.

**Correlation between Head Teacher’s professional development Supervision and Teacher Performance in Government-Aided Primary Schools in Jinja District**

It was necessary to find out if there was a relationship between head teacher’s professional development supervision and teacher performance in government-aided primary schools in Jinja District. The study used the Pearson Product Moment correlation coefficient technique. The findings are displayed in Table 4.17.

**Table 4.17: Correlation Results for Head Teacher’s professional development Supervision and Teacher Performance in Government Aided Primary Schools**

		Head teacher professional development supervision	Teacher performance
Head teacher professional development supervision	Pearson Correlation	1	0.187**
	Sig. (1-tailed)		0.156
	N	248	248
Teacher performance	Pearson Correlation	0.187**	1
	Sig. (1-tailed)	0.156	
	N	248	248

Source: Primary data (2024)

Table 4.17 above shows a weak positive significant correlation between head teacher’s professional development supervision and teacher performance in government-aided primary schools in Jinja District ( $r= 0.187^{**}$   $p < 0.05$ ). This means that head teacher’s professional development supervision and teacher performance in government-aided primary schools in Jinja District move in the same direction. Therefore, putting in place mentorship, coaching, performance management and costs other factors remaining constant is most likely to significantly improve teacher performance in government-aided primary schools in Jinja District.

### Testing Hypothesis

The hypothesis that was tested stated that “There is a positive relationship between head teacher’s professional development supervision and teacher performance in government-aided primary schools” ( $\alpha =$  Level of significance,  $\alpha = 0.05$ ). Test is done using coefficient of determination. The result is presented in Table 4.18.

**Table 4.18: Model Summary on Head Teacher’s Administrative Supervision and Teacher Performance in Government-Aided Primary Schools**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.739a	0.546	0.533	0.17246

a. Predictors: (Constant), head teacher professional development supervision

**Source: Primary data (2024)**

Table 4.14 shows that 0.546 or 54.6% of the variation in teacher performance in government-aided primary schools in Jinja District was a result of changes in head teacher’s administrative supervision. The R square tells how a set of independent variables explains variations of a

dependent variable (Mugenda & Mugenda, 1999). This implies that 54.6% of the variation in teacher performance in government-aided primary schools in Jinja District can be explained by head teacher’s administrative supervision. Further analysis was done by computing the Analysis of Variance (ANOVA) as presented in Table 4.19.

**Table 4.19: ANOVA<sup>a</sup>**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	.432	1	.432	1.023	.313 <sup>b</sup>
Residual	103.847	246	.422		
Total	104.279	247			

a. Dependent Variable: teacher performance

b. Predictors: (Constant), head teacher professional development supervision

**Source: Primary data (2024)**

Table 4.19 shows that the effect of head teacher’s professional development supervision on teacher performance in government-aided primary schools in Jinja District was positive and significant (Sig. = 0.313<sup>b</sup>, P = .001 < 0.05, F = 1.023). This meant that the model is significant because its significance value is less than 0.05. Therefore, the alternative hypothesis which stated that there is a significant positive relationship between head teacher’s professional development supervision and teacher performance in government-aided primary schools was accepted.

### 4.3.5 Multiple Regression Analysis on the influence of Head Teacher’s Supervisory role and Teacher Performance in Government-Aided Primary Schools in Jinja District.

Multiple Regression Analysis was performed purposely to examine the strongest predictor variable of head teacher’s supervisory role. The aim was to establish which of the 3 components of head teacher’s supervisory role i.e., head teacher’s instructional supervision; head teacher’s administrative supervision; and head teacher professional development supervision has the strongest predictive power on the dependent variable i.e., teacher performance in government-aided primary schools.

**Table 4.20: Coefficients for Head Teacher’s Supervisory role and Teacher Performance in Government-Aided Primary Schools**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.896	0.371		5.116	0.000
Head teacher’s instructional supervision	0.734	0.109	0.495	6.761	0.000
Head teacher’s administrative supervision	0.094	0.070	0.096	1.341	0.181
Head teacher professional development supervision	0.037	0.043	0.052	0.864	0.388

a. Dependent Variable: teacher performance

**Source: Primary data (2024)**

Basing on the linear regression equation below

$$Y = \alpha + \beta X_1 + \beta X_2 + \beta X_3 + \varepsilon$$

Where,  $Y$  is the value of teacher performance in public primary schools (dependent variable) and  $X_1$  is the value of head teacher's instructional supervision,  $X_2$  is the value of head teacher's administrative supervision,  $X_3$  is the value of head teacher professional development supervision,  $\beta$  is the Beta coefficient of the independent variable (Slope/gradient),  $\alpha$  is the intercept (constant) and  $\epsilon$  is the error term. Substituting the values in Table 4.23 in the linear regression Equation

$$Y = 1.896 + 0.734 X_1 + 0.094 X_2 + 0.037X_3 + \epsilon$$

As reflected in table 4.20, the constant value of 1.896 is the value of teacher performance in public primary schools ( $Y$ ) when the effect of the predictor variables is zero (all other factors constant). The equation also showed that all factors are constant; a unit increase in head teacher's instructional supervision results in 0.734 increases in teacher performance in government-aided primary schools. The model indicates a positive significant relationship between head teacher's instructional supervision and teacher performance in government-aided primary schools ( $\beta=0.495$ ,  $p=.000$ ,  $< 0.05$ ).

The regression equation also showed that all factors are constant; a unit increase in head teacher's administrative supervision results in 0.094 increase in teacher performance in government-aided primary schools. The model indicates a positive significant relationship between head teacher's administrative supervision and teacher performance in government-aided primary schools ( $\beta= 0.096$ ,  $p=.181$ ,  $>0.05$ ).

The equation also showed that all factors constant; a unit increase in head teacher professional development supervision results in 0.037 increase in teacher performance in government-aided primary schools. The model indicates a positive significant relationship between head teacher

professional development supervision and teacher performance in government-aided primary schools ( $\beta= 0.052, p =.388, >0.05$ ).

Basing on the results from multiple regression analysis, teacher performance in government-aided primary schools in the sampled schools is mostly affected by head teacher's instructional supervision ( $\beta=0.495, p=.000, < 0.05$ ), followed by head teacher's administrative supervision ( $\beta= 0.096, p=.181, >0.05$ ) and lastly by head teacher professional development supervision ( $\beta= 0.052, p =.388, >0.05$ ).

## **CHAPTER FIVE**

### **SUMMARY AND DISCUSSION**

#### **5.0 Introduction**

This study investigated the relationship between head teacher's supervisory role and teacher performance in selected government-aided primary schools in Jinja District. Analyzing, presenting, and evaluating data obtained from teachers in selected government-aided primary schools in Jinja District was the focus of the preceding chapter. In accordance with the three distinct study objectives, this chapter provides the summary, and discussion.

#### **5.1 Summary of the study findings**

This section presents the summary of findings in line with the specific objectives of the study.

##### **5.1.1 Head Teacher's Instructional Supervision and Teacher Performance in Government-Aided Primary Schools in Jinja District**

The study results noted that head teacher's instructional supervision and teacher performance in government-aided primary schools in Jinja District were significantly strongly positively correlated ( $r= 0.640^{**}$   $p < 0.05$ ). This implies that implementing head teacher's instructional supervision, such as teaching methods, assessment, and evaluation, is most likely to result in a significant improvement in teacher performance in government-aided primary schools in Jinja District. This is also in line with social exchange theory which asserts that the headteacher and teachers trust and have ties with one another and this eventually leads to sharing of knowledge through workshops, seminars, parties organized by the school aimed at enhancing continuous professional development of the teachers. This is evidenced when the headteacher gives immediate feedback to the teachers after a lesson observation where

strengths and weaknesses are addressed and this act as a positive reinforcement for better performance.

### **5.1.2 Head Teacher's Administrative Supervision and Teacher Performance in Government-Aided Primary schools in Jinja District**

According to the study's findings, head teacher's administrative supervision and teacher performance in government-aided primary schools in Jinja District were moderate positively correlated ( $r= 0.423^{**}$   $p < 0.05$ ). This clearly indicates that implementing head teacher's administrative supervision like time tabling, resource allocation, compliance while making sure that all other aspects of the program are properly coordinated and expenses stay the same is most likely to result in a notable improvement in teacher performance in government-aided primary schools in Jinja District. This is also concurred with Bush and Glover (2023) who said that the head teacher, can reduce teacher stress, increase job satisfaction, and improve overall performance by allowing teachers to focus more on instructional quality rather than administrative concerns. This is in agreement with Gurr and Drysdale (2016) who argued that head teachers must be flexible and responsive in their administrative supervision, ensuring that the timetable remains effective and relevant throughout the school year. Head teachers are responsible for creating a conducive working environment that motivates teachers and enhances their performance.

### **5.1.3 Head Teacher's Professional Development Supervision and Teacher Performance in Government-Aided Primary Schools in Jinja District**

The study findings revealed that there was a weak positive significant correlation between head teacher's professional development supervision and teacher performance in

government-aided primary schools in Jinja District ( $r= 0.187^{**}$   $p < 0.05$ ). This meant that putting in place head teacher's professional development supervision such as; mentorship, coaching, performance management, ensuring there is proper coordination for head teacher's professional development supervision, is most likely to significantly improve teacher performance in government-aided primary schools in Jinja District. This is in agreement with Darling-Hammond, Hyler, and Gardner (2017) who emphasized that effective professional development is ongoing, job-embedded, and aligned with the instructional needs of teachers. Head teachers play a crucial role in creating a culture of professional learning within the school, where teachers are encouraged to engage in reflective practice and collaborate with their peers. Also, Glickman et al. (2018) said that head teachers who prioritize professional development provide opportunities for teachers to enhance their instructional skills, stay updated on educational trends, and implement new teaching strategies.

## **5.2 Discussion of the Findings**

### **5.2.1 Head Teacher's Instructional Supervision and Teacher Performance in Government-Aided Primary Schools in Jinja District**

The study revealed a strong g positive significant correlation between head teacher's instructional supervision and teacher performance in government-aided primary schools in Jinja District. The findings concur with Glickman, Gordon, & Ross-Gordon (2017) who found that instructional supervision involves the systematic observation and evaluation of teaching methods, with the aim of improving instructional practices and enhancing pupil achievement. Similarly, the findings are supported by Blasé & Blasé (2024) who wrote that Head teachers are expected to create an environment that supports teacher growth, fosters collaboration, and promotes the use of effective teaching strategies. The findings concur with

Sergiovanni & Starratt (2017) found that when head teachers actively engage in classroom observations and provide feedback, teachers are more likely to adopt instructional strategies that align with best practices.

This study found that there was a positive relationship between head teacher's instructional supervision and teacher performance in government-aided primary schools in Jinja District. In agreement with this, Robinson, Lloyd, and Rowe (2018) write that effective instructional leadership, which includes supervision, has a significant impact on teacher performance, particularly in terms of instructional quality and pupil achievement. Still about Head Teacher's instructional supervision, just as in this study Zepeda (2017) opine that by providing targeted feedback and opportunities for professional growth, head teachers can help teachers enhance their instructional practices, thereby improving their overall performance. The supervisory process also fosters a culture of continuous improvement, where teachers are encouraged to reflect on their practices and seek out new strategies for effective teaching.

This study found that teaching methods, assessment and costs were positively related to teacher performance in government-aided primary schools in Jinja District. This was in concurrence with the views held by Glickman, Gordon, and Ross-Gordon (2023) who wrote that the teaching methods employed by teachers are directly influenced by the instructional supervision they receive. The study revealed a strong g positive significant correlation between head teacher's instructional supervision and teacher performance in government-aided primary schools in Jinja District. The findings concur with Marzano, Pickering, & Pollock, (2021) whose research indicated that the use of diverse, pupil-centered teaching methods leads to improved pupil engagement and achievement (Marzano, Pickering, &

Pollock, 2021). Therefore, head teachers' supervision should focus on encouraging the adoption of innovative and effective teaching practices.

### **5.2.2 Head Teacher's Administrative Supervision and Teacher Performance in Government-Aided Primary Schools in Jinja District**

The research found that head teacher's administrative supervision components significantly affect teacher performance in government-aided primary schools in Jinja District. Such findings are agreement with the views held by Bush (2021) who found that effective timetabling requires careful planning, consideration of teachers' strengths and preferences, and alignment with curriculum goals. The head teacher, as the administrative leader, plays a key role in overseeing and guiding this process to enhance both teacher performance and pupil outcomes. The findings are also in harmony with Harris (2024) who emphasized that head teachers must ensure that timetables are not only efficient but also flexible enough to accommodate unforeseen changes, such as teacher absences or shifts in pupil enrollment. Similarly, Bush (2021) wrote that a well-structured timetable is essential for maximizing instructional time, ensuring an equitable distribution of workload among teachers, and facilitating a balanced curriculum.

This study found that time tabling and resource allocation are positively related to teacher performance in government-aided primary schools in Jinja District. Such findings are supported by Kyriacou (2021) who wrote that when teachers are confident that their schedules are stable and predictable, they can focus more on teaching and less on administrative concerns, leading to enhanced performance in the classroom. A fair distribution of teaching periods and non-teaching duties within the timetable is crucial for maintaining teacher morale and preventing burnout. Similarly, Day, Sammons, and Stobart

(2017) also suggested that an equitable timetable helps to balance workloads, ensuring that no teacher is overburdened. This balance is essential for sustaining high levels of teacher performance and job satisfaction. These findings also concur with Zepeda (2012) who found that when teachers are provided with a timetable that offers balanced teaching loads and sufficient non-teaching periods, they are more likely to deliver high-quality instruction and engage in continuous professional development.

### **5.2.3 Head Teacher's Professional Development Supervision and Teacher Performance in Government-Aided Primary Schools in Jinja District**

The research found out that head teacher's role professional development supervision significantly affects teacher performance in government-aided primary schools in Jinja District. Such findings are supported by Darling-Hammond, Hylar, and Gardner (2017) who emphasized that effective professional development is ongoing, job-embedded, and aligned with the instructional needs of teachers.

Head teachers play a crucial role in creating a culture of professional learning within the school, where teachers are encouraged to engage in reflective practice and collaborate with their peers. In line with the study findings, Glickman et al. (2018) opined that Head teachers who prioritize professional development provide opportunities for teachers to enhance their instructional skills, stay updated on educational trends, and implement new teaching strategies. This may involve organizing workshops, facilitating professional learning communities, and providing access to coaching and mentoring. Findings from this study still concur with Day & Sachs (2024) who concluded that continuous professional development (CPD) enables head teachers to stay updated with the latest educational research, leadership strategies, thereby improving their capacity to lead their schools successfully.

## **CHAPTER SIX**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **6.0 Introduction**

The study investigated the relationship between head teacher's supervisory role and teacher performance in government-aided primary schools in Jinja District. The data collected from respondents in a few public primary schools in Jinja District was summarized and discussed in the previous chapter. The conclusions and recommendations in this chapter are arranged in accordance with the three distinct study objectives.

#### **6.1 Conclusions**

The study findings drew the following conclusions

##### **6.1.1 Head Teacher's Instructional Supervision and Teacher Performance in Government-Aided Primary Schools in Jinja District**

The study findings revealed that there was a strong positive significant correlation between Head teacher's instructional supervision and teacher performance in government-aided primary schools ( $\beta = 0.640$   $p < 0.05$ ). This study found that putting in place teaching methods, assessment, evaluation and costs, other factors remaining constant is most likely to significantly improve teacher performance in government-aided primary schools in Jinja District.

Based on the study findings, the study concludes that head teacher's instructional supervision affects teacher performance in government-aided primary schools. Therefore, ensuring that teachers use good teaching methods, carryout daily assessment, and evaluation of learners,

while maintaining other factors constant is most likely to significantly improve teacher performance in government-aided primary schools.

### **6.1.2 Head Teacher's administrative Supervision and Teacher Performance in Government-Aided Primary Schools in Jinja District**

The findings from the study uncovered that there was a moderate positive significant correlation between head teacher's administrative supervision and teacher performance in government-aided primary schools in Jinja District ( $\beta = 0.423$   $p < 0.05$ ). This meant that putting in place time tabling, resource allocation, compliance, while maintaining other factors constant, is likely to improve teacher performance in government-aided primary schools in Jinja District. Based on the study findings, the study also concludes that head teacher's administrative supervision affects teacher performance in government-aided primary schools. This meant that putting in place time tabling, resource allocation, compliance, and other factors remaining constant, is likely to improve teacher performance in government-aided primary schools.

### **6.1.3 Head Teacher's Professional Development Supervision and Teacher Performance in Government-Aided Primary Schools in Jinja District**

The study findings revealed that there was a weak positive significant correlation between head teacher's professional development supervision and teacher performance in government-aided primary schools in Jinja District ( $\beta = 0.286$   $p < 0.05$ ). This meant that putting in place mentorship, coaching, performance management, while maintaining other factors constant, is likely to improve teacher performance in government-aided primary schools. Based on the study findings, the study concludes that head teacher's professional

development supervision affects teacher performance in government-aided primary schools. This meant that putting in place mentorship, coaching, performance management, while maintaining other factors constant, can improve teacher performance in government-aided primary schools.

## **6.2 Recommendations**

Based on the study conclusions, a number of recommendations were made.

### **6.2.1 Head Teacher's Instructional Supervision and Teacher Performance in Government-Aided Primary Schools in Jinja District**

Head teachers should regularly organize workshops and training sessions to improve teachers' instructional skills and professional knowledge. These programs should focus on modern teaching methodologies, classroom management, and subject content delivery.

Head teachers should implement a systematic schedule for classroom observation and follow-up visits to ensure consistency in teacher supervision. Structured supervision provides ongoing support to teachers, enhancing their classroom performance.

After supervision, head teachers should provide constructive and timely feedback to teachers. The feedback should highlight strengths, identify areas for improvement, and propose actionable strategies for enhancing teaching and learning practices.

Head teachers should adopt participative supervisory approaches by involving teachers in setting instructional goals, evaluating their teaching practices, and addressing performance challenges collaboratively.

School management committees, parents, and local education authorities should be involved in creating a supportive environment for effective supervision and teacher performance enhancement.

Head teachers should use performance data from lesson observations, pupil assessments, and teacher self-evaluations to make informed decisions about improving instructional practices.

### **6.2.2 Head Teacher's Administrative Supervision and Teacher Performance in Government-Aided Primary Schools in Jinja District**

Head teachers should develop and implement clear administrative procedures that reduce inefficiencies and allow teachers to focus more on their core teaching responsibilities.

Head teachers must prioritize the timely allocation and provision of instructional materials, textbooks, and teaching aids to enable effective lesson planning and delivery.

Head teachers should ensure that teachers adhere to school timetables, maintain regular attendance, and manage their instructional time effectively.

Head teachers should establish performance tracking mechanisms, such as periodic appraisals and progress reviews, to identify and address gaps in teacher performance.

Open and transparent communication between head teachers and teachers is essential. Head teachers should regularly meet with staff to discuss administrative issues, share updates, and resolve concerns collaboratively.

Head teachers should lead by example and uphold high standards of professionalism. They should also enforce codes of conduct to ensure that teachers maintain discipline and integrity in their roles.

Head teachers should advocate for better teacher welfare, including fair remuneration, housing support, and recognition of achievements, to improve job satisfaction and performance.

Administrative supervision should include identifying training needs and facilitating capacity-building workshops to enhance teachers' administrative and instructional skills.

Head teachers should periodically assess their own administrative practices to identify areas for improvement and align their supervision efforts with school goals.

### **6.2.3 Head Teacher's Professional Development Supervision and Teacher Performance in Government-Aided Primary Schools in Jinja District**

Head teachers should facilitate ongoing professional development workshops and seminars to equip teachers with updated pedagogical skills, innovative teaching methods, and subject-specific knowledge.

Encourage experienced teachers to mentor their less experienced colleagues. Peer learning initiatives such as lesson study groups or collaborative planning sessions can foster professional growth.

Conduct regular needs assessments to identify gaps in teachers' knowledge and skills, ensuring that professional development initiatives address specific challenges and priorities.

Head teachers should encourage teachers to engage in reflective practices by maintaining teaching journals or participating in post-lesson discussions to analyze their performance and identify areas for improvement.

Support teachers in attending training programs, conferences, and workshops organized by the Ministry of Education, NGOs, and other professional bodies to broaden their exposure and skills.

Develop school-based training sessions led by subject experts or education officers to reduce logistical challenges and ensure consistent skill enhancement.

During supervision, head teachers should provide actionable and supportive feedback aimed at improving teachers' instructional methods and fostering professional growth.

Encourage teachers to go for upgrading since most of the teachers 106 (42.7%) of the teachers used in the study have certificate qualifications (Grade III) to enable them to improve on their teaching methods.

### **6.3 Areas for Further Research**

The study focused on “Head Teacher’s Supervisory Role and Teacher Performance in Government Aided Primary Schools in Jinja District, Uganda”. It is recommended that further research should focus on.

1. Impact of Supervisory Practices on Learner Outcomes among Government Aided Primary Schools in Uganda.
2. Supervisory Frequency and Teacher Performance among Government Aided Primary Schools in Uganda.
3. Technology Integration in Supervision among Government Aided Primary Schools in Uganda.

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## Appendix I:

### Questionnaire for teachers regarding Head teacher's supervisory role and Teacher Performance in Government-Aided Primary Schools, a Case Study of Jinja district, Uganda.

Dear Respondent, I am Helen Nabawanga, a pupil at Uganda Christain University, undertaking a Master Degree of Education in Planning, and Administration. I am currently doing research on the topic "Head teacher's supervisory role and Teacher Performance in Government-Aided Primary Schools: *A Case Study of Jinja district, Uganda*". I respectfully request you to partake in the study and the information will be treated confidentially and will be used austerey for academic purposes.

#### Section A: Demographic Information

Please, tick the most appropriate response for each question in the "Response" column.

1. Gender	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>		
2. Age	Below 25 years	<input type="checkbox"/>	25-34 years	<input type="checkbox"/>	35-44 years	<input type="checkbox"/>
	45-54 years	<input type="checkbox"/>	55 years and above	<input type="checkbox"/>		
3. Highest Academic Qualification			Certificate	<input type="checkbox"/>	Diploma	<input type="checkbox"/>
	Bachelor's Degree	<input type="checkbox"/>	Master's Degree	<input type="checkbox"/>		
4. Teaching Experience			Less than 5 years	<input type="checkbox"/>	5-10 years	<input type="checkbox"/>
	11-15 years	<input type="checkbox"/>	16-20 years	<input type="checkbox"/>	Over 20 years	<input type="checkbox"/>
5. Current Position			Classroom Teacher	<input type="checkbox"/>	Class Teacher	<input type="checkbox"/>
			Subject Head/Coordinator	<input type="checkbox"/>		

**Section B: The relationship between investigate the relationship between Head teacher’s supervisory role and Teacher Performance in Government-Aided Primary Schools in Jinja District in Uganda.**

Please use the rating scale 1-5 as provided below to select an option that you consider most appropriate. Tick (√) the most appropriate number.

**1. Strongly disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly agree**

<b>Head Teacher’s Instructional Supervision</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
The head teacher provides opportunities for staff to learn and implement new teaching methods					
My head teacher supports the use of diverse and innovative teaching methods in the classroom					
My head teacher understands the importance of effective teaching methods for pupil success					
The head teacher clearly communicates expectations regarding assessment practices					
The head teacher supports the use of a variety of assessment methods to meet diverse pupil needs					
The head teacher actively promotes the integration of assessment practices into daily teaching					
The head teacher understands the significance of effective evaluation practices for enhancing teaching and learning					
The head teacher supports the use of diverse evaluation					

methods to assess pupil progress and instructional effectiveness					
The head teacher actively promotes a culture of continuous improvement through evaluation					
head teacher supports the use of diverse evaluation methods to assess pupil progress and instructional effectiveness					

<b>Head Teacher's administrative Supervision</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
My head teacher understands the importance of effective timetabling for school operations					
In my school timetabling processes are clearly communicated by the head teacher					
My head teacher ensures that timetabling meets the needs of both pupils and staff					
My head teacher actively participates in the creation and adjustment of the school timetable					
The head teacher understands the importance of effective resource allocation for school success					
The head teacher communicates the criteria for resource allocation clearly to all staff					
My head teacher understands the importance of adherence to school policies and regulations					
My head teacher understands the importance of effective					

teaching methods for pupil success					
The head teacher supports the use of diverse and innovative teaching methods in the classroom					

<b>Head Teacher's Professional Development Supervision</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
The mentorship programs provided through professional development have enhanced my teaching skills					
I feel more confident in mentoring other teachers after participating in professional development sessions					
The goals of the mentorship program are clear and aligned with my professional growth needs					
Mentorship programs in our school are well-structured and organized					
My head teacher provides clear guidance to mentors and mentees					
My head teacher recognizes coaching as an essential component of professional development					
My head teacher ensures that coaching opportunities are accessible to all staff members					
My head teacher views performance management as a critical aspect of professional development					

<b>Teacher Performance</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
I manage my classroom time effectively to cover all planned lessons					
I use teaching materials and resources efficiently to support pupil learning					
I effectively balance my teaching responsibilities with other school-related duties					
I consistently meet deadlines for submitting required documentation and reports					
My teaching methods effectively support pupil learning and understanding					
I adapt my teaching strategies based on pupil feedback and assessment results					
I create a positive learning environment that motivates and engages pupils					
I submit all required documentation and reports by the deadlines					
I start and end my lessons on time as scheduled					
I provide timely feedback on pupil assignments					

**THANK YOU VERY MUCH FOR YOUR PARTICIPATION AND COOPERATION**

## **Appendix II: Interview Guide for Key Informants**

### **Interview Guide for Head teachers**

Dear Respondent, I am Helen Nabawanga, a pupil at Uganda Christian University, undertaking a Master Degree of Education in Planning, and Administration. I am currently doing research on the topic “Head teacher’s supervisory role and Teacher Performance in Government-Aided Primary Schools: *A Case Study of Jinja district, Uganda*”. I respectfully request you to partake in the study and the information will be treated confidentially and will be used austerey for academic purposes.

1. How do Head teachers provide opportunities for staff to learn and implement new teaching methods?
2. How often do head teachers clearly communicate expectations regarding assessment practices?
3. How do head teachers actively promotes a culture of continuous improvement through evaluation?
4. Why should the head teachers understand the importance of effective timetabling for school operations?
5. Why should the head teacher ensure that timetabling meets the needs of both pupils and staff?
6. Why should the head teacher communicate the criteria for resource allocation clearly to all staff?
7. Why should the head teacher support the use of diverse and innovative teaching methods in the classroom?
8. How have the mentorship programs provided through professional development have enhanced teachers’ teaching skills?

9. How have the head teachers viewed the performance management as a critical aspect of professional development?
10. How have the teachers managed the classroom time effectively to cover all planned lessons?
11. How do teachers create a positive learning environment that motivates and engages pupils?

**THANK YOU VERY MUCH FOR YOUR PARTICIPATION AND COOPERATION**

### **Appendix III: Interview Guide for Key Informants**

#### **Interview Guide for DEO**

Dear Respondent, I am Helen Nabawanga, a pupil at Uganda Christian University, undertaking a Master Degree of Education in Planning, and Administration. I am currently doing research on the topic “Head teacher’s supervisory role and Teacher Performance in Government-Aided Primary Schools: *A Case Study of Jinja district, Uganda*”. I respectfully request you to partake in the study and the information will be treated confidentially and will be used austerey for academic purposes.

12. How do Head teachers provide opportunities for staff to learn and implement new teaching methods?
13. How often do head teachers clearly communicate expectations regarding assessment practices?
14. How do head teachers actively promotes a culture of continuous improvement through evaluation?
15. Why should the head teachers understand the importance of effective timetabling for school operations?
16. Why should the head teacher ensure that timetabling meets the needs of both pupils and staff?
17. Why should the head teacher communicate the criteria for resource allocation clearly to all staff?
18. Why should the head teacher support the use of diverse and innovative teaching methods in the classroom?
19. How have the mentorship programs provided through professional development have enhanced teachers’ teaching skills?

20. How have the head teachers viewed the performance management as a critical aspect of professional development?
21. How have the teachers managed the classroom time effectively to cover all planned lessons?
22. How do teachers create a positive learning environment that motivates and engages pupils?

**Thank You Very Much For Your Participation and Cooperation**


**Appendix IV: Krejcie and Morgan Table for Determining Sample Size of a known  
population**

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

*Note: N is Population Size; S is Sample Size*

*Source: Krejcie & Morgan, 1970*

# Appendix V: UCU REC Authorization Letter

 **UGANDA CHRISTIAN UNIVERSITY**  
A Centre of Excellence in the Heart of Africa

**Office of the Vice Chancellor**  
Research Ethics Committee UG-026

**HELEN NABAWANGA**  
Uganda Christian University  
+256 758968690  
Email: [nabawangahelen9@gmail.com](mailto:nabawangahelen9@gmail.com)

**UG-REC-026 APPROVAL NOTICE**

To: Helen Nabawanga, Principal Investigator

Re: UCU-REC Application titled: *Head Teacher's Supervisory Role and Teacher Performance In Public Primary Schools In Jinja District, Uganda*

Application Number: UCUREC-2024-1031-1

Version: 4.1

Type:  INITIAL REVIEW  
 Protocol Amendment  
 Letter Of Amendment (Loa)  
 Continuing Review  
 Material Transfer Agreement  
 Other, Specify:

**21<sup>st</sup> October, 2024**

*Head Teacher*  
*Please provide any possible assistance*

**DISTRICT EDUCATION OFFICER**  
**25 OCT 2024**  
JINJA DISTRICT  
P. O. BOX 1551, JINJA

**UGANDA CHRISTIAN UNIVERSITY APPROVED**  
**21 OCT 2025**  
**RESEARCH ETHICS COMMITTEE**

I am pleased to inform you that the UG-REC-026; UCUREC approved the above referenced application.

Approval of the research is for the period from 21<sup>st</sup> October, 2024, to 21<sup>st</sup> October, 2025  
This research is considered minimal risk category.  
As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and additions to the protocol or the consent form must be submitted to the REC for re-review and approval prior to the activation of the changes. The REC application number assigned to the research should be cited in any correspondence.
3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for REC review.

1 of 2

Research and Ethics

P.O. Box 4, Mukono, Uganda. Plot 67-173, Bishop Tucker Road, Mukono Hill  
Tel: +256 (0) 312 350 883 Fax: +256 (0) 4142 90 800 Email: [rec@ucu.ac.ug](mailto:rec@ucu.ac.ug) Web: [www.ucu.ac.ug](http://www.ucu.ac.ug)  
UCUREC is accredited by Uganda National Council for Science & Technology, FDA, and National Institutes for Health of the United States of America.



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Office of the Vice Chancellor  
Research Ethics Committee UG-026



4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by subjects and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Regulations require review of an approved study not less than once per 12-month period. Therefore, a continuing review application must be submitted to the REC eight weeks prior to the above expiration date of 21<sup>st</sup> October, 2025 in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. Your research details have been shared with the Executive secretary of Uganda National Council for Science and Technology (UNCST) and you are not required to get clearance since you are a Master's Degree research. Refer to UNCST Research registration and clearance Policy and guidelines (July 2016) in Uganda section 6(e).

The following is the list of all documents approved in this application by UG-REC \_026:

	Document Title	Language	Version	Version Date
1.	Protocol	English	1.0	2024-10-12
2.	Questionnaire	English	1.0	2024-10-12
3.	Interview Guide	English	1.0	2024-10-12

Signed and Stamped

Prof. Peter Waiswa,  
UCUREC Chairperson,  
[pwaiswa@musph.ac.ug](mailto:pwaiswa@musph.ac.ug)





<b>PAPER NAME</b>	<b>AUTHOR</b>
Helen Nabawanga Final Research	Nabawanga Helen
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*Nabawanga.*