

THE RELATIONSHIP BETWEEN HEAD TEACHERS' SUPPORT SUPERVISION AND TEACHERS' CLASSROOM INSTRUCTION AND MANAGEMENT. A CROSS-SECTIONAL STUDY IN PRIMARY SCHOOLS IN KIGULU NORTH CONSTITUENCY, IGANGA DISTRICT.

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Page | 1

ABSTRACT

Aim

To determine the relationship between head teachers' support supervision and teachers' classroom Instruction and management in Primary schools in Kigulu North constituency, Iganga District

Methods

A descriptive cross-sectional study was used, with both quantitative and qualitative methods of data collection and analysis. Questionnaires were used for the teachers and administrators while in-depth interviews were done for upper-class pupils. Descriptive statistics were used to analyze the findings and quantitative data were analyzed by SPSS version 22.

Results

The findings revealed a strong positive significant relationship between head teachers' supervision and teachers' classroom Instruction and management ($r=0.553$). This was reflected by a correlation that is significant at the 0.01 level (2-tailed). 0.01 level (2-tailed).

Conclusion

The findings reflect that head teachers' support supervision influences teachers to track teachers' lesson plans daily and give constructive feedback; to ensure that schemes of work and lesson plans are approved before the teaching and learning process; and that required scholastic materials are provided, all the teachable units for every class and term are schemed as a way of monitoring syllabus coverage, required learning aids are provided.

Recommendation

Headteachers should not shy away from supervising teachers' schemes of work and lesson plans. This should be emphasized during appraisal sessions to help improve teacher effectiveness and hence student learning. There is a need to ensure that teachers are always supervised daily to instill commitment and hard work which would in turn lead to improved teachers' performance in primary schools.

Keywords: Support, Supervision, Teacher, Classroom, Instruction, Management.

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Introduction

In African countries and Uganda in particular, head teachers are responsible for ensuring that teachers adhere to school rules and performance tasks through close supervision. The analysis of events in the school and the relationship between the head teacher and the teachers form the basis of the programs and strategies designed to improve the teaching and learning process (Mbiti 2004).

The Ministry of Education and Sports (MOES) (2006) asserts that; "when conducting classroom instruction and support, the head teacher is expected to analyze the following areas: Are prepared schemes of work and lesson plans being followed according to syllabus content?; Are

lessons delivered with the encouragement of learner-centred activities?; do teachers take a keen interest in the individual needs of pupils by ensuring that teaching and learning activities are differentiated according to the needs of particular pupils' special needs?; do teachers give assessment activities to measure their pupils' achievement levels and competencies?

Marshall (2008) argued that it is important for head teachers to get into the classroom and observe what teachers do. He says, "Evaluating the teaching-learning process helps in identifying the loopholes in teaching and hence improves the lesson presentation".

Walukhu (2007), supported Cissy (2007), saying that, the head teacher should play a leading role in monitoring the use of instructional materials in the school, provide safe storage for them, prepare guidelines for their use, and provide annual budget line items for these materials.

Similarly, in Uganda, Nzabonimpa (2013) studied the influence of secondary school head teachers' general and instructional supervisory practices on teachers' performance. The findings of this study indicated that limited general and instructional supervision was commonplace in secondary schools in Uganda. However, the current study concentrated on only one aspect of supervision, Instructional supervision, for a more intense understanding of supervisory practices.

In the same way in West Africa, Frempong (2011) conducted a study in Cape Coast on factors contributing to poor performance of students in the basic education certificate examination in selected public junior high schools in Effutu Municipality. The findings were that contributions to the poor academic performance of students included inadequate teaching and learning materials, and inability to complete the syllabus among other factors. However, the study by Frempong (2011) described above did not show how head teachers get involved in supervising the implementation of curriculum programs, a gap that the current study sealed.

About the above studies, in Kenya, Muriithi (2014) carried out a study to investigate the influence of head teachers' instructional supervision strategies on curriculum implementation in public schools in the Imenti South district. The findings were that internal instructional supervision helped teachers to improve in assessment and evaluation, which further influenced curriculum implementation. The study by Muriithi (2014)

Mwesigwa (2011) observed that classroom visitations and supervision of teachers during teaching are the best way to improve teacher's performance. This is because

instructional supervision draws its data from its first-hand observation of teaching events and involves face-to-face interaction between the supervisor and the teachers in the analysis of teaching behaviors and activities of instructional development. To determine the relationship between head teachers' support supervision and teachers' classroom Instruction and management in Primary schools in Kigulu North constituency, Iganga District

METHODOLOGY

Research Design

The study used a descriptive cross-section design, The study utilized a mixed method in which both quantitative and qualitative methods of data collection were employed. These methods were used to draw valid conclusions based on views obtained from oral informants as well as the responses from those who filled out the questionnaires. The use of both qualitative and some quantitative methods concurrently is supported by Amin (2005) especially where the study involves investigating people's opinions.

Study Population

The study was conducted in the selected primary schools of Kigulu North constituency, Iganga district. The population of the study included 22 primary school Headteachers, 22 deputy headteachers, and 310 teachers.

Sample Size and Selection

Out of the total number of 354 respondents in the twenty-two primary schools selected, 181 respondents were selected and used in this study. The sample size was determined using the Morgan and Krejcie (1970) table. These included 15 head teachers, 12 deputy head teachers, and 154 teachers.

Table 1, Shows the number and category of subjects selected from the different sub-counties of Kigulu North constituency, Iganga district for study.

Respondents	Sample Size	Sampling technique
Headteachers	15	Purposive
Deputy headteacher	12	Purposive
Teachers	154	Simple random
Total	181	

Research Instruments

Questionnaire.

A questionnaire is a form containing a set of questions addressed to several subjects as a way of gathering information (Schroder & Carey, 2003). A closed-ended questionnaire on 4 Likert-scale (4 =strongly agree, 3 =Agree, 2 = Disagree, 1 = strongly disagree), was constructed by the researcher and used to collect data from

the selected respondents. The researcher used this instrument to collect data from teachers. In this study, therefore, a structured questionnaire was used to collect numerical data from respondents to answer the research questions. The questionnaire served to collect a lot of information within a short period, and the data collected was deemed credible because, unlike interviews where the respondent could be quoted, questionnaires were filled anonymously.

Section **A** contained the demographic information of all the respondents, section **B** focused on extracting information on the preparation of pedagogical documents, Section **C** gathered data on classroom instruction and management, section **D** focused on assessment and evaluation

Page | ii **Interview Guide**

An interview guide is an oral questioning method where the investigator gathers data through direct interaction with participants (Amin 2005). In this study, therefore, the researcher used an interview guide to collect non-numeric data from head teachers to back up numeric data. Interviews with the teachers were conducted by meeting them and asking them questions of which the researcher recorded all the responses by himself. Interviews generated immediate feedback and generated a wide range of views, opinions, thoughts, and perceptions concerning head teachers' supervision and teachers' performance in UPE schools in Kigulu North constituency, Iganga District to establish the Headteacher support supervision and performance of teachers in selected schools in Kigulu constituency, Iganga district.

Validity of the Research Instrument

According to Mugenda and Mugenda (2002), validity is 'the degree to which a test measures what is intended to measure. In this study, validity was examined through the ability of the test instruments to measure what they were supposed to measure. During the pre-test, the responses of the participants corresponded to the research questions and the criterion of the objectives.

Reliability of the Research Instrument

Reliability measures the degree to which a research instrument yields consistent results after repeated trials (Mugenda & Mugenda, 2003). The test-retest method of assessing the reliability of the data was used. The instrument was administered twice to the same pilot group at intervals of one week, keeping the initial conditions constant. Responses from the two pilot tests were obtained and analyzed to establish the extent to which the research instruments brought consistent results.

Table 2 Reliability Test Results

Variable	No. of Items	Coefficient	Interpretation
Headteacher support supervision and teachers' preparation	5	.911	Reliable
head teachers' support supervision and teachers' classroom instruction and management	5	.816	Reliable
head teachers' support supervision and teachers 'assessment and evaluation of learners	5	.993	Reliable

Data collection Procedure

An introductory letter from the Department of Research of Team University was used to introduce the researcher to the schools selected for the study. Appointments will be made with the selected respondents for the study. Data was collected by use of the instruments by the research assistants. Thereafter the researcher was permitted to collect the data from the respondents.

researcher informed the respondents of the importance of carrying out the study and asked the respondents to participate out of their own Will without force, secondly, confidentiality was taken seriously, also as the researcher to assure the respondents that the information was not be disclosed to anyone and that it will be for academic purposes only. All these were taken into account to avoid any harm or cause of stress to the respondents as a result of their participation in the study.

Data Processing and Analysis

After the interview, questionnaires will be checked for completeness, questionnaires will be kept in a secure place where only the researcher and the supervisor will access them. When all the data are collected, the responses will be processed into a meaningful study finding using the SPSS statistical computer package. Frequency counts, tables, and Pearson correlation were used to summarize the data in a manner that reflected the relationship between the variables

Results

Response rate

The Researcher adopted a formula suggested by Maria (2022).

$$\begin{aligned} \text{Response rate} &= \frac{\text{Responses returned}}{\text{Number of surveys sent out}} * 100 \\ &= \frac{175}{181} * 100 \\ &= 96.6\% \end{aligned}$$

From the above, it can stated that out of 181 questionnaires distributed, 175 were returned giving a response rate of 96.6%, This was significant enough for the researcher to

Ethical Considerations

The researcher obeyed the ethical principles that govern the research studies including informed consent where the

continue and analyze data for presentation. According to Amin(2005), a response rate above 65% is recommended.

concerning the provision of the required information for the study. Table 3 summarizes the various demographic data of respondents.

Respondents’ Demographic Analysis.

The presentation of respondents ‘demographics is to inform the reader about the suitability of the sample

Table 3 shows the demographic characteristics of the Respondents

Sub Category		Frequency	Percentage
Age	20-29years	60	34
	30-39years	48	27
	40-49 years	55	31
	50-59 years	12	8
	Total	175	100
Gender	Male	99	57
	Female	76	43
	Total	175	100
Education level	Grade III certificate	51	29
	Diploma	77	44
	Degree	47	27
	Total	175	100
Working Experience	0-9 years	64	37
	10-19 years	59	34
	20-29 years	32	18
	30 years above	20	11
	Total	175	100

Source: Primary data 2023

This age distribution in Table 4.1 implied that data was collected from mature people as 34% were between 20-29 years,27% were 30-39 years, 31% were 40-49 and 8% were 50-59. The findings showed that (57%) were males while (43%) were females. This implied that more than half of the respondents were females and this perhaps could be due to their willingness to participate in the study. In terms of the study, at least both Males and Females were involved in the study though Females outnumbered Males. Concerning qualification of respondents (29%) teachers were Grade III certificate holders and yet (44%) were diploma holders, and degree holders were the least represented with only (27%). As per the presentation, it was observed that almost three-quarters of respondents were diploma holders. This perhaps was because most of

the teachers had had upgraded and therefore were holders of diplomas in primary education. This information showed that the respondents were knowledgeable enough and could give valid and reliable information based on their highest qualification levels of education. In line with the working experience of respondents, 37% were in the category of 0-9 years of working experience (34%) were in the category of 10-19 years, 19, 18% were in the category of 20-29 years while 11% were in the working category of 30 years and above. This information showed that the respondents had enough working experience and could give credible information about the influence of head teachers’ supervision on teachers’ performance.

Page | 2 **Table 4, shows a descriptive analysis of head teachers’ support supervision and teachers’ classroom instruction and management.**

Statement	Response	N	%
My head teacher ensures that lesson notes, lesson exercises, and homework are given to learners daily	SA	78	47
	A	60	36
	D	22	13
	SD	06	04
Total		166	100
My head teacher ensures that pupils’ exercise books are marked daily with constructive feedback	SA	33	20
	A	88	53
	D	36	22
	SD	09	05
Total		166	100
My head teacher ensures that teachers use various methods of learner assessment	SA	72	43
	A	54	33
	D	30	18
	SD	10	06
Total		166	100
My head teacher ensures that teachers provide remedial lessons as a follow-up to every assessment	SA	52	31
	A	85	51
	D	19	11
	SD	10	06
Total		166	100
My head teacher ensures that teachers’ section of self-evaluation is reflected to show the strong and weak areas and a way forward	SA	43	26
	A	103	62
	D	11	07
	SD	09	05
Total		166	100

Source: Primary data: 2023

Table 4 shows results indicate that the majority 47% of the respondents strongly agreed that their head teacher ensures that lesson notes, lesson exercises, and homework are given to learners daily, 36% agreed; 13% disagreed and 4% strongly disagreed. 53% of the respondents strongly agreed that their head teacher ensures that pupils’ exercise books are marked daily with constructive feedback, 20% agreed, 22% disagreed and 5% strongly disagreed. 33% strongly agreed that their head teacher ensures that teachers use various methods of learner assessment, 33% agreed, 18% disagreed and 6% strongly disagreed. 51% strongly agreed that their head teacher ensures that teachers provide remedial lessons as a follow-up of every assessment, 31% agreed, 11% disagreed and 6% strongly disagreed. 62% strongly agreed

that their head teacher ensures that teachers’ section of self-evaluation is reflected to show the strong and weak areas and

a way forward, 7% disagreed and 5% strongly disagreed. This implied that head teachers’ support supervision leads to good teachers’ classroom instruction and management. From these findings, it can be stressed that head teachers’ Support Supervision influences the teachers to use good classroom instruction and management. These findings relate to the findings derived from the interview held with the head teachers 15 (8%) which revealed those Head teachers’ Support Supervision results to teachers’ classroom instruction and management.

For this study objective, a correlation analysis was done between head teachers’ support supervision and teachers’

classroom Instruction and management. The results revealed a significant relationship between head teachers' support supervision and teachers' preparation of pedagogical documents (sig 0.01 level). This is shown in table 5.

Table 5, shows Pearson correlation between head teachers' support supervision and teachers' classroom instruction and management.

Correlations			
Statement		Head teacher's support supervision	Teacher's classroom instruction
Head teacher's support supervision	Pearson Correlation	1	.553**
	Sig. (2-tailed)		.000
	N	175	175
Teacher's classroom instruction	Pearson Correlation	.553**	1
	Sig. (2-tailed)	.000	
	N	175	175

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

Source: Primary data 2023

As reflected in above, the Pearson correlation was applied to establish the relationship between head teachers' support supervision and teachers' classroom Instruction and management in UPE schools in Kigulu Constituency, Iganga District. The results above show a strong positive significant relationship between head teachers' supervision and teachers' classroom Instruction and management (r=0.553). This was reflected by a correlation that is significant at the 0.01 level (2-tailed).

In the qualitative analysis, when most head teachers were asked about the frequency by which they conduct supervision, they revealed: "I supervise my teachers at the beginning of term, midterm, and towards the end of term"

Another head teacher said:
 "We have a particular school program of supervision: for example, per week for particular classes"

Nonetheless, in an interview with head teachers, one Headteacher noted: "Teachers are weak when it comes to classroom management and use of instructional materials". Therefore, when teachers are frequently supervised, it would give a clear direction, and instill hard work and commitment among teachers which would ultimately lead to goal achievements and outcomes, thus improved performance among teachers.

Another Headteacher said:
 "We have introduced team teaching and we give external exams to check on classroom coverage and learners' achievement"

Another head teacher remarked: "As a school supervisor and head, I always ensure that enough content is taught to cover the syllabus in time, I do this by asking teachers to make reports of what has been accomplished every week, also, I set assessment exercise after every three weeks to test teachers on what has been covered"

Another Headteacher:

"As a head of school, I supervise my teachers any time, in most cases I do it without informing them such that I assess their teaching without any notice. Abrupt visiting make teachers prepared all the time so this makes them smart and deliver content in an organized manner"

Another Headteacher said:

"I have personally tried to supervise teachers during teaching time and this has brought a considerable change in teachers' actual teaching"

One other head teacher revealed: *"I visit classrooms during teaching, mark lesson plans daily and schemes of work. I do this to ensure that the right content is delivered and this improves on teachers' organization and classroom management"*

Another head teacher reported:

"I always ensure that lessons are conducted and punishment is given to those who try to dodge classes. This has helped in checking on absenteeism cases and therefore slight performance improvement"

Another Headteacher said:

"I supervise my teachers every day in the morning and evening to ensure that they are consistently in class and school during working hours"

Another Headteacher revealed that: *"I always ensure instructional materials are used during every lesson, for instance when it is time for mathematics I ensure that charts, sets, and mathematical textbooks are available to all teachers for effective lesson delivery"*

During observation, such instructional materials were available and when some classes were visited, charts, pictures, and diagrams were displayed on walls to aid in the process of teaching and learning.

Discussion

The quantitative result showed a highly positive significant relationship between head teachers' supervision and

teachers' classroom instruction and management. This implies that head teachers' supervision and teachers' classroom instruction and management have a statistically significant relationship and therefore when head teachers carry out supervision during teaching, teachers' performance improves and vice versa. Therefore, when teachers are frequently supervised, it would give a clear direction, and instill hard work and commitment among teachers which would ultimately lead to goal achievements and outcomes, thus improved performance among teachers. As elaborated by Hill (2000), Supervision helps teachers as well as those who are professionally capable to have an opportunity to become reflective, critical, and creative thinkers and thus become effective in teaching. Marshall (2008) argues that it is important for head teachers to get into the classroom and observe what teachers do. He said, "Evaluating the teaching-learning process helps in identifying the loopholes in teaching and hence improves the lesson presentation.

Nherera (2009) noted that classroom supervision promotes mentoring and coaching for effective management of the teaching and learning process. Therefore, teachers' classroom instruction should be supervised and supported through lesson supervision to enhance quality education in primary schools. As stressed by

This is why effective classroom instruction by teachers should be supported through lesson supervision to enhance quality education".

Conclusion

The findings reflect that head teachers' support supervision influences teachers to track teachers' lesson plans daily and give constructive feedback; to ensure that schemes of work and lesson plans are approved before the teaching and learning process; and that required scholastic materials are provided, all the teachable units for every class and term are schemed as a way of monitoring syllabus coverage, required learning aids are provided.

Recommendation

Headteachers should not shy away from supervising teachers' schemes of work and lesson plans. This should be emphasized during appraisal sessions to help improve teacher effectiveness and hence student learning. There is a need to ensure that teachers are always supervised daily to instill commitment and hard work which would in turn lead to improved teachers' performance in primary schools.

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List Of Abbreviations

DEO: District Education Officer

MOES: Ministry of Education and Sports

REC: Research Ethics Committee

SEA: Senior Education Assistant

SGSR: School of Graduate Studies and Research

UNCST: Uganda National Council of Science and Technology

UNEB: Uganda National Examination Board

UPE: Universal Primary School

USE: Universal Secondary School

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Conflict of interest

The author's conflict of interest.

Author Biography

Catherine Namudhiba is a master's student at the School of Graduate Studies and Research, team university.


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