

**SUPPORT SUPERVISION AND TEACHERS' PROFESSIONAL DEVELOPMENT IN
GOVERNMENT-AIDED SECONDARY SCHOOLS IN KATAKWI DISTRICT, UGANDA**

TOM ODEKE

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION IN PARTIAL
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DECLARATION

I, Odeke Tom, hereby declare that this is my original work, it is not plagiarized and has not been submitted to any other institution for any award.

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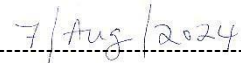
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APPROVAL

I certify that this dissertation titled „Support Supervision and Teachers’ Professional Development in Government-Aided Secondary Schools in Katakwi District—Uganda, Reg. No.RJJ22/MUC/MED/003’ has been compiled under my supervision and guidance and I confirm that it” s ready for submission for further examination.



Dr. Okurut David
Supervisor



Date.

DEDICATION

I dedicate this thesis to my children Akol Nowelyne Karen, Aluro Nicolyn Kim, Anyait Natalyn Kizzy and Emuron Keith Paris: may you achieve more than Daddy has done in academia.

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The success of this dissertation relied on the moral, spiritual and financial support of numerous individuals whom I cannot enlist here all. I am grateful to all of you. However, allow me in a special way to thank the following.

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ABSTRACT

The study assessed the influence of Support Supervision on Teachers' Professional Development in government-aided secondary schools in Katakwi District. The following objectives guided study: to investigate the role of supervisors' collaborative culture in fostering teachers' professional development, to assess the impact of needs assessment on teachers' professional development, and to examine the influence of Monitoring and Evaluation on teacher professional development in government-aided secondary schools in Katakwi District. A 2020PEASUganda report that indicated that teacher professional development programmes had less impact on teachers in Uganda motivated the study. The review of related literature showed there was a dearth of studies on the effect of support supervision on teachers' professional development in the country. The study adopted a mixed paradigm and cross sectional survey design; however, it was majorly quantitative. A sample size of 132 teachers was selected using simple random sampling, and nine head teacher, nine Board members and one District Education Officer were purposefully selected for interviews. The study used self-administered closed ended questionnaire and interview guide for data collection. The overall validity of the instruments score was 0.75 while the reliability score was .930. Quantitative data was analyzed using simple linear regression and qualitative data was analyzed using content analysis. The study findings revealed that there was at least teachers' professional development as indicated by the overall mean value of 3.18, which meant that on average the respondents agreed there was teachers' professional development. The study investigated the relationship between support supervision and Teachers' Professional Development using a Pearson product-moment correlation coefficient: results revealed all the three aspects i.e. collaborative culture, needs assessment and monitoring and evaluation had a large positive influence on teachers' profession development. A standard multiple regressions analysis results revealed that only Monitoring & Evaluation and needs assessment make statistically significant contribution in explaining the teachers' professional development with total monitoring and evaluation scale making the strongest unique contribution, recording a higher beta value ($\beta = .636$, $p < .05$) than the total Needs Assessment Scale ($\beta = .211$, $p < .05$). This means that only Monitoring & Evaluation and Needs Assessment made a unique, and statistically significant, contribution to the prediction of Teachers' Professional Development. The study concluded that teachers have different perceptions on the current support supervision in the PDs as they cater for individual teachers' professional goals: there was limited collaborative supervision in schools, head teachers rarely conducted teachers' needs assessment, and monitoring and evaluation was very influential in professional development although feedback was less constructive and helpful to schools and teachers. The study, therefore, recommended that the existing in-service professional development activities to be restructured to focus more on what teachers are to teach each term; teachers to attend professional development activities each term and year and to be conducted during the school holidays; and head teachers to assess teachers regularly and follow-up activities to be conducted immediately after the attendance of a PD; and appropriate and well-organized monitoring and evaluation mechanisms to be designed to drive efficiency and efficacy of teacher professional development.

CHAPTER ONE

INTRODUCTION

1.0. Introduction

The formation of the professional development model as a staff development activity encourages the professional growth and development among its staff to focus on learning (Apenteng, 2012). In a similar manner, support supervision is a way to support professional growth and competency is an integral component of staff development, not a separate activity (Okumbe, 2007).

This chapter covers the background to support supervision and teachers' professional development, the statement of the problem, general objectives, the objectives of the study, the research questions, the scope of the study, the significance, justification and operational definition of terms and concepts.

1.1. Background to the Study

The background to the study involves historical, conceptual, contextual, and theoretical perspectives.

1.1.1. Historical Background:

Many international organisations and initiatives have promoted teachers' professional development. The United Nations Sustainable Development Goal 4 (SDG4) emphasises inclusive and equitable quality education and life-long learning opportunities for all, which requires well-trained and qualified teachers. Meanwhile, Teaching and Learning International Survey (TALIS) emphasises knowledge exchange and collaboration for teacher professional development (OECD, 2009).

Numerous studies have highlighted the importance of sustained and job-embedded professional learning, collaborative approaches, and the alignment of

professional development with school and district goals (Wei, Darling-Hammond, & Adamson, 2010; Desimone, Porter, Garet, Yoon, & Birman, 2002). These findings have informed global design and implementation of professional development programs.

The technological advancement has revolutionised deliver of teacher professional development programs. Teachers have many options ranging from online platforms like webinars and other digital resources that offer them with flexible and accessible avenues for professional learning across the globe (Gulamhussein, 2013).

Many African countries were reviewing the curriculum and pedagogy to strengthen teacher professional development and bring in other policy changes to improve learner performance (UNESCO, 2016). The African continent has a reputation for its cultural and linguistic diversity. There are hundreds of indigenous languages spoken across the continent, which presents both opportunities and challenges for teacher professional development. Professional development programs often emphasize the importance of culturally responsive pedagogy and the development of multilingual teaching strategies to cater to the diverse needs of students Brock (UNESCO, 2016). African countries partnered with multinational organisations to facilitate capacity building, knowledge exchange, and resource mobilization to enhance the quality and effectiveness of professional Development programs (UNESCO, 2019). Organizations such as UNESCO, UNICEF, and regional bodies like the African Union play a vital role in coordinating and supporting professional development initiatives across the continent.

Nakabugo, Bisaso, & Ssebbunga-Masembe, (2016) state that the 1992 White paper emphasised Teachers' professional development programs (TPDs) in order to

address the gaps in secondary school teaching like licensed teachers not qualified to teach. As a result, universities introduced distance education. Besides, teacher associations like the Uganda Mathematical Society started to conduct short-term teacher professional development programs. The government in partnership with development agencies in 2005 introduced SESEMAT program to improve the performance of science subjects in secondary schools (Lule, 2017). Arinaitwe, Taylor, Broadbent, & Oloya, (2019) observe that professional development programme was not emphasized much as the 2019 Uganda National Teacher Policy and the 2013 Education Service Commission Scheme of Service for teaching personnel in Secondary Schools stressed it.

1.2.2. The Theoretical Background

The study hinged on Knowles, (1984) Andragogy theory because the underlying principle of adult learning is the worth of various professional activities to the teachers and the students in the education system. Knowles' Theory of Andragogy outlines four assumptions that can promote appropriate learning in teachers as mature students. First, Motivation to learn where by the participation of teachers in professional development is inspired by intrinsic rather than extrinsic factors. Secondly, learning is through experience where by teachers gain lasting and quicker learning through their experience with others in the venues. Thirdly, orientation to learning because learning is viewed as a problem solving i.e. the experience gained in the training helps them to also engage their classroom learners in analytical tasks. Lastly, the reason for teachers' readiness to learn is the benefits they stand to achieve before attending such professional development.

1.1.3. Conceptual Background

Teacher professional development includes all activities that enhance educators' knowledge, skills, and practices for improved student-learning outcomes (Darling-Hammond, et.al 2017; Desimone et.al, 2002). The National Staff Development Council defines teacher professional development as „a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising students achievement' (Learning Forward, 2011). Fullan (1993) describes teacher professional development as „the growth and development of whole person in the context of job'. For this study, teacher professional refers to the continuous learning and growth of teachers to boost their knowledge, skills, and instructional practices to better students' academic achievements. It encompasses all activities, programs, and initiatives designed to support teachers' ongoing professional growth and effectiveness in the classroom.

Support supervision is process of ongoing assistance and collaboration between supervisors and teachers, with the goal of improving instruction and student learning (Nordstrand and Carpenter, 2007). Meanwhile Sergiovanni (2008) defines support supervision as „a collegial process in which supervisors work with teachers in a non-evaluative manner to improve instruction, enhance professional growth, and promote the success of all students". Whereas World Bank (2013) defines support supervision in education as „a process that aims to enhance teaching and learning outcomes through frequent and regular visits by supervisors to schools, providing them with mentoring, guidance, feedback and resources to address instructional challenges". Yet UNESCO, (2015) refers to support supervision as a „continuous assistance, guidance and mentoring provided by supervisors to teachers aimed at improving the quality of teaching and learning, and ensuring the

implementation of educational policies and practices". For this study, support supervision involves collaborative assistance given to teachers to improve on their instructional practice for-improved learners' academic achievement.

1.1.4. Contextual Background

Nakabugo, Bisaso, & Ssebbunga-Masembe, (2016) observe that there had been a number of Teachers' Professional Development programmes for secondary school teachers in Uganda. Some were general and others subject-specific; for example, SESEMAT for science teachers or tailored around new policy and curriculum changes such as helping teachers integrate HIV/AIDS education or gender or human rights in their teaching. However, Lule, (2017) noted that after the trainings, teachers would revert to using the old approaches and methods of teaching. This situation was still the same. The Ministry of Education and Sports noted that the teaching of New Lower Secondary Curriculum was against the guidelines of using the time between 2.55PM- 4.30PM for self-learning, research, project work and other co-curricular activities and teachers still used the old curriculum approach (MoES., 2022). Directorate of Education Standards, (2019) noted that in Katakwi district out of 10 (ten) secondary schools six (6) were rated poor and nine (9) needed improvement in the quality of teaching whereas attendance by teachers out of 10 (ten) secondary schools 6 (six) were rated poor and four (4) needed improvement. This was an indictment on the support supervision. It also observed that there were scarcely any termly professional development trainings in the Katakwi secondary schools. It was upon this background that the study sought to assess the influence of support supervision on teachers' professional development programmes in government-aided secondary schools in Katakwi District.

1.2. Statement of the Problem:

There is no doubt that teacher's professional development is a veritable tool necessary for the improvement of student outcomes. However, a 2020 PEAS Uganda report indicates that there was less impact of teacher professional development programs on teachers in Uganda. The Ministry of Education through the STIR program has trained teachers on growth mindset or mindset change. In spite of this training, teachers have had difficulties in adjusting to demands of the New Lower Secondary Curriculum (LSC). This could be attributed to limited support supervision as evidenced by teachers' tight schedules and heavy workloads, one-size-fit-all approach where all teachers receive the same training regardless of their individual needs, experience and expertise besides financial challenges of hiring experts to carry out the trainings. This has led to continued use of less effective and outdated teaching methods and teachers' ignorance about the recent instructional trends, developments, theories, and knowledge, which leads to continued low learners' academic achievement at secondary school level. The study therefore sought to assess the influence of support supervision of and teacher's professional development in government-aided secondary schools in Katakwi District

1.3. Objectives of the Study

The objectives of the study were divided into the general and specific objectives.

1.3.1 General Objective of the Study

The general objective of the study was to assess the influence of support supervision of and teacher's professional development in government-aided secondary schools in Katakwi District.

1.3.2 Specific Objectives of the Study:

The following specific objectives guided study:

- i. To investigate the role of supervisors collaborative culture in fostering teachers professional development in Katakwi District
- ii. To assess the impact of needs assessment on teachers' professional development in government- aided secondary schools in Katakwi District
- iii. To examine the influence of Monitoring and Evaluation on teacher professional development in government aided secondary schools in Katakwi District

1.4. Research Questions

The following research questions guided the study:

- i. What role does supervisors' collaborative culture play in fostering teacher professional development in government-aided secondary schools in Katakwi District?
- ii. What effect does needs assessment have on teacher"s professional development in government-aided secondary schools in Katakwi District?
- iii. What influence does monitoring and evaluation have on teacher professional development in government-aided secondary schools in Katakwi District?

1.5. The Conceptual Framework

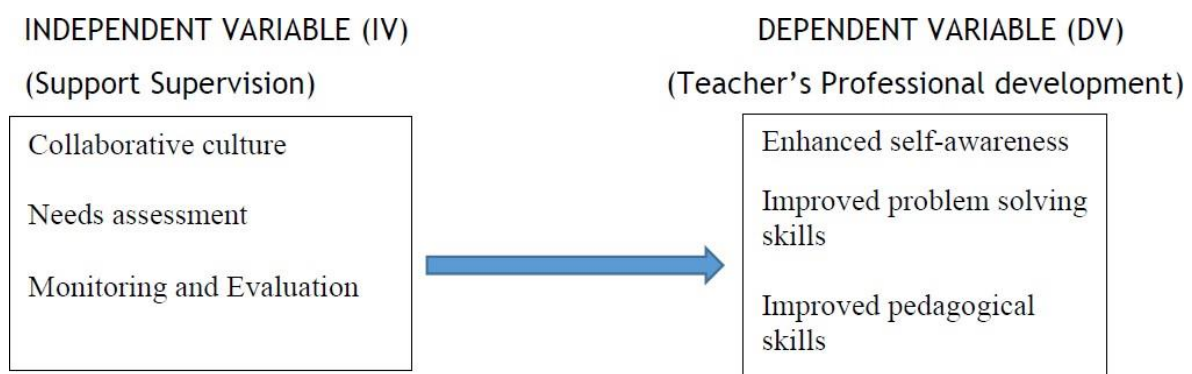


Figure 1.1: Supervision of teaching and teacher development

(Source: Darling- Hammond (2016), Hattie (2014), Ertmer P.A & Ottenbreit (2010))

The conceptual framework above depicts a direct relationship between support supervision and teacher professional development in government-aided secondary schools. Support Supervision is perceived as the independent variable (IV) broken down into three dimensions: supervisor's collaborative culture, needs assessment practice, and monitoring and evaluation. The dependent variable (DV) is teacher professional development, which the study analyzes in terms of enhanced self-awareness, improved problem solving skills, and improved pedagogical skills.

Building collaborative culture is essential for effective supervision and professional development. Supervisors should foster an environment that encourages open communication, trust, and collaboration among teachers. This includes promoting peer collaboration, sharing of best practices, and creating opportunities for teachers to learn from each other. Building trust and fostering a collaborative culture between supervisors and teachers is also crucial for effective supportive supervision because it will be encouraging reflective practice which is crucial for continuous improvement of teachers and will help the teachers to analyze their teaching practices, identify areas for improvement, and develop action plans.

Conducting a comprehensive needs assessment is a crucial step in the process in assessing the specific professional development needs of teachers, taking into account their individual strengths, areas for growth, and the broader goals of the school. This assessment helps inform the design and implementation of targeted professional development activities. This will improve Problem Solving and Decision-Making by teachers.

1.6. Scope of the Study

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

1.6.1. Geographical scope

The study was conducted in Katakwi District. It was chosen because secondary schools in Katakwi district have consistently posted poor Uganda National Examinations Board results at both „O“ and „A“ levels over the years. Besides, Directorate of Education Standards, (2019) noted that nine (9) schools needed improvement in the quality of teaching.

1.6.2. Content Scope

The study centred on support supervision and teacher professional development. Support Supervision was examined in terms of supervisors' collaborative culture, needs assessment practices, and monitoring and evaluations. Meanwhile, teacher professional development considered the teacher enhanced self- awareness, improved problem solving and improved pedagogical skills.

1.6.3. Time scope

The study considered the period from 2020 -2022 because during this period is when the government introduced New Lower Secondary Curriculum, which required teachers changing from teacher-centred approaches to learner-centred approaches of teaching and learning.

1.7. Significance of the Study

This study was significant in a number of ways:

The finding provided insight in the influence of support supervision on teachers' professional development thus shall guide policymakers and implementers improve on their supervisory practices for teachers' professional development.

The study contributed to the body of knowledge; thus, may form a basis for further research on the subject and inform future supervisory practices for better performance.

Finally, this study was a requirement for the award of Master's degree in Educational Management and Planning of Uganda Christian University.

1.8. Justification of the Study

Despite a well-laid support supervisory structures right from school through the district to the national level, there has been a public outcry of limited opportunities for teachers' collaboration and reflection in schools, which invariably affects students' achievements at Uganda National Examinations Results.

In spite of the numerous professional development programmes: some initiated at national level like STiR program, new curriculum retooling etc and others at school level, a 2020 PEAS Uganda report indicated that these teacher professional development programs had less impact on teachers' classroom practices.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter reviewed literature related to support supervision and teacher professional development in schools. The review covered theoretical review and empirical literature on support supervision and teacher professional development in schools.

2.1. Theoretical Literature Review

Andragogy theory is a learning theory specific to the needs of adult learners (Knowles, 1984). Andragogy is defined as a scientific discipline that studies everything related to learning and instructional methods to develop adults to their full potential (McGrath, (2009). Knowles' idea of andragogy includes six assumptions: self-directedness, need to know, use of experience in learning, readiness to learn, orientation towards learning, and internal motivation (Chan, 2010).

Andragogy tackles specific issues of mature learners and presents amore clear framework for adapting andragogy to their different learningstyles.An analytic framework expressed as andragogical learner analysis demonstrates the andragogy model in practice during needsassessment and curriculum development (El-Amin, 2020). Furthermore, andragogy is applicable to professional development as . Sufirmansyah, (2019) established that adults have a desire, capacity, intention, and requirement to learn because of the importance of learning for one" s career. Machera, (2017) observes that andragogical methods enhance self-assessment and peer-assessment. The advantage of self-assessments constructed by teachers and school stakeholders is receiving authentic feedback (Machera, 2017) and creates a

spirit of innovation and ownership of the educational improvement process (El-Amin, 2020).

Lastly, andragogy presupposes an instructor does not possess all knowledge; therefore, teachers incorporate their own experiences during professional development activities; hence, promoting a much more engaging, supportive, and dynamic teaching and learning environment (El-Amin, 2020). Motivational theories of Self-determination theory and Socio-emotional selectivity theory validate andragogy theory (Houde, 2006).

2.2 Empirical Literature Review

The empirical review of literature was guided by the three key themes forming the basis for specific objectives that guided the study.

2.2.1 Collaborative Culture and Teachers' Professional Development

Teaching supervision is the process of assisting the teacher to improve the quality of the process and student learning outcomes (Wiyono, Ach., & Maisyaroh, 2021). Not all supervision activity programs have a significant positive impact on improving teachers' teaching competence (Wiyono, Ach., & Maisyaroh, 2021). Studies showed that only a third of supervision techniques had a significant effect on teachers, namely, classroom action research, classroom visitations, teaching demonstrations, in on training activities, teachers' group meetings, training, seminars, and clinical supervision (Wiyono & Kusmintardjo, 2017) and were influenced by the teaching supervision process carried out (Wiyono, Ach., & Maisyaroh, 2021). The supervision approach is the behavioural orientation applied by the supervisor in conducting supervision and it is either directive, non-directive, or collaborative supervision approaches (Glickman, Gordon, & Gordon, 2007).

The collaborative supervision approach is a combination of directive and non-directive supervision orientation. Both supervisors and teachers are equally active and share responsibilities (Wiyono, Rasyad, & Maisyaroh, 2021). This approach assumes that learning is cooperation between students and teachers. There can be realisation of optimum learning outcomes if there is a close peer relationship between the supervisor and the supervised. It is based cognitive psychology, which assumes that for the supervision process to achieve maximum results there must be great enthusiasm and interaction between supervisors and supervisees.

Wiyono, Rasyad, & Maisyaroh, (2021) suggests given the varied results on the effect of collaborative supervision on professional development not much research has examined it. Willegems, Consuegra, Struyven, & Engels, (2017) suggested research on collaborative teacher supervision could improve teachers' knowledge and attitudes toward collaboration, reflection, inquiry, and student-centred learning. Kemmis, Heikkinen, Franson, & Aspfors, (2014) study revealed that collaborative self-development improves the competence of new teachers. This is because collaboration allows supervisors and supervisees to reflect and not feel isolated, and effectively improve prospective teachers and new teachers (Higgins, Morton, & Wolkenhaur, 2018).

Wiyono, Rasyad, & Maisyaroh, (2021) argues that some of the on collaborative supervision studies do not directly examine the supervision approach, and many are just iterative reviews. Therefore, there was a need for empirical research on how collaborative supervision affects teachers' professional development.

2.2.2. Needs Assessment and Teachers Professional Development

Numerous inspection reports highlight the need for teachers' Professional Development (Directorate of Education Standards, 2019; Ramani, McMahon,

&Armstrong, 2019). Teachers' Professional Development is any learning outside of undergraduate education or postgraduate training that helps teachers maintain and improve their teaching and learning performance. It covers the development of knowledge, skills, attitudes, and behaviours across all areas of teaching practice. Professional development maybe both formal (e.g. further studies, workshops) and informal learning activities (e.g. induction / internal seminars) (Council, 2012).

Sywelem & Witte, (2013)highlight Kennedy (2005) models of continuing professional development (CPD): the training model, the award-bearing model, the deficit model, the cascade model, the standards-based model, the coaching/mentoring model, the community of practice model, the action research model and the transformative model. These models were categorised into traditional, transitional and transformative, implying PD sought to increase teachers' autonomous capacity as teachers move from transmission, through transitional to transformative stages (Sywelem & Witte, 2013). This implies before any PD, the facilitator ought to consider teachers' needs and resources to choose the appropriate model.

Further, the professional requirement to complete CPD is to improve teaching practice and teachers to access career development opportunities as well as well address learners needs (Ramani, McMahon, & Armstrong, 2019).

Recent studies on teachers' Professional Development have paid attention to the content (Micallef & Kayyali, 2019), specific delivery approaches and perceived effectiveness (Al-Ismaila, et al., 2023), and participants' experiences (Ajani, 2018) and have ignored strategies to comprehensively identify teachers professional development needs (Postholm, 2018). A rigorous professional development needs

assessment is a crucial step in the educational and training process (Govender & Ajani, 2021; Ajani, 2018; Postholm, 2018;). It can be planned or opportunistic and formal or informal (Grant, Learning needs assessment: assessing the need., 2002).

Professional development Needs Assessment is systematic approach to examine what individuals or a group need to learn (Sywelem & Witte, 2013). Pilcher, (2016) adds it involves purpose definition, design and dissemination, and the use that will be made of the findings for any formal or informal educational activity.

Scholars have advocated for different professional development needs assessments in informing teachers Professional Development activities (Pilcher, 2016). Van Hoof, et al., (2015) recommend combination of the informal and opportunistic approaches like self-reflection, peer-observation, and critical incident review is used as the basis for ongoing planning and action. These findings should then be incorporated with more formal methods like audit, surveys and learners performance to inform structured and planned education and training programs aimed at improving teaching and learning process (Grant, 2017).

2.2.3. Monitoring and Evaluation and Teachers Professional Development

Teachers deserve regular and quality professional development training like other professionals to improve their performance (Govender & Ajani, 2021). Teachers require adequate professional development that will assist them in effective classroom practice (Archibald, Coggshall, Croft, & Goe, 2011). Ugandan teachers need to improve on their classroom practices of teachers to support and improve classroom learning (Malunda & Atwebembeire, 2018) and be responsible for how they can individually and collectively improve their classroom teaching to enhance their learners' performance (PEAS, 2021; Directorate of

Education Standards, 2019).

The Directorate of Education Standards has continuously emphasised the need for teachers to continuously engage in various professional development activities, with insignificant cautions on the effectiveness of such activities on teachers' improvement (PEAS, 2021). Ajani, (2018) posit that the “one-size-fits-all” or the cascade model of professional development activities have been established to be ineffective to improve classroom performance of the teachers in South African high schools and should be improved upon. Archibald, Coggshall, Croft, & Goe, (2011) peg the challenges of in-service teachers' professional development activities to disjointed structures of in-service professional development, absence of teachers' assessment to establish professional needs, lack of feedback on Professional Development activities, and many more that have affected the efficiency of in-service training. Therefore, the Kapur, (2018) stresses regular follow-up and monitoring of teachers. This implies there must constant monitoring and evaluation to promote educational change and reforms that enable teachers frequently access continuous in-service professional development activities that promote efficiency and effectiveness of their service delivery because education is a wheel of the nation (Rahman & Borgohain, 2014).

2.3. Summary of Literature Review

Review of related literature show that collaborative supervision studies do not directly examine the supervision approach, and many are just iterative reviews (Wiyono, Rasyad, & Maisyaroh, 2021). Therefore, there was a need for empirical research on how collaborative supervision affects teachers' professional development.

Besides, teachers' Professional Development have paid attention to the content (Micallef & Kayyali, 2019), specific delivery approaches and perceived effectiveness (Al-Ismaïla, et al., 2023), and participants' experiences (Ajani, 2018) and have ignored strategies to comprehensively identify teachers professional Development needs (Postholm, 2018). Much as it was acknowledged that PDs were ineffective (PEAS, 2021) due to the “one-size-fits-all” or the cascade model of professional development activities (Ajani, 2018), there were limited studies on the role monitoring and evaluation plays in ensuring efficiency and effectiveness of teachers' PDs.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

Under this chapter, the research design, study population, sample size, sampling techniques, data collection instruments, data quality control methods, data analysis techniques that were used in carrying out this study and ethical considerations, have been presented.

3.1. Study Design

The researcher adopted a cross-sectional survey design in order to gather data from samples of the teachers of different schools at a single point of time. A mixed paradigm featuring qualitative and quantitative approaches was used. These approaches collected the required data at a single point in time to make the study time- efficient, enabled approval and disapproval of assumptions, capture specific views and opinions and to generate data of various types of studies (Creswell, 2014). In this study, quantitative data formed a basis for drawing statistical inferences by relating the two variables under study and it took centre stage whereas qualitative data obtained complemented quantitative data by availing in depth information in form of statements from interviews for in-depth analysis. The design was adopted because it allowed the study to be conducted relatively faster and was inexpensive as it allowed the researcher to compare many different variables at the same time.

3.2 Area of study

The study was conducted in Katakwi District. Katakwi District is bordered by Napak District to the north, Nakapiripirit District to the east, Kumi District to the

south, Ngora District and Soroti District to the southwest and Amuria District to the west and is approximately 55 kilometres north of Soroti. Katakwi District has ten (10) government-aided secondary schools with six (6) purely USE while four (4) were UPOLET. It was chosen because secondary schools in Katakwi district have consistently posted poor Uganda National Examinations Board results at both „O“ and „A“ levels over the years. Besides, Directorate of Education Standards, (2019) noted that nine (9) schools needed improvement in the quality of teaching.

3.3: Sources of Information

Online journals, reports and documents provided the foundation for secondary sources of data for the background of the study and literature evaluation and are acknowledged in the references. The quantitative primary data presented in this report was obtained from secondary school teachers through survey questionnaires. Meanwhile, qualitative primary data presented in this report was obtained from in-depth interviews of secondary school head teachers and Board of Governors members, and District Education officer from Katakwi district. Both quantitative and qualitative data was triangulated in the analysis.

3.4 Population and Sampling Techniques

According to Shukla (2020), a population is a collection of all the units that share the variable characteristic under investigation and for which research findings can be used broadly. Meanwhile, according to Cooper and Schindler (2008), a sample is a collection of instances, participants, events, or data that represent the target population in some way.

3.4.1 Study Population

The target population for the study was selected from ten (10) secondary government-aided schools located in the Katakwi district. It was made up of 200

teachers, 10 head teachers, 10 chairpersons of the Boards' Academic Committee, and a District Education Officer. The population of study constituted 221 respondents. The teachers were selected to participate in the study because they were the ones who are supervised and beneficiaries of professional development in school while head teachers were chosen because they were the school leaders; they supervise, monitor and appraise teacher performance. Meanwhile, academics committees' chairpersons were directly responsible for the professional development of teachers and the District Education Officer by virtue of his position guides schools on policy matters and was privy to inspection reports of schools in the district. The schools were chosen basing on their being government-aided schools in Katakwi district.

3.4.2. Sample and Sampling Technique:

A mix of both probability and non-probability sampling techniques were used in the study.

3.4.2.1 Sample Size:

A total sample size of 132 teachers was selected from a total population of 200. The sample size was determined using Krejcie and Morgan (1970)"s table of sample size determination. The target population, samples size and sampling techniques are presented in table 3.1.

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

Category	Target population	Sample Size	Sampling technique	Instrument
Teachers	200	132	Simple random	Questionnaire
Head teachers	10	10	Purposive	Interview guide
Board Academics	10	10	Purposive	Interview guide
DEO	1	1	Purposive	Interview guide
Total	221	153		

Source: Primary data, 2023

For interviews Creswell, (2014) noted that the sample for the qualitative data collection will always be smaller than that for the quantitative data collection because in qualitative studies numbers do not count but the depth of study.

3.4.2.2 Sampling Techniques

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

3.4.2.2.1 Purposeful Sampling

The researcher purposefully sampled nine (9) head teachers, nine (9) Academics committee of the Boards' chairpersons and one (1) District Education Officer for interviews for the study. The study purposefully sampled because as policy makers, implementers and supervisors, the Head teachers, BOG academics committee chairperson and the DEO had key information about not only support supervision but also teachers' professional development in the secondary schools of Katakwi district that would help the researcher understand the problem and the research question (Creswell, 2014).

3.4.2.2.2 Simple Random Sampling

Simple random sampling was used in the selection of teachers. The technique enabled all teachers to be given equal chance of being selected to participate in the study as each individual was chosen by chance (West, 2016). Using lottery method, the researcher gave each teacher of the population a number. The researcher then drew numbers from the box randomly to choose samples of teachers who participated in the study.

3.5. Variables Definitions and Measurements

The study comprised collaborative supervision, needs assessment, and monitoring and evaluation constructs of Support supervision as the independent variable whereas teachers' professional development was the dependent variable. According to Mugenda and Mugenda (1999), measurement of variables gives the researcher information regarding the extent of individual difference on a given variable. It was on this basis therefore that appropriate measurements were used to measure data, and data was categorized. Nominal and ordinal scales were used in Section A to collect the respondents' demographic characteristics: numbers were assigned to different variables to serve names and ranked data. The Likert Scale was used for both dependent and independent variables in sections B, C, D and E. The Likert Scale was chosen because it offers a wider choice of expression. This helped to create sameness in the variables.

3.6. Procedure for Data Collection

This involved the defence of the research proposal and after approval; the researcher got a letter of introduction from Uganda Christian University to the respective district officials and head teachers of secondary schools in Katakwi seeking permission to collect data. It was after acceptance by the district officials that the researcher visited respective senior secondary schools, the researcher then trained the research assistants who helped him in the field, rehearsals were done to ensure mastery of their roles. There was self-introduction to the respondents to whom the purpose of the study was clearly explained to seek their consent. While in the field simple random sampling technique of lottery was used. Questionnaires were given and duration of one hour was given to fill the instruments. Interview schedules were made with head teachers, Board Academics

Committee Chairpersons and the District Education Officer bearing consideration for time and venue of their convenience. Face-to-face interviews were conducted. Audio recording was done and responses were later transcribed into text and thematically analysed.

3.7 Data Collection Instruments

The study used teachers' self-administered questionnaires, and interview guides for head teachers, Board's Academics Committees Chairpersons and District Education Officer for data collection to seek for the views of the respondents in the study. The choice of these instruments based on the data required, the available time and the objectives of the study (Chaleunvong, 2009).

3.7.1 Questionnaire

The researcher designed a self-administered questionnaire with closed ended questions for collecting primary data from the teachers. A questionnaire enabled the researcher to collect vast information from many respondents in a short time and at a low cost (Chaleunvong, 2009). The instrument consisted of the first part featuring an explanation of the purpose of the study and five sections (A to E). Section A was on demographic data of respondents, Section B had 6 items on supervisors' collaborative culture, Section C had 5 items on Needs Assessment, Section D had 3 items on Monitoring & Evaluation and Section E had 4 items on teachers' professional development. Items were measured according to a five point-Linkert scale where 1=strongly disagree (SDA), 2=disagree (D) 3= Neither agree nor disagree (NS), 4=agree (A) 5=strongly agree (SA).

3.7.2 Interview Guide

The researcher used interview guides to collect data from head teachers, Board Academics Committees' chairpersons and the District Education Officer. Responses from interviews supplemented quantitative data. Use of this tool and method provided the opportunity for the researcher to probe the participants in case of unclear responses and for in-depth information. Question items in the interview guide guided the researcher in carrying out face-to-face interviews. It contained semi-structured questions. The study interviewed nine Head teachers, nine Board Academics committees' chairpersons and the District Education Officer because they had flexible schedules. The Interviews allowed broader explanations to questions and enabled the researcher to correct any misconceptions and give clarity (Amin, 2005). The interview sessions were for about 45-60 minutes and all from the respondents' respective offices. Audio recording was with consent from the respondents and responses transcribed later on.

3.8. Quality/Error Control

Data quality controls ensured through validity and reliability of data collection tools. The study treated aspects of validity and reliability as follows:

3.8.1. Validity of Research Instruments

Validity of the research instrument refers to its ability to measure what it is supposed to measure Creswell (2005). To ensure the validity of the questionnaire and interview guide, the researcher sought assistance from experts in the field of the study. Three independent experts' judgment ensured construct validity. Each expert independently judged the relevance of the items in the questionnaire in relation to the research objectives by using the "relevant" and "irrelevant". The study then computed the validity of the questionnaire through the content validity

Index (CVI). Table 3.2 shows the CVI for support supervision and teachers' professional development.

Table 3.2: The Content Validity Index

Variable	Items	Valid	CVI
supervisors' Collaborative Culture	7	6	0.86
Needs Assessment	7	5	0.71
Monitoring and evaluation	5	3	0.6
Teachers' professional development	5	4	0.8
Total	24	18	0.75

Source: Primary Data, 2023

The CVI of 0.75 was above 0.7 that was recommended by Amin (2005). It was therefore deemed appropriate and valid for the instrument to be used for data collection.

3.8.2. Reliability of the Research Instruments:

According to Ahuja (2000), reliability refers to the overall consistency of a measure. A measure is said to have a high reliability if it produces similar results under same conditions. In this study, reliability was established by pre-testing the instruments in school X in Mbale Municipality, where 15 teachers were given a similar set of questionnaires. Data was entered using SPSS to generate Cronbach alpha coefficient which was used to determine. Cronbach Alpha coefficient of greater than 0.7 was considered appropriate. Ahuja (2000), argues that the research instrument is reliable, acceptable and worth being used for data collection if found above 0.7. Results of reliability test are presented in table 3.3

Table 3.3 Reliability Statistics

Scale	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Supervisors' Collaboration Culture	.798	.799	6
Needs Assessment	.807	.807	5
Monitoring & Evaluation	.815	.816	3
Teachers' Professional Development	.867	.868	4
Overall	.930	.930	18

Source: Primary Data, 2023

Results of reliability test in table 3.3 indicates Cronbach alpha of .930, which was above 0.7. The tool was deemed appropriate to be used for data collection.

3.9. Data Processing and Analysis

3.9.1 Data Analysis

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

3.9.1.1 Quantitative Data Analysis

The study involved collection of quantitative data. Data collection tools and items were coded, entered using SPSS software version 20 and cleaned for errors. Frequency distribution tables were generated for data presentation. Data was analysed using descriptive statistics of frequencies and percentages, mean, standard deviation. The mean values were interpreted basing on the developed legend presented in table 3.4. The criterion for interpreting the mean scores based on class interval calculation (Ruangprapun, 2000). The researcher arrived at class interval by subtracting the maximum score with the minimum score and then dividing them with the number of scales; hence, the class interval in this case is 0.75.

Table 3.4 Legend for Interpretation of Mean Values

Minimum	Maximum	Interpretation
3.25	4.00	Strongly Agree
2.51	3.25	Agree
1.76	2.50	Disagree
1.00	1.75	Strongly Disagree

Source: Developed by the researcher (2023)

Information in Table 3.4 shows the established legend that was used to interpret mean values. Mean values were used to measure support supervision and teachers' professional development.

To answer the research questions, a Pearson product-moment correlation coefficient and linear regression was used to determine the effect and direction of the relationship of the independent variable on the dependent variable.

3.9.1.2 Qualitative Data Analysis

Qualitative data from school head teachers, Board Academics Committees Chairpersons and District Education Officer was analyzed using conventional content analysis whereby the data collected coded and categorized according to the emerging themes from textual data. This involved transcribing and describing the recorded data. The data collected from interviews was used to triangulate quantitative data from the questionnaire. The findings were analyzed and then discussed. Conclusions were drawn from the observations based on the data analysis. According to Amin (2005), the strength of qualitative data is based on researching people in their natural setting, stressing interpretations and meanings and achieving a deeper understanding of the respondents' knowledge on the study.

3.10. Ethical considerations

The researcher endeavoured to keep the following research ethics:

- On plagiarism and fraud, the researcher endeavoured to acknowledge all the sources of information and works. He also personally collected the data that was presented in methodology and results, and the findings presented as they were.
- For confidentiality, privacy and anonymity of the respondents, the lists of names and other information that could lead to the identification of the respondents were destroyed in accordance with the code of ethics. In addition, data collected ensured anonymity of respondents by excluding

names and other forms of identification in the questionnaire and interview guide. Codes were used to represent individuals or schools.

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

3.11. Methodological constraints

This study had three significant limitations that might be resolved in follow-up research. Because the study's research design was a cross-sectional survey, first it was difficult to follow up with respondents to get their clarification on questions that surfaced during the data analysis. Additionally, the study could not conclude which one of them causes the other. For this reason, the study was unable to infer or conclude causality. Lastly, there was no researcher control over extraneous variables for potential confounders that could disguise the relationship between study variables.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter deals with presentation and analysis of the researcher's findings of the study. It includes the questionnaire return rate and participants' demographic information. In addition are the findings on the District Education Officer's, Board members', head teachers' and teachers' views on support supervision as a contributing factor of teachers' professional development. The data from the teachers' questionnaires presented here were triangulated with the data obtained from in-depth interviews with some head teachers, Board of Governors members and District Education officer from Katakwi district.

4.1 Response Rate

The researcher personally delivered questionnaires for teachers to the schools that were to participate in the study. The research did this before the closure of second term of the 2023. This period was ideal because teachers were done almost through with their term's activities and available to respond to the questionnaires. Table 4.1 shows the questionnaires that were distributed, the actual sample, the return rates of questionnaires for teachers and the overall return rate.

Table 4.1: Return Rate of the Questionnaires

Participants	Questionnaires Distributed	Actual Sample	Return Rate (%)
Teachers	132	132	100

Source: Primary data, 2023

As the data in Table 4.1 show, 132 participants received questionnaires. The return rate was 100.0%. According to Baruch, (1999), the norm for the return rate of questionnaires in academic survey studies should be between 23% and 49% if the

study is directed at top managers in an organization, and between 40% and 80% if the study is directed at mid-level managers or other employees. For this study as Table 4.1 shows, the overall return rate for questionnaires for all the participants and the respective return rates for the teachers' and school administrators' questionnaires surpass the recommended standards. This was because the study used a less evasive and easier respondent sampling technique called simple random sample (Holbrook, Krosnick, & Pfent, 2008), and a „drop-&pick' mode (Baruch & Holtom, 2008) to distribute questionnaires.

4.2 Biographic Data

The researcher sought respondents' biographic data about their teaching experience, level and subjects to determine representativeness of the sample. It targeted teachers because they were the direct beneficiaries of the teacher professional development.

4.2.1 Teaching Experience

The researcher sought to know the respondents' teaching experience. Results are presented in Table 4.2.

Table 4.2: The Distribution of the Participants' teaching experience

Variable		Frequency	Percentage
Years of teaching experience	0-4years	31	23.5
	5-9years	41	31.1
	10 and above	60	45.5
	Total	132	100.0

Source: Primary data, 2023

Findings from Table 4.2 indicate that most of the participants (45.5%) had a teaching experience of ten years and above. This implies that most of the respondents had enough teaching experience to have a good assessment of the teacher professional development vis-à-vis tabs on support supervision.

4.2.2 Teaching Level

The researcher sought to know the respondents' teaching level. Results are presented in Table 4.3

Table 4.3: The Distribution of the Participants' teaching level

Grade or level taught	'O' level	96	72.7
	'A' Level	22	16.7
	Both 'O' & 'A' Level	14	10.6
	Total	132	100.0

Source: Primary data, 2023

Findings from Table 4.3 reveal that the respondents who participated in the study, 72.7% taught only "O" level. This shows that most of the secondary schools in the district (60%) were for ordinary level.

4.2.3 Teaching subjects

The researcher sought to know the respondents' teaching subjects. Results are presented in table 4.4

Table 4.4: The Distribution of the Participants' teaching subjects

Subjects	English	16	12.1
	Literature	2	1.5
	CRE	12	9.1
	History	13	9.8
	Geography	12	9.1
	Kiswahili	3	2.3
	Local Languages	1	0.8
	Mathematics	10	7.6
	Physics	10	7.6
	Chemistry	14	10.6
	Biology	12	9.1
	Agriculture	5	3.8
	Entrepreneurship	6	4.5
	ICT	3	2.3
	Economics	5	3.8
	Others	8	6.1
Total	132	100.0	

Source: Primary data, 2023

Findings from table 4.4 show that all the compulsory „O" level subjects comprised of 7.6% and above respondents with English Language at the apex with 12.1%. This implies that the sample represented all the core subjects at ordinary level.

4.3 Findings as per Objectives

A descriptive analysis of results from questionnaires and interviews is presented in this subsection.

4.3.1 Presentation of Results on Teachers' Professional Development (DV)

The responses on Teachers' Professional Development as the dependent variable are presented and interpreted. Descriptive statistics of frequencies and percentages were used to derive specific findings, while mean and standard deviation were used to determine the level of overall Teachers' Professional Development. The study sought to find out whether classroom teachers in secondary schools in Katakwi district carry out professional development activities, conduct classroom observation, there was individualized follow-up activities and head teacher engage in various methods of professional development. The responses are presented in table 4.5 with the following codes: Strongly Disagree (SDA), Disagree (D), Neither agree or disagree (NS), Agree (A), Strongly Agree (SA) and Standard Deviation (SD). Table 4.5 shows Teachers' Professional Development

Table 4.5: Distribution of the Teachers' views on Teachers' Professional Development

Item	SDA (%)	DA (%)	NS (%)	A (%)	SA (%)	Mean	SD
In my school, Teacher professional development activities are carried out	3 (2.3%)	61 (46.2%)	8 (6.1%)	49 (37.1%)	11 (8.3%)	3.03	1.125
In my school classroom observation is commonly carried out	14 (10.6%)	24 (18.2%)	29 (22.0%)	44 (33.3%)	21 (15.9%)	3.26	1.233
In my school there is individualized follow-up after Teacher professional development	9 (6.8%)	42 (31.8%)	18 (13.6%)	47 (35.6%)	16 (12.1%)	3.14	1.192
In my school the Head teacher carries out professional development uses	6 (4.5%)	42 (31.8%)	12 (9.1%)	55 (41.7%)	17 (12.9%)	3.27	1.171

various methods		
Overall Total Scores	3.18	1.18

Source: Primary Data 2023

Findings from table 4.5 indicate that teachers' professional development was very strong in one aspect i.e. the Head teacher carries out professional development using various methods with 54.6% of teachers agreeing. Table 4.5 also shows that teachers' professional development was less effective in one aspect i.e. Teacher professional development activities are carried out with 45.4% of teachers agreeing.

Looking at the mean of the overall score for on teachers' professional development in Table 4.5, it can be determined that teachers agree that there were teachers' professional development activities ongoing among secondary schools in Katakwi District.

Findings from the interviews corroborate with the above findings. Interviews revealed numerous professional development programs schools carrying out in Katakwi district. In an interview, the study established that teachers trained in financial management skills. In an interview, the head teacher said that the school had to train their staff financial literacy because teachers were becoming ineffective at teaching due to heavy indebtedness:

Many teachers are heavily indebted with multiple loans ranging from individual moneylenders, SACCOs, MDIs and banks. Because they are heavily indebted, they dodge coming to school to evade their creditors. Therefore, as a head teacher we have embarked financial literacy training of our staffs. (HT1, Personal Communication, August 22, 2023)

Additionally, another school had gone ahead to form a SACCO to provide hands-on training experience on saving and investing culture of their staff.

The school through Board, teachers received seed capital to encourage teachers to form a SACCO. Through SACCO, the district commercial office comes around to train teachers on various self-sustaining projects to boost their income. (HT8, Personal Communication, August 22, 2023)

Besides financial literacy, teachers in Katakwi had undergone training on how to provide gender responsive education to curb high incidences of girl-child dropout rates in schools. In an interview, one Board member had this to say:

Schools are collaborating with UNESCO to train teachers on gender related issues in education because the district has high incidences of girl-child dropout due to unwanted pregnancies, menstrual hygiene and stigmatisation, teachers using gender sensitive language that is derogatory which is a makes them to keep off from school. We therefore thank UNESCO for this timely intervention. (BOG5, Personal Communication, August 24, 2023)

One head teacher confirmed that indeed there was a scheduled training in early September for teachers in the district on gender responsive education.

There is going to be a three days training on gender responsive climate change actions in secondary school at Dr. Obote College, Boroboro from September 4, 2023 organised and funded by UNESCO targeting SDG 4.7. We believe the teachers after the training will come and train their colleagues and implement what they have learnt from the training. (HT4, Personal Communication, August 24, 2023)

Related, Interviews also revealed that teachers also trained on how to appreciate inclusive education.

District education office through the special needs department has an outreach programme for training to improve the capacity and commitment of secondary school teachers in identifying, supporting, and assessing students with special educational needs. Besides, training teachers on how to incorporate young mothers and financially needy in school. (HT3, Personal Communication, August 24, 2023)

Interview also revealed mentoring and coaching to prepare teachers for leadership positions.

Boards have taken advantage of limited substantive staffs for some positions especially head teachers, deputies and senior education officers like DoS to mentor and train teachers by appointing as caretakers to bridge the gaps. Those without requisite qualifications are encouraged to go back to school so that when the ministry advertises those positions they are in a position to compete favourably or we once they acquire the requisite papers we submit them for suitability appointments. (BOG8, Personal Communication, August 24, 2023)

A head teacher in an interview added that there was targeted coaching of his supervisees.

I carry out targeted coaching, for instance, if I want to train my deputy on handling Board business. I sit down with him/her and we go through all what is required of him/her like taking of minutes, filing etc and then observe his performance. (HT1, Personal Communication, August 22, 2023)

In an Interview, the study teachers have had numerous pedagogical workshops on the new lower secondary curriculum, which required a paradigm shift by teachers from a teacher-centred to student-centred teaching and learning.

Since the introduction of the new competency-based curriculum and the teaching and learning challenges caused by the disruption of Covid19 in 2020, teachers have undergone through a number of pedagogical trainings. Some of these workshops were organised by NCDC and others by the school. They were necessary CBC brought innovations that required teachers' retooling in order to deliver and Covid19 affected content coverage, as two years were lost; hence, teachers had to train on how to deal with the psychological challenges of learners brought by the time lost. (HT2, Personal Communication, August 24, 2023)

A Board member in an Interview added that teachers had training on technology integration.

As a board, we appreciate the ICT innovations in Education. We thank the government through UCC that has supplied computers to schools. We now encourage our teachers to integrate ICT into their teaching and learning activities. In my school after receiving computers last year, we hired a trainer to train all our teachers in the use of the computers. They now even produce computerised reports and now children go home with report cards, a thing that was unheard of previously. (BOG1, Personal Communication, August 24, 2023)

In an interview with head teacher, he said due to availability of computers and internet teachers were now engaging in online teaching and learning.

We have cyber schools in most the secondary schools in Katakwi district. It has encouraged not only learners but also teachers especially of sciences to have online training. (HT9, Personal Communication, August 24, 2023)

Findings from interview also show that the feedback and reflection was an integral activity of professional development conducted in Katakwi secondary schools.

I emphasise activities reports. When teachers submit their activity reports, these report are discussed either with me or with their respective heads of department. For instance, the sports master must make an activity report for a sporting event conducted and then it is discussed at the departmental level, deputy or me. My interest is on the areas of improvement and recommendations for future action planning (HT6, Personal Communication, August 24, 2023)

Findings from interview also reveal that there were tools developed to facilitate support supervision and professional development. The district education officer had this to say:

Whenever we visit schools, we have checklist about professional development activities carried out in schools in the previous term or year. These checklist help us to identify professional development gaps in schools. We advise head teachers according to the feedback from the checklists. (DEO, Personal Communication, August 25, 2023)

Findings from interviews also reveal that head teachers and teachers set professional development targets at the beginning of each academic calendar year.

At the end of the year, the academic committee reviews professional development activities in the year and sets new teachers' professional development goals for the following year, which are incorporated in the school's annual work plan and budget. Departments base on them to set

their term and annual professional development targets. (HT2, Personal Communication, August 25, 2023)

After the teachers professional development activities are implemented, interviews reveals that head teachers encourage peer-to-peer observation to assess their effectiveness.

In my school, I encourage team teaching. Therefore, teachers observe others as they deliver and discuss later on SWOTs. Later, departments organise training to address gaps identified; sometimes we have internal facilitators but in most cases, we invite external facilitators. (HT7, Personal Communication, August 25, 2023)

Another head teacher added,

The school has adapted the lesson observation tool developed DES to help in peer lesson observation. (HT4, Personal Communication, August 24, 2023)

Lastly, findings from interviews also revealed that secondary schools in had embarked on benchmarking as a means teachers' professional development.

I always take my teachers to good schools under Tororo archdiocese like St. Paul's College, Mbale and St. Peter's College, Tororo for benchmarking and learning best practices each term. These visits are organised departmentally. (HT9, Personal Communication, August 23, 2023)

Generally, findings indicate that there were teachers' professional development activities ongoing in secondary school of Katakwi. Some of these PDs are subject-specific and others general, some on personal development and others on improvement on the teachers' pedagogical skills. However, these PDs were insufficient as most of them were externally organised and funded; there were few

schools with budgets and work plans for the teachers' professional development activities.

4.3.2 Research Objective One: To investigate the role of supervisors' collaborative culture in fostering teachers' professional development in Katakwi District

The researcher first presents data on supervisors' collaborative culture using frequency distribution tables, later the relationship between Supervisors' Collaborative Culture and Teachers' Professional Development using a Pearson product-moment correlation coefficient and the influence of Supervisors' Collaborative Culture on Teachers' Professional Development using a linear regression. Details on their responses are presented in table 4.5 with the following codes: Strongly Disagree (SDA), Disagree (D), Neither agree or disagree (NS), Agree (A), Strongly Agree (SA) and Standard Deviation (SD). Table 4.7 shows the distribution of responses on supervisors' collaborative culture.

Table 4.7: Distribution of Teachers' Responses on Supervisors' Collaborative Culture

Item	SDA (%)	DA (%)	NS (%)	A (%)	SA (%)	Mean	SD
In my school, the Head teacher carries out support supervision	12 (9.1%)	53 (40.2%)	1 (0.8%)	47 (35.6%)	19 (14.4%)	3.06	1.306
In my school, the Head teacher understands well the teaching needs of the Teachers he supervises.	8 (6.1%)	33 (25.0%)	24 (18.2%)	48 (36.4%)	19 (14.4%)	3.28	1.168
In my school, professional development programs align very well with my individual professional goals?	13 (9.8%)	38 (28.8%)	20 (15.2%)	51 (38.6%)	10 (7.6%)	3.05	1.174
In my school, feedback provided is very effective in promoting teacher professional development.	5 (3.8%)	35 (26.5%)	20 (15.2%)	58 (43.9%)	14 (10.6%)	3.31	1.092
In my school, resources	2	31	26	58	15	3.40	1.018

are provided at school during professional development activities are excellent	(1.5%)	(23.5%)	(19.7%)	(43.9%)	(11.4%)
Overall Total Scores				3.21	1.16

Source: Primary data, 2023

Findings from Table 4.7 show that Supervisors' Collaborative Culture was very strong in two aspects i.e. In my school, resources are provided at school during professional development activities are excellent with 55.3% of teachers agreeing, and In my school, feedback provided is very effective in promoting teacher professional development with 54.5% of teachers agreeing. Table 4.7 also shows that Supervisors' Collaborative Culture was less effective in one aspect i.e. In my school, professional development programs align very well with my individual professional goals with 46.2% of teachers agreeing. Besides, table 4.7 reveals there was a divided opinion on the aspect of in my school, the Head teacher carries out support supervision with all teachers split at 50/50.

To answer the research question: What role does supervisors' collaborative culture play in fostering Teachers Professional Development in government-aided secondary schools in Katakwi District? The researcher analyzed the relationship between Supervisors' Collaborative Culture and Teachers' Professional Development using a Pearson product-moment correlation coefficient. Table 4.8 shows the results of a Pearson product-moment correlation coefficient to the question.

Table 4.8: Results of Supervisors' Collaborative Culture and Teachers' Professional Development Correlation Coefficient

Correlations			
		TCC	TPD
Total Collaborative Culture	Pearson Correlation	1	.617
	Sig. (2-tailed)		.000
	N	132	132

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

Source: Primary data, 2023

The relationship between Supervisors' Collaborative Culture (as measured by the TCC) and Teachers' Professional Development (as measured by the TPD) was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was a large (Cohen, 1988) positive correlation between the two variables, $r = .617$, $n = 132$, $p < .05$, with high levels of Supervisors' Collaborative Culture associated with high levels of Teachers' Professional Development.

Simple linear regression was used to understand the relationship between Supervisors' Collaborative Culture and Teachers' Professional Development.

Results are presented in the Table 4.9.

Table 4.9: Simple Linear Regression Results of Supervisors' Collaborative Culture and Teachers' Professional Development

Model Summary ^p									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.617 ^a	.380	.375	3.15808	.380	79.744	1	130	.000
a. Predictors: (Constant), Total Collaborative Culture									
b. Dependent Variable: Total Professional Development									
ANOVA ^a									
Model		Sum of Squares	df	Mean Square	F	Sig.			
1	Regression	795.326	1	795.326	79.744	.000 ^b			
	Residual	1296.552	130	9.973					

	Total	2091.879	131								
a. Dependent Variable: Total Professional Development											
b. Predictors: (Constant), Total Collaborative Culture											
Coefficients^a											
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	3.032	1.117		2.715	.008					
	Total Collaborative Culture	.502	.056	.617	8.930	.000	.617	.617	.617	1.000	1.000
a. Dependent Variable: Total Professional Development											

Primary Data, 2023

Table 4.9 shows results of a simple linear regression calculation used to predict Teachers' Professional Development based on Supervisors' Collaborative Culture. A significant regression equation was found ($F(1,130)= 79.744 p<.000$), with an R^2 of .380. Teachers' Professional Development is equal to $3.032 + .502$ (Supervisors' Collaborative Culture) percent when Supervisors' Collaborative Culture is measured in percentage. Teachers' Professional Development increased .502 percent for each percentage of Supervisors' Collaborative Culture. It was found that the predictor significantly predicted the response ($\beta= .617, p < 0.000$).

Findings from the interviews also indicate that supervisors ensure a collaborative culture by observing professionalism.

During support supervision, I maintain professional distance by avoiding intimidating statements, personal questions, and impromptu visits and using an observation tool or checklist. I have a pre, during and after observation conference where we discuss what I have observed. (HT9,

Personal Communication, August 23, 2023)

Findings from interview show that head teachers draw and maintain a work plan as a means of creating and maintaining a collaborative culture in school.

I draw teacher supervision programme at the beginning of the term where I allocate supervisors and supervisees. I also train the supervisors on how to conduct the supervision exercise. (HT7, Personal Communication, August 25, 2023)

Findings from interviews also indicate that head teachers are encourage to handle teachers' professional needs on a case by case basis and as when they arise. Head teachers do not wait to compile and address teachers' professional needs. In so doing, a rapport and a good working relationship between the head teacher and his staff is maintained.

In our board meetings, we always encourage head teachers to handle teachers' issues as they emerge instead of letting them to accumulate and forward them to the board as discipline cases. (BOG4, Personal Communication, August 22, 2023)

Generally, teachers are yet to appreciate supervisor collaborative supervision. This could be because of hierarchical relationship between the supervisors and supervised.

4.3.3 Research Objective two: to assess the impact of Needs Assessment on teachers' professional development in government - aided secondary schools in Katakwi District

The researcher sought to know the extent to the professional development opportunities meet teachers' needs, incorporate technology into classroom instruction, value of the workshops or seminars on classroom management

techniques, training on differentiated instruction strategies and involvement of teachers in identifying professional needs. Table 4.10 shows the distribution of responses on Needs Assessment.

Table 4.10: Distribution of Responses on Needs Assessment

Item	SDA (%)	DA (%)	NS (%)	A (%)	SA (%)	Mean	SD
In my school, the current professional development opportunities provided adequately meets my needs.	10 (7.6%)	66 (50.0%)	14 (10.6%)	34 (25.8%)	8 (6.1%)	2.73	1.113
I would benefit from professional development sessions focused on incorporating technology into classroom instruction.	14 (10.6%)	38 (28.8%)	14 (10.6%)	49 (37.1%)	17 (12.9%)	3.13	1.263
I would find it valuable to attend workshops or seminars on classroom management techniques.	12 (9.1%)	25 (18.9%)	21 (15.9%)	46 (34.8%)	28 (21.2%)	3.40	1.265
I would like more training on differentiated instruction strategies to meet the diverse needs of the students.	8 (6.1%)	40 (30.3%)	8 (6.1%)	44 (33.3%)	32 (24.2%)	3.39	1.306
In my school the support supervisors frequently ask for our professional needs.	8 (6.1%)	31 (23.5%)	20 (15.2%)	56 (42.4%)	17 (12.9%)	3.33	1.149
Overall Total Scores						3.20	1.22

Source: Primary data, 2023

Table 4.10 indicates that needs assessment was very strong in three aspects i.e. I would like more training on differentiated instruction strategies to meet the diverse needs of the students with 57.5% of teachers agreeing, I would find it valuable to attend workshops or seminars on classroom management techniques with 56.0% of teachers agreeing, and in my school the support supervisors frequently ask for our professional needs with 55.3% of teachers agreeing. Table

4.10 also shows that needs assessment was less effective in one aspect i.e. In my school, the current professional development opportunities provided adequately meets my needs with 31.9% of teachers agreeing. Besides, table 4.8 reveals there was a divided opinion on the aspect of I would benefit from professional development sessions focused on incorporating technology into classroom instruction with all teachers split at 50/50.

To answer the research question: how does needs assessment affect teacher’s professional development in government -aided secondary schools in Katakwi District? The researcher analyzed this relationship using a Pearson product-moment correlation coefficient. Table 4.9 shows the results of a Pearson product-moment correlation coefficient to the question.

Table 4.11: Results of Needs Assessment and Teachers’ Professional Development Correlation Coefficient

Correlations		TNA	TPD
Total Needs Assessment	Pearson Correlation	1	.659**
	Sig. (2-tailed)		.000
	N	132	132

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

Source: Primary data, 2022

The relationship between Needs Assessment (as measured by the TNA) and Teachers’ Professional Development (as measured by the TPD) was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was a large (Cohen, 1988) positive correlation between the two variables, $r = .659$, $n = 132$, $p < .05$, with high levels of Needs Assessment of leadership associated with very high levels of Teachers’ Professional Development.

Simple linear regression was used to understand the relationship between Needs

Assessment and Teachers' Professional Development. Results are presented in the Table 4.12.

Table 4.12: Simple Linear Regression Results of Needs Assessment and Teachers' Professional Development

Model Summary ^b												
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics							
					R Square Change	F Change	df1	df2	Sig. F Change			
1	.659 ^a	.434	.429	3.01871	.434	99.559	1	130	.000			
a. Predictors: (Constant), Total Needs Assessment												
b. Dependent Variable: Total Professional Development												
ANOVA ^a												
Model		Sum of Squares		df	Mean Square	F	Sig.					
1	Regression	907.239		1	907.239	99.559	.000 ^b					
	Residual	1184.639		130	9.113							
	Total	2091.879		131								
a. Dependent Variable: Total Professional Development												
b. Predictors: (Constant), Total Needs Assessment												
Coefficients ^a												
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	3.535	.955		3.701	.000						
	Total Needs Assessment	.573	.057	.659	9.978	.000	.659	.659	.659	1.000	1.000	
a. Dependent Variable: Total Professional Development												

Primary Data, 2023

Results in table 4.12 show results of a simple linear regression calculation to predict Teachers' Professional Development based on Needs Assessment. A significant regression equation was found ($F(1,130) = 99.559$ $p < .000$), with an R^2 of .434. Teachers' Professional Development is equal to $3.535 + .573$ (Needs

Assessment) percent when Needs Assessment is measured in percentage. Teachers' Professional Development increased .573 percent for each percentage of Needs Assessment. It was found that the predictor significantly predicted the response ($\beta = .659, p < 0.000$).

Findings from interviews also show that head teachers conduct needs assessment through individual classroom lesson observations.

I conduct formal and informal classroom observations while teachers are teaching. During these visits I identify areas of improvement of each teacher. (HT6, Personal Communication, August 24, 2023)

Findings also reveal that head teachers through informal interactions are able to identify teachers' professional development needs.

I meet the teacher in the compound or at break during their free time and we casually talk about school and personal life. During these interactions, I am to identify their issues and areas of need. (HT8, Personal Communication, August 22, 2023)

Another interviewee added that

Whenever I visit the school, before we conduct our business, I always interview teachers, support staff and even students who brief me about what is going on in the school. In these interviews, I am able to identify their professional requirements, which I share with my colleagues and the school administration. (BOG1, Personal Communication, August 24, 2023)

Meanwhile, some head teachers rely on the inspection reports by the office of the district inspector of schools and directorate of education standards to identify teachers' professional development needs.

DIS & DES officials often pay us visits. I base on their inspection feedback to

identify teachers' gaps and draw an action plan to address them.(HT4, Personal Communication, August 24, 2023)

Lastly, teachers' professional needs in Katakwi are identified through surveys. In an interview with a respondent, he said:

We always conduct quarterly and annual surveys that help us identify teachers' professional needs in the district, which we communicate to the head teachers in our meetings.(DEO, Personal Communication, August 25, 2023)

Overall, findings show that schools still provide one-size fits-all professional development activities much as head teachers carry out professional development needs of their teachers. There are no self-administered professional developments Needs Assessments for self-reporting information, an indication of limited teachers' involvement in their professional needs identification. Lastly, most of the development and administration of teachers' professional Needs Assessments is by the outside of the school personnel; teachers give false reports on the their professional needs for fear of reprimand.

4.3.4 Research Objective Three: to examine the influence of Monitoring and Evaluation on teacher professional development in government aided secondary schools in Katakwi District.

The research sought to establish whether training in monitoring and evaluation methods improves student's outcomes, school evaluation feedback was constructive and helpful, and school support supervision helps to identity the strength of teachers. Table 4.13 shows the distribution of responses on the Monitoring and Evaluation.

Table 4.13: Distribution of Responses on Monitoring and Evaluation

Item	SDA (%)	DA (%)	NS (%)	A (%)	SA (%)	Mean	SD
I believe it's important to receive training in monitoring and evaluation methods to improve student's outcomes.	3 (2.3%)	57 (43.2%)	2 (1.5%)	44 (33.3%)	26 (19.7%)	3.25	1.262
In my school feedback received during evaluation process has been constructive and helpful.	7 (5.3%)	39 (29.5%)	19 (14.4%)	44 (33.3%)	23 (17.4%)	3.28	1.213
In my school support supervision helps to identify the strength of teachers	2 (1.5%)	25 (18.9%)	18 (13.6%)	62 (47.0%)	25 (18.9%)	3.63	1.044
Overall Total Scores						3.39	1.17

Source: Primary data, 2023

Findings from table 4.13 indicate that Monitoring and Evaluation was very strong in one aspect i.e. in my school support supervision helps to identify the strength of teachers with 65.9% of teachers agreeing. Table 4.13 also shows that Monitoring and Evaluation was less effective in one aspect i.e. in my school feedback received during evaluation process has been constructive and helpful with 50.7% of teachers agreeing.

To answer the research question: what influence does Monitoring and Evaluation have on teachers' professional development in government-aided secondary schools in Katakwi District? The researcher analyzed this relationship using a Pearson product-moment correlation coefficient. Table 4.14 shows the results of a Pearson product-moment correlation coefficient to the question.

Table 4.14: Results of Monitoring and Evaluation and Teachers' Professional Development Correlation Coefficient

Correlations		TME	TPD
Total Monitoring & Evaluation	Pearson Correlation	1	.722**
	Sig. (2-tailed)		.000
	N	132	132

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

Source: Primary data, 2023

The relationship between Monitoring & Evaluation (as measured by the TME) and Teachers' Professional Development (as measured by the TPD) was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was a large (Cohen, 1988) positive correlation between the two variables, $r = .722$, $n = 132$, $p < .05$, with high levels of Monitoring & Evaluation associated with very high levels of Teachers' Professional Development. Simple linear regression was used to understand the relationship between Monitoring & Evaluation and Teachers' Professional Development. Results are presented in the Table 4.15.

Table 4.15: Simple Linear Regression Results of Monitoring & Evaluation and Teachers' Professional Development

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df 2	Sig. F Change
1	.722 ^a	.522	.518	2.77434	.522	141.780	1	130	.000
a. Predictors: (Constant), Total Monitoring & Evaluation									
b. Dependent Variable: Total Professional Development									
ANOVA ^a									
Model		Sum of Squares	df	Mean Square	F	Sig.			
1	Regression	1091.276	1	1091.276	141.780	.000 ^b			
	Residual	1000.603	130	7.697					
	Total	2091.879	131						
a. Dependent Variable: Total Professional Development									

b. Predictors: (Constant), Total Monitoring & Evaluation											
Coefficients ^a											
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2.975	.851		3.494	.001					
	Total Monitoring & Evaluation	.957	.080	.722	11.907	.000	.722	.722	.722	1.000	1.000

a. Dependent Variable: Total Professional Development

Primary Data, 2023

Table 4.15 indicate a simple linear regression calculated to predict Teachers' Professional Development based on Monitoring and Evaluation. A significant regression equation was found ($F(1,130)= 141.780$ $p<.000$), with an R^2 of .522. Teachers' Professional Development is equal to $2.975 + .957$ (Monitoring and Evaluation) percent when Monitoring and Evaluation is measured in percentage. Teachers' Professional Development increased .957 percent for each percentage of Monitoring and Evaluation. It was found that the predictor significantly predicted the response ($\beta= .722$, $p < 0.000$).

Findings from interviews reveal that head teachers always make a follow up after a professional development activity and rely on reports from inspection reports to make professional development decisions.

I have designed a tool which helps school head teachers to gather data not only about students' enrolment like how many admitted into S1 with Div1, Div2 and Div3 etc and UCE and UACE performance for the last five years but also teachers' professional development like level of education, current

trainings enrolled and professional development activities they have participated in. We analyse the data make feedback reports to the schools for follow-up and implementation. (DEO, Personal Communication, August 25, 2023)

Another respondent added,

Whenever teachers come back from a professional development activity, I impress it on the heads of department to make a follow-up and give to my office the monitoring reports. (HT1, Personal Communication, August 22, 2023)

4.3.5 General Objective: To assess the influence of Support Supervision on Teachers' Professional Development in government-aided secondary schools in Katakwi District

The researcher was interested in how well do the three measures of control of Support Supervision (supervisors' collaborative cultures, Needs Assessment and Monitoring & Evaluation) predict the Teachers' Professional Development. Which was the best predictor of Teachers' Professional Development: supervisors' collaborative cultures, Needs Assessment or Monitoring & Evaluation? Results are presented in the table 4.16.

Table 4.16: Results of a Regression Analysis of the influence of Support Supervision on Teachers' Professional Development

Model Summary^a									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.762 _a	.580	.570	2.61911	.580	58.983	3	128	.000

a. Predictors: (Constant), Total Monitoring & Evaluation, Total Collaborative

Culture, Total Needs Assessment												
b. Dependent Variable: Total Professional Development												
ANOVA ^a												
Model		Sum of Squares		df	Mean Square	F	Sig.					
1	Regressi on	1213.832		3	404.611	58.983	.000 ^b					
	Residual	878.047		128	6.860							
	Total	2091.879		131								
a. Dependent Variable: Total Professional Development												
b. Predictors: (Constant), Total Monitoring & Evaluation, Total Collaborative Culture, Total Needs Assessment												
Coefficients ^a												
Model		Unstandardi zed Coefficients		Standard ized Coeffie nts	t	Sig .	Correlations			Collinearity Statistics		
		B	St d. Er ror	Beta			Zer o- ord er	Parti al	Par t	Tolera nce	VIF	
1	(Constant)	.982	.9 63		1.0 20	.31 0						
	Total Collab orative Culture	.098	.0 75	.121	1.3 14	.19 1	.61 7	.115	.07 5	.390	2.5 65	
	Total Needs Assessme nt	.211	.0 82	.242	2.5 58	.01 2	.65 9	.221	.14 7	.366	2.7 31	
	Total Monitorin g & Evaluatio n	.636	.1 08	.480	5.9 03	.00 0	.72 2	.463	.33 8	.497	2.0 14	
a. Dependent Variable: Total Professional Development												

Source: Primary data, 2023

The study used a standard multiple regressions to assess the ability of the three control measures of support supervision (Total Collaborative Culture, Total Needs Assessment and Total Monitoring & Evaluation) to predict levels of Teachers' Professional Development. Preliminary analyses were conducted to ensure no violation of the assumptions of normality, linearity, multicollinearity and homoscedasticity. Results in Table 4.16 show statistically significant contribution of Support Supervision on the teachers' professional development. The table 4.16 indicates that the model as a whole (which includes both blocks of variables) is significant ($F(3, 128) = 58.983, p < .000$) with an R^2 of .580. Table 4.16 shows that only two of the three control measures were statistically significant, with the Total Monitoring & Evaluation making the strongest unique contribution to explaining the teachers' professional development: recording a higher beta value ($B = .636, p < .05$) than the Total Needs Assessment Scale ($B = .211, p < .05$). This means that only Total Monitoring & Evaluation and Total Needs Assessment made a unique, and statistically significant, contribution to the prediction of Teachers' Professional Development.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.0 Introduction

This chapter presents the discussions.

5.1 Discussions

The discussion of results is presented according to the research objectives that guided the study.

5.1.1 Research Objective One: To investigate the role of supervisors' collaborative culture in fostering teachers' professional development in Katakwi District

Results from the findings show supervisors' collaborative culture has a positive influence on teachers' professional development. The findings concur with Wiyono, Ach., & Maisyaroh, (2021) findings of a positive relationship between the intensity of using the collaborative supervision approach and the performance-based learning of teachers. This, according to Coimbra, Pereira, Martins, & Baptista, (2020), collaboration cultivates reflection on practices and the improvement of teachers' performance if there is an atmosphere of constructive discourse, humility and honesty, between supervisors and supervisees.

Results from the findings show teachers divided on head teachers' support supervision. The findings corroborate with Coimbra, Pereira, Martins, & Baptista, (2020) who claims there was still confusion between supervision and evaluation of teaching performance, which limits the observation of classes and a culture of collaboration.

Although supervisors' collaboration culture was significant predicting the teachers' professional development ($\beta = .617$, $p < 0.000$), it did not make a statistically significant unique contribution in explaining the teachers' professional development with a beta value ($\beta = .098$, $p = .191$). The findings agree with Meredith, Moolenaar, Struyve, Vandecandelaere, Gielen, & Kyndt, (2023) who found that collaborative culture at the school level was not a significant predictor of teachers' affective commitment and job satisfaction. This is because according to Coimbra, Pereira, Martins, & Baptista, (2020) collaborative supervision is difficult to achieve and it is a "dream as the supervisor and supervised are in different hierarchical actions". Meredith, Moolenaar, Struyve, Vandecandelaere, Gielen, & Kyndt, (2023) cautions head teachers subgroups develop their own collaborative culture, which affects teachers' performance.

5.1.2 Research Objective two: to assess the impact of Needs Assessment on teachers' professional development in government - aided secondary schools in Katakwi District

Findings show that teachers' professional development needs assessment is a best predictor of teachers' professional development with the Total Needs Assessment beta value ($\beta = .211$, $p < .05$). These findings support Al-Ismaïla, et al., (2023) who posit that a rigorous learning needs assessment (LNA) of teachers is a crucial first step in the teachers' Professional Development process. Yet findings show that the current professional development activities conducted do not meet teachers' professional needs. Ajani, (2018) stresses that teachers' needs should guide teachers' professional development activities. Govender & Ajani, (2021) reiterates that the professional needs of every teacher should be considered when

crafting professional development activities. Postholm, (2018) advises head teachers to help teachers to identify their professional needs, encourage experimentation, find and allocate resources to support teachers' professional development, and boost the implementation of new learning to achieve teachers' professional development.

5.1.3 Research Objective Three: to examine the influence of Monitoring and Evaluation on teacher professional development in government aided secondary schools in Katakwi District.

Findings show that Monitoring & Evaluation makes the strongest unique contribution to explaining the teachers' professional development recording a higher beta value ($\beta = .636$, $p < .05$). The findings align with the research conducted by Kapur (2018) and Rahman & Borgohain (2014), which emphasise the importance of regular follow-up and monitoring of teachers.

Findings from the participants also revealed that teachers do not receive feedback regularly on the monitoring and evaluation of their Professional Development activities to ensure necessary changes in their classroom practices. These findings are in tandem with Rahman & Borgohain, (2014) who argues that teachers' professional development can only change and improve the teaching and learning quality when there is teachers monitoring and follow-up on all professional development trainings attended. Monitoring helps in the assessment of the teachers and making of the relevant recommendations for their supportive professional needs. Kapur, (2018) contends that monitoring of teachers' professional activities not only promotes successful incorporation of Professional

Development skills in classrooms but also allows for identification of teachers' classroom needs for support.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

This chapter presents conclusions and recommendations drawn from the study findings. The areas for further research based on the findings were also suggested.

6.1 Conclusions

The study assessed the influence of support supervision on teachers' professional development in Government-Aided Secondary Schools in Katakwi district. The conclusions of the study were based on the specific research objectives.

6.1.1 Objective One: To investigate the role of supervisors' collaborative culture in fostering teachers' professional development in Katakwi District

The study showed that teachers have different perceptions on the current support supervision in the professional development programmes. Professional development programs were detached from teachers' individual professional goals and there was limited collaborative supervision. Much as collaborative supervision had a statistically significant predictor of teachers' professional development, it does not make a statistically significant unique contribution. Therefore, supervisors' collaborative culture ought to augment with needs assessment, and monitoring and evaluation for it to achieve the desired goals.

6.1.2 Research Objective Two: to assess the impact of Needs Assessment on teachers' professional development in government - aided secondary schools in Katakwi District

The study concluded that needs assessment makes a statistically significant unique prediction of teachers' professional development. It was, therefore, for paramount for school administrators and educationists to ensure the efficacy and efficiency of professional development activities. These help in tailoring professional development activities to individual requirements and motivate teachers to not only attend them but also transfer acquired skills, knowledge and attitudes to the classroom practice. However, the current professional development programmes did not adequately meet teachers' needs because head teachers rarely conducted teachers' needs assessment.

6.1.3 Research Objective Three: to examine the influence of Monitoring and Evaluation on teacher professional development in government aided secondary schools in Katakwi District.

The study established that there was monitoring and evaluation in the secondary schools in Katakwi. Findings revealed that Monitoring & Evaluation makes a statistically significant contribution in explaining the teachers' professional development with total monitoring and evaluation scale making the strongest unique contribution, recording a beta value ($\beta = .636, p < .05$). However, the monitoring and evaluation feedback was less constructive and helpful to schools and teachers. Teachers would like to have more insightful and detailed feedback on how they can improve on their classroom practice.

6.2 Recommendations

From the findings of the study, the following recommendations were made in line with the major objectives of the study;

6.2.1 Research Objective One: To investigate the role of supervisors'

collaborative culture in fostering teachers' professional development in Katakwi District

- The Ministry of Education and other concerned stakeholders should restructure the existing in-service professional development activities to focus more on what teachers are to teach each term.
- Teachers should be required to attend in professional development activities each term and year.
- Related, professional development programmes to be conducted during the school holidays to avoid disruption of classroom teaching.

6.2.2 Research Objective Two: to assess the impact of Needs Assessment on teachers' professional development in government - aided secondary schools in Katakwi District

- Head teachers should assess teachers to determine their classroom needs and there should be follow up activities immediately after the attendance of Professional Development programmes.
- Head teachers should provide teaching and learning materials to teachers to enhance classroom practices and schools should fund all teachers to attend Professional Development activities regularly.

6.2.3 Research Objective Three: to examine the influence of Monitoring and Evaluation on teacher professional development in government aided secondary schools in Katakwi District.

- The office of the District Inspector of Schools and Directorate of Education Standards should design appropriate and well-organized monitoring and evaluation mechanisms to drive efficiency and efficacy of teacher

professional development; these tools should support teachers in improving on their classroom practices.

6.3 Limitations of the Study

There were two major limitations in this study that could be addressed in future studies. First, the study was based on a cross sectional survey research design and this hampered follow up activities with the respondents to make clarifications on the issues that arouse from the data analysis.

Secondly, the study was limited in the geographical scope. It was carried out in Katakwi District, which is very small compared to the whole country: Uganda. This could have created a sample or selection bias and hence, could have led to lack of probability sampling / or the sample not being a true random sample.

6.4 Suggested Areas for Further Research

This study was limited to examining the influence of support supervision on teachers' professional development in Government-Aided Secondary Schools in Katakwi district, specifically focusing on the influence of supervisors' collaborative culture, needs assessments, and monitoring and evaluation on teachers' professional development. The researcher therefore suggested that:-

- i) Since the findings showed that needs assessments and monitoring and evaluation had a unique statistically significant effect on teachers' professional development, a study is carried out supervisor"s collaborative culture to ascertain its influence on effect teachers' professional development.
- ii) A similar study is conducted in other districts of Uganda and in higher institutions of learning since the study was conducted in Government-

Aided Secondary Schools for comparison of findings.

- iii) A purely qualitative study is conducted on teachers' perception support supervision and its effect on teachers' professional development.

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APPENDICES

Appendix 1: Questionnaire for Teachers

Dear Respondent, I am **Odeke Tom**, a student of Uganda Christian University pursuing a Master of Education in Administration and Management. As an academic requirement, I am meant to undertake research as a partial fulfilment of the requirement for the award of Master of Education in Administration and Management. Kindly feel free to respond to the under listed questions related to my study entitled, **“Support supervision and teachers’ professional development in government-aided secondary school in Katakwi district”**. All information given will be confidential and used only for the purpose of the study.

Instructions: Tick in the box indicating the appropriate response to the question asked.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

Provide the following information:

- a).Name of the School.....
- b). Years of teaching experience
- c) Grade or level taught.....
- b).Subject taught.....

Please rate the following statements based on your level or need using the likert scale provided.

(1= stronglyDisagree, 2=Disagree, 3=Neither agree or disagree, 4=Agree, 5=strongly agree)

Section B: Influence of supervisors' Collaborative Culture on Teachers'

ProfessionalDevelopment

Statements	Strongly Disagree 1	Disagree 2	Neither agree or disagree 3	Agree 4	Strongly agree 5
Teacher support supervision is					
Your support supervisors understand well the teaching needs and challenges of the workers the supervise.					
Teachers in your school are satisfied with the professional development opportunities provided at					

The professional development Programs align very well with my individual professional					
The feedback and Recommendations provided by the school are very effective in promoting teacher professional					
The teacher support and resources provided at school during professional development activities are excellent					

Section C: Needs Assessment and professional development

Statements	Strongly Disagree 1	Disagree 2	Neither agree or disagree 3	Agree 4	Strongly agree 5
The current professional development opportunities provided by the school adequately meets my needs.					
I would benefit from professional development sessions focused on incorporating technology into classroom instruction.					
I would find it valuable to Attend workshops or seminars on classroom management techniques.					
I would like more training on differentiated instruction strategies to meet the diverse needs of the students.					
In my school the support Supervisors frequently ask for our professional needs.					

Section E Monitoring and evaluation on teacher's professional development

Statements	Strongly Disagree 1	Disagree 2	Neither agree or disagree 3	Agree 4	Strongly agree 5

I believe it's important to receive training in monitoring and evaluation methods to improve student's outcomes.					
The feedback received during evaluation process has been constructive and helpful.					
The support supervision helps to identify the strength and weaknesses of teachers					

Thank you for taking your time to fill this questionnaire. Your feedback is highly valuable in guiding our efforts to design effective teacher professional development programs.

APPENDIX II: Interview Guide: Chairman of Academics Committee on Support Supervision and Teacher Professional Development

Dear Respondent, I am Odeke Tom, a student of Uganda Christian University pursuing a Master of Education in Administration and Management. As an academic requirement, I am meant to undertake research as a partial fulfilment of the requirement for the award of Master of Education in Administration and Management. Kindly feel free to respond to the under listed questions related to my study entitled, “**Support supervision and teachers’ professional development in government-aided secondary school in Katakwi district**”. All information given will be confidential and used only for the purpose of the study.

Instructions: Tick in the box indicating the appropriate response to the question asked.

Introduction:

1. Greet the chairperson and thank them for taking the time to participate in the interview.
2. Introduce yourself and briefly explain the purpose of the interview: to gather insights and perspectives on the topic of support supervision and teacher professional development.
3. Assure the chairperson that their input is valuable and will contribute to improving the academic system within the school.

Background:

4. Request a brief overview of the academics committee’s role in the school and their responsibilities in relation to support supervision and teacher professional development.
5. Inquire about the current approach to support supervision and teacher professional development within the school.
6. Ask about any existing challenges or areas of improvement identified in this regard

Support Supervision:

7. What strategies do you employ to provide support supervision to teachers?
8. How do you ensure that support supervision is conducted in a constructive and non-threatening manner?
9. How do you ensure that support supervision is effective?
10. How do you tailor support supervision to meet the diverse needs of teachers with varying levels of experience and expertise?
11. Are there any specific tools or resources utilized to facilitate support supervision?

If yes, what are they and how are they implemented?

Teacher Professional Development:

12. How do you promote continuous professional development for teachers in the school?
13. What types of professional development programs or initiatives are currently offered?
14. How do you identify the professional development needs of teachers and

design programs accordingly?

15. What strategies are in place to ensure the relevance and applicability of professional development activities?

16. Do you collaborate with external organizations or experts to enhance teacher professional development? If so, how?

17. How do you assess the impact and effectiveness of the professional development programs offered?

Integration and Feedback:

18. How do you ensure that the outcomes of support supervision and professional development activities are integrated in to the school's overall academic improvement plan?

19. How are teachers involved in the decision-making process regarding support supervision and professional development initiatives?

20. Is there a feedback mechanism for teachers to provide input on the support supervision and professional development processes? If yes, how is feedback collected and utilized?

Future Plans and Reflection:

21. What are your future goals regarding support supervision and teacher professional development?

22. Are there any innovative approaches or practices that you are considering implementing in the future?

23. Based on your experience, what advice would you offer to other schools or educational institutions aiming to improve support supervision and teacher professional development?

Conclusion:

24. Thank the chairperson for their time and valuable insights.

25. Offer them an opportunity to add any additional comments or suggestions they may have.

26. Express appreciation for their contribution to the interview and emphasize the significance of their role in shaping the academic environment of the school.

Appendix III: Interview Guide: District Education Officer

Dear Respondent, I am Odeke Tom, a student of Uganda Christian University pursuing a Master of Education in Administration and Management. As an academic requirement, I am meant to undertake research as a partial fulfilment of the requirement for the award of Master of Education in Administration and Management. Kindly feel free to respond to the under listed interview related to my study entitled, “**Support supervision and teachers’ professional development in government-aided secondary school in Katakwi district**”. All information given will be confidential and used only for the purpose of the study.

Background Questions:

1. Can you provide an overview of your role and responsibilities as a district education officer?
2. How long have you been working in this role, and what is your experience with support supervision and teacher’s professional development?

Support Supervision:

3. Do you think support supervision is important and why?
4. How would you define effective support supervision?
5. How do you support supervise you schools?
6. How do you identify the areas where teachers need support and improvement?
7. Describe the process of conducting support supervision visits or evaluations in schools?
8. What kind of feedback or support do you provide to teachers based on the findings of support supervision visits?
9. How do you ensure that the support provided to teachers aligns with their individual needs and challenges?
10. How do you encourage and promote continuous improvement among teachers through support supervision?

Teacher's Professional Development:

11. In your opinion, why is teacher’s professional development crucial for improving education quality?
12. What measures do you take to facilitate professional development opportunities for teachers in your district?
13. How do you identify the professional development needs of teachers?
14. What types of professional development programs or activities have you found to be most effective?
15. How do you ensure that teachers apply what they learn from professional development programs in their classrooms?
16. What support or resources do you provide to teachers to enhance their professional development?
17. How do you evaluate the impact and effectiveness of teacher’s professional development initiatives?

Challenges and Future Plans:

18. What are some of the common challenges you face in implementing support supervision and teacher’s professional development programs?
19. How do you address the resistance or reluctance from some teachers to participate in professional development activities?
20. Are there any specific changes or improvements you would like to make in the

future regarding support supervision and professional development?

21. How do you stay updated on the latest trends and best practices in support supervision and teacher's professional development?

Conclusion:

22. Is there anything else you would like to add regarding the importance of support supervision and teacher's professional development?

23. Thank the district education officer once again for their time and valuable insights.

24. Mention that the information gathered from the interview will be used to enhance understanding and contribute to ongoing efforts to improve education quality.

25. Offer the opportunity for the interviewee to ask any questions or seek clarifications if needed.

26. Conclude the interview by expressing gratitude for their participation.

27. How would you describe the role of a supervisor in your school?

28. What do you think are the key responsibilities and duties of a supervisor?

29. How effective do you find the feedback and recommendations provided by the head teacher in improving your teacher's professional development?

30. Are there any suggestions or improvements you would like to see in the feedback and recommendations provided during support supervision.

31. How do you ensure that monitoring and evaluation process is supportive and promotes a culture of continuous improvement among teachers?

32. In your opinion, how does needs assessment contribute to teachers' professional development.

Appendix IV: Interview Guide to Head Teacher

Dear Respondent, I am **Odeke Tom**, a student of Uganda Christian University pursuing a Master of Education in Administration and Management. As an academic requirement, I am meant to undertake research as partial fulfilment of the requirement for the award of Master of Education in Administration and Management. Kindly feel free to respond to the under listed interview related to my study entitled, **“Support supervision and teachers’ professional development in government-aided secondary school in Katakwi district”**. All information given will be confidential and used only for the purpose of the study.

Interview questions

1. In your opinion what is support supervision in the context of teacher professional development?
2. What role does the head teacher play in providing support supervision to teachers?
3. How do you identify the professional development needs of your teachers?
4. Describe the process of planning and implementing support supervision sessions for teachers?
5. What strategies or techniques do you use to create supportive and collaborative environment during support supervision?
6. How do you ensure that the feedback provided during support supervision is constructive and helps teachers improve their practice?
7. What types of resources or tools do you provide to support teacher professional development?
8. How do you encourage and support ongoing professional development for your teachers beyond support supervision?
9. How do you measure the effectiveness of support supervision and teacher professional development initiatives?
10. Can you share an example of a successful teacher professional development program or initiative that was implemented with the support of supervision?
11. How do you address any challenges or obstacles that arise during the implementation of support supervision and teacher professional development?
12. In your opinion, what are the key qualities or characteristics of an effective support supervisor?
13. How do you ensure that support supervision aligns with the broader goals and vision of the school?
14. What steps do you take to foster a culture of continuous improvement and learning among your teaching staff?
15. How do you involve teachers in the planning and evaluation of support supervision and professional development initiatives?
16. What advice would you give to other head teachers who are looking to enhance support supervision and teacher professional development in their schools?
17. Remember to tailor these questions based on your specific needs and the context in which you are conducting the interview.

Appendix V: The Krejcie and Morgan Table

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

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

Source: Krejcie & Morgan, 1970



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DEPARTMENT OF EDUCATION

HEADTEACHER
KATAKWI HIGH SCHOOL
P.O. BOX 95,
KATAKWI
Uganda (East Africa)

for

Received
19 JUL 2023
HEADTEACHER

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

You are honored to introduce to you Mr. Mrs./Miss **ODEKE TSM**
Of Registration Number: 25522/MED/MUC/003 pursuing a
Degree/Postgraduate: Diploma / Bachelor's Degree
EDUC ADMIN & PLANNING

He/she is required to carry out an academic research on the topic
**SUPPORT SUPERVISION & TEACHER
PROFESSIONAL DEVELOPMENT IN KATAKWI DISTRICT.**

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

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

Yours faithfully,

[Signature]



LANGAT K JOSHUA
HEAD OF DEPARTMENT

Received by
Pella
Secretary Education



Received by
Asumo
19/7/2023





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**UGANDA CHRISTIAN UNIVERSITY**

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Department of Research and Post Graduate Studies

Date: 15th June, 2024

Viva Correction Compliance form (Post proposal defense)

Name of Candidate: **ODEKE TOM** (Reg. RJJ22/MUC/MED/003)Title of Dissertation: **SUPPORT SUPERVISION AND TEACHERS' PROFESSIONAL DEVELOPMENT IN GOVERNMENT-AIDED SECONDARY SCHOOLS IN KATAKWI DISTRICT, UGANDA.**

S/N	COMMENTS BY THE PANEL	ACTION TAKEN	INDICATOR
1.	Include qualitative data in your report	Data from qualitative data (Interviews) is presented in subsections 4.3.1, 4.3.2, 4.3.3, and 4.3.4	Pg 33-38, 42-43, 47-48 & 51-52 respectively
2.	Include the definition of support supervision	definition of support supervision included under conceptual background	p.4
3.	Include indicators of the sub constructs on the table of supervisor's collaboration	indicators of the sub constructs on the table of supervisor's collaboration in Table 4.7	Pg 39-40
4.	Improve on the heading of the table supervisor's collaborative culture	The heading of the table supervisor's collaborative culture improved	p.39
5.	Some questions like qn3 on the collaborative culture is not measuring it	Qn 3 on the collaborative culture: In my school, teachers are satisfied with the professional development opportunities provided at school removed	p.39

Odeke Tom

Page 1 | 2

1



Edit

Annotate

Fill & Sign

Convert

All



6.	Correct the table of model summary i.e. drop the word multiple regression analysis of all the variables ascertaining the contribution of each on support supervision	The word multiple regression analysis of all the variables ascertaining the contribution of each on support supervision on the table of model summary dropped.	Pg. 39, 41, 46, & 50
7.	Use beta values to explain the effect and in conclusions and recommendations as per the results	beta values to explain the effect and in conclusions and recommendations as per the results used	Pg. 42, 47, 51, 56, 57, 59, & 60
8.	Use multivariate analysis	It could not done because Multivariate analysis of variance is used when there is than one dependent Variable; and yet the study had only one dependent variable i.e. teachers' professional development	N/A

Candidate's Name: ODEKE TOM

Signature

Supervisor's Name: DR. OKURUT DAVID

Signature

