

RELATIONSHIP BETWEEN SUPPORTIVE SUPERVISION AND TEACHER COMMITMENT IN U.P.E SCHOOLS IN KASAANDA DISTRICT, UGANDA-A CROSS-SECTIONAL STUDY.

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ABSTRACT

Background

The quality of pupils in terms of competence, knowledge, and overall achievements is dependent on teacher commitment. Yet, teacher commitment in Universal Primary schools in Kasaanda District has been sub-par. This study aimed to investigate the relationship between Supportive supervision and teacher commitment in Universal Primary Education (UPE) schools in Kasanda district.

Methodology

A descriptive, cross-sectional, and correlational survey was utilized, integrating both quantitative and qualitative approaches for data collection and analysis. 10 U.P.E schools in Kasanda district and involving a sample of 108 participants, consisting of teachers and head teachers, were selected through purposive and simple random sampling techniques. Data was analyzed using SPSS software and content analysis techniques.

Results

The findings observed a higher response rate, 100% from head teachers compared to 91.8% from teachers. Supportive supervision received positive feedback for providing constructive feedback and recognizing teachers' efforts, despite some variation in perceptions on alignment with quality standards. Correlational analysis revealed a weaker positive relationship (Correlation coefficient, 0.209) between supportive supervision and commitment. The standardized coefficient (Beta) of 0.20 suggests that supportive teacher supervision has a moderate impact on teacher commitment.

Conclusion

Providing supportive teacher supervision is crucial for enhancing teacher commitment in UPE schools. This factor plays complementary roles in influencing teacher commitment and should be considered in developing strategies to improve the overall professional development and commitment of teachers in the Kasanda district.

Recommendation

Government officials should develop a holistic approach to professional development that integrates supportive teacher supervision to maximize its collective impact on teacher commitment.

Key words: Supportive supervision, teacher commitment, UPE, Kasanda district.

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BACKGROUND OF THE STUDY

Historical perspective

The historical perspective of professional development and teacher commitment in UPE schools in Uganda has been shaped by a complex interplay of colonial legacies, government policies, political instability, external support, and cultural influences. Understanding this historical context is important for addressing current challenges and shaping future strategies for enhancing professional development and teacher commitment in UPE schools. Before Uganda's independence in 1962, education in the country was largely under the influence of colonial policies. There was a limited focus on professional development for teachers, and teacher commitment was often hampered by low pay and inadequate resources in UPE schools (Wabule, 2016).

After independence, the government of Uganda initiated the UPE program in 1997. This policy aimed to provide free primary education for all children, leading to a rapid expansion of UPE schools across the country. This expansion created a pressing need for professional development among teachers to meet the increased demand for quality education (Nakabugo, Bisaso, & Masembe, 2011). Uganda's history has been marked by periods of political instability, including civil unrest and changes in government. These events have often disrupted educational systems, impacting professional development opportunities for teachers and contributing to challenges in maintaining teacher commitment (Okuni, 2007). Teachers in UPE schools often faced issues related to low salaries and delayed payments. This financial strain affected their commitment and job satisfaction. The lack of incentives, professional development opportunities,

and career advancement options also contributed to diminished motivation among teachers (Lubuulwa, 2011). Donor organizations and international partners have played a significant role in supporting educational reforms in Uganda, including initiatives focused on professional development for teachers. Efforts to improve teacher commitment in UPE schools have been influenced by external assistance and partnerships (Ogwang, 2018). In conclusion, the development of professionalism and teacher commitment in UPE schools in Africa has been marked by several challenges, including teacher absenteeism, recruitment issues, and a decreasing status of the teaching profession. However, efforts to enhance teacher status, improve professional development, and promote culturally appropriate pedagogical practices offer hope for improving the quality of education in the region.

Theoretical perspective

The study was guided by expectancy theory as suggested by Victor Vroom. According to the Expectancy Theory, individuals are motivated to put effort into their work if they believe that their efforts would lead to desired performance and that their performance would be rewarded (Vroom, Porter, & Lawler, 2015). It suggests that teachers' commitment to their profession and their level of effort put into professional development will depend on their perceptions of three factors: expectancy, instrumentality, and valence (Farr & Middlebrooks, 1990). Applying the Expectancy Theory, the study could examine teachers' beliefs and perceptions regarding the effectiveness of professional development programs, the connection between professional development and desired outcomes, and the value they attach to the potential rewards (Boström & Palm, 2020). It could also explore whether teachers' commitment and motivation are influenced by factors such as the quality of training, the relevance of the content, the support and recognition received from school administrators, and the alignment between professional development and their career goals (Paulus, Villegas, & Howze-Owens, 2020). By understanding how teachers perceive the link between professional development, performance improvement, and rewards, the study could provide insights into the factors that enhance or hinder teacher commitment in UPE schools in Kasanda District. It could also inform the design and implementation of more effective and motivating professional development initiatives, tailored to the specific needs and expectations of teachers in the district.

Conceptual perspective

Teacher professional development refers to the ongoing process of acquiring and enhancing the knowledge, skills, and attitudes necessary for effective teaching (Malunda, 2017). It is a structured and intentional effort to support educators in their continuous growth and improvement, enabling them to stay abreast of the latest educational research, teaching methodologies, and technological advancements. Professional development for teachers

aims to enhance their ability to create engaging and effective learning experiences for students (Paulus et al., 2020). Various programs exist to facilitate teacher professional development, and these can be categorized into different types: Workshops and Seminars, Conferences, Mentoring and Coaching, Professional Learning Communities, Online Courses and Webinars, and In-Service Training (Postholm, 2012). Effective teacher professional development programs are often characterized by being sustained, collaborative, job-embedded, and reflective, ensuring that educators can apply what they learn to their classrooms and positively impact student learning outcomes (Sims & Fletcher-Wood, 2021). Teacher commitment in the context of UPE (Universal Primary Education) schools refers to the dedication, loyalty, and enthusiasm that teachers exhibit towards their roles and responsibilities in providing quality education to primary school students (Imron et al., 2020). Commitment is a crucial aspect of a teacher's professional behavior and is closely linked to their effectiveness in the classroom and the overall success of educational initiatives (Razak, Darmawan, & Keeves, 2009). Teachers who are committed to their profession invest time and effort beyond the basic requirements. This involves spending additional hours planning lessons, grading assignments, participating in professional development activities, and engaging with students outside of regular class hours (Park, 2005). Regular attendance and punctuality are indicative of a teacher's commitment. Teachers who consistently show up on time and are present for their scheduled classes demonstrate responsibility and dedication to their students and the education system (Cansoy, Parlar, & Polatcan, 2022). A committed teacher actively engages students in the learning process. This involves creating an inclusive and stimulating learning environment, using varied teaching methods, and fostering positive relationships with students to ensure their academic success and personal development. The duration of a teacher's commitment to their profession and a particular school is also a relevant measure. Teachers who stay in the profession and at a specific school for an extended period may demonstrate a strong commitment to their role and the school community (Zheng, Shi, & Liu, 2020). Committed teachers adhere to ethical standards and professional codes of conduct. They maintain confidentiality, treat students with respect, and uphold the integrity of the teaching profession.

Contextual perspective

Uganda, like many developing countries, faces significant challenges in providing quality education, particularly in rural areas. The government has implemented the Universal Primary Education (UPE) policy to increase access to primary education for all children. While this policy has led to an increase in enrollment, it has also presented new challenges, including the need for adequate resources and support for teachers (Nakabugo et al., 2011). Professional development is crucial in improving teacher effectiveness and commitment, and ultimately,

improving the quality of education provided in UPE schools. However, there is limited research on the impact of professional development on teacher commitment in UPE schools in Kasaanda District, which makes this study important (Malunda, 2017). Teacher commitment is essential for improving student outcomes, as committed teachers are more likely to go the extra mile in their teaching practices and create a positive learning environment. By examining the factors that influence teacher commitment, this study will provide insights into the specific professional development needs of teachers in UPE schools in Kasaanda District (Kagoda & Ezati, 2014). Overall, this study on professional development and teacher commitment in UPE schools in Kasaanda District, Uganda, aims to shed light on the factors that influence teacher commitment and provide recommendations for effective professional development programs. The ultimate goal was to improve the quality of education provided in UPE schools and ensure that all students have equal opportunities to succeed academically.

METHODOLOGY

Study design

The study was guided by a descriptive, cross-sectional, and correlational survey. Further, the study employed both quantitative and qualitative approaches in collecting

Table 1: showing the sample size of the study.

Category	Population Size	Sample size	Sampling technique
Teachers	140	98	Simple random sampling
Head teachers	10	10	Purposive sampling
Total	150	108	

Source: Kasaanda District Education Department, (2023).

Sample Size

Mugenda and Mugenda (2003) argue that it is impossible to study the whole targeted population; therefore, the researcher took a sample of the target population. A sample is a subset of the population that comprises members selected from the population. The sample size was determined using Krejcie & Morgan's (1970) table for determining sample size. At 5% level of confidence, 108 respondents were selected as the sample size of the study, as shown in Table 1 above.

Sampling techniques

Purposive and simple random sampling techniques were used in determining the respondents of the study. Purposive sampling was used to select the head teachers

and analyzing data. A descriptive survey was used in order to explain the findings of the study based on averages, percentages, standard deviation, and frequency tables. It was a cross-sectional study since data was collected at a point in time from respondents and covered a short period of time, and had no follow-ups. It was correlational since it used Pearson's correlation to establish the significance of the relationship between the study variables in line with the objectives. A qualitative approach was employed in examining the non-numerical findings of the study, such as gender and attitudes of the respondents on the study variables, which were coded and summarized to produce descriptive findings. The quantitative approach was used to analyze and interpret numerical data for meaningful findings.

Study Population

Sekaran (2003) defines a population as the entire group of people, events, or things that a researcher wishes to investigate. The study targeted 10 Universal Primary Education schools in Kasaanda District. The study was carried out at Kasanda Primary School, Buko Primary School, Bukuya Primary School, Bulinimula Primary School, Buswa Primary School, Kaka Memorial Primary School, Bbira Primary School, Kakindu Primary School, Bbinikira Primary School, and Bweyongede Primary School. The study used teachers and head teachers of the selected primary schools as the respondents; thus, the study population had 150 participants (Kasaanda District Education Department, 2023).

of selected primary schools in Kasaanda District. These were selected because they have key information regarding teacher professional development and teacher commitment in UPE schools. A simple random sampling technique was used to select teachers who participated in this study. The method was used to eliminate bias by giving everyone a chance to participate in this study.

Research instruments

Questionnaires and interview guides were used to collect data for this study.

Questionnaire

The questionnaire was used as a tool that aided in gathering information during the survey. A questionnaire

is defined as a carefully designed tool for collecting data by specifying research questions. It gathers data over a large sample, and it gives important information about a population, which is why many quantitative researchers use it as the main method of collecting data. In addition, a questionnaire can collect a large amount of information in a reasonable and quick space of time and at the same time minimize bias on the side of the researcher and respondents (Mugenda and Mugenda 2003). Under this study, the researcher used a questionnaire to gather data from teachers of the selected private primary schools. Open-ended and closed-ended questions were used to access first-hand information. Closed-ended questions were used to give respondents alternative answers and to avoid waste of time in thinking (Mugenda and Mugenda, 2003).

Interview guide

An interview guide is a written list of questions, open or closed-ended, prepared for use by an interviewer in a person-to-person interaction. This may be face-to-face, by telephone, or by other electronic media. Under this study, the researcher used an interview guide to collect data from head teachers of selected UPE schools. Face-to-face questions were orally asked of the respondents. This method was employed because it allowed the collection of in-depth information regarding the study objectives.

Research procedure

An introductory letter from the University was obtained, which was later taken to the District Education Authorities and head teachers of the selected schools. Questionnaires were distributed and later collected after two weeks, and arrangements for interview sessions with respondents was made.

Validity and Reliability

Validity

Validity has to do with how accurately the data obtained in the study represents the variables in the study.

The research instruments were availed to the research supervisor for expert judgment. A Content Validity Index (CVI) was established to measure the accuracy of the research instrument using the formula:

$$CVI = \frac{\text{The number of relevant questions}}{\text{The total number of questions}}$$

RESULTS

Response rate for the study

Table 2: Response rate

Respondents	Sample size	No. of questionnaires returned	Response rate (%)

The content Validity Index of 0.85 was obtained. This was compared with 0.7 as proposed by Amin (2005) and thus the instruments were valid to correct information for the study.

Reliability

Reliability is a measure of the degree to which a research instrument yields consistent data results or data after repeated testing (Mugenda & Mugenda, 2003). This refers to how consistent the research instrument is. Amin (2005) contends that the instrument is reliable when it produces the same results when it is used repeatedly, hence ensuring dependability and precision. To ensure the reliability, the questionnaires were pre-tested on 5 respondents, one week before going to the field, and the Cronbach's coefficient alpha (a) of 0.78 was obtained and compared with 0.70 as suggested by (Amin, 2005).

Data analysis and processing

Qualitative and quantitative data was analyzed, interpreted, arranged, and tabulated. Quantitative data was analyzed using SPSS software. Results were presented in the form of frequency tables and interpreted accordingly. Analysis of qualitative data was through descriptions of events and occurrences as gathered from the interviewees. Content analysis was used to analyze the data, which was gathered from the interviews. Univariate analysis was carried out for individual variables using mean, frequency tables, graphs, and standard deviation. Correlation analysis was carried out using the Pearson correlation coefficient to establish the relationships. Regression analysis was used (multiple regressions) to establish the relationship between professional development and teacher commitment in UPE schools in Kasaanda District.

Ethical considerations

An introductory letter from the School of Graduate Studies and Research of Team University was obtained, and permission was obtained through a written request to the concerned officials of the District. Informed consent was obtained. The authors quoted in this study were acknowledged through citations and referencing. Confidentiality and anonymity of the information collected were observed.

Teachers	98	90	91.8%
Head teachers	10	10	100
Total	108	100	92.6%

According to findings in Table 4.1, the response rate for the study "Professional Development and teacher commitment in U.P.E schools in Kasanda district" was 92.6%. This means that out of the total sample size of 108 individuals (comprising teachers and head teachers), 100 questionnaires were returned, resulting in a response rate

of 92.6%. The response rates for teachers and head teachers specifically were 91.8% and 100%, respectively and was in line with Amin (2009), who posits that a response rate above 70% is very good to give a true picture of the study findings.

Demographic characteristics of the respondents

The researcher used gender, age, marital status and level of education as demographic characteristics of the respondents and the findings are as follows.

Table 3: Demographic characteristics of the respondents

Characteristic	Frequency	Percent
Gender		
Male	53	53%
Female	47	47%
Total	100	100%
Age (years)		
20-30	23	23%
31-50	65	65%
51+	12	12%
Total	100	100%
Marital status		
Single	12	12%
Married	83	83%
Separated	3	3%
Widowed	2	2%
Total	100	100%
Level of education		
Certificate	12	12%
Diploma	76	76%
Bachelors	10	10%
Masters	02	2%
Total	100	100%
Years of teaching		

0-3 years	24	34%
4-8 years	61	51%
9+ years	15	15%
Total	100	100%

Based on the demographic characteristics of the respondents for the study "Professional Development and Teacher Commitment in U.P.E schools in Kasanda district," the following observations and conclusions have been made:

Gender of the respondents

The respondents were evenly distributed in terms of gender, with 53% male and 47% female. This balanced representation indicates a good mix of perspectives from both male and female educators.

Age of the respondents

The majority of respondents fell within the age range of 31-50 years, accounting for 65% of the total. This suggests that the study primarily captured the perspectives of mid-career teachers, who may have varying levels of experience and professional development needs compared to younger or older educators.

Marital Status of the Respondents

The majority of the respondents were married (83%), followed by single individuals (12%). This distribution could imply that personal circumstances, such as marital status, may influence teachers' commitment levels and professional development priorities.

Level of Education

The majority of respondents held a diploma (76%), followed by certificate holders (12%). This distribution indicates that the sample consisted mainly of educators with mid-level qualifications, which may impact their professional growth opportunities and commitment to teaching.

Years of Teaching (experience)

The distribution of years of teaching experience shows the largest group of respondents had 4-8 years of experience (51%). This suggests that the study captured insights from teachers with moderate teaching experience who may be at a critical point in their professional development and commitment to their profession.

Overall, based on the demographic characteristics of the respondents, the study "Professional Development and teacher commitment in U.P.E schools in Kasanda district" likely obtained a holistic view of educators with diverse backgrounds, experiences, and qualifications. The findings could provide valuable insights into how teacher commitment and professional development initiatives can be tailored to address the specific needs of different demographic groups within the education system.

Supportive supervision and teacher commitment in Universal Primary schools in Kasanda district

To explore the relationship between supportive supervision and teacher commitment in U.P.E schools in Kasanda district, the researcher used descriptive analysis of responses that were captured using Likert 5 point scale

where 5- Strongly Agree (SA), 4- Agree (A), 3-Not sure (NS), 2-Disagree (D), 1-Strongly Disagree (SD), Mn-Mean, Std-standard deviation.

Table 4: Supportive supervision and teacher commitment in Universal primary schools in Kasanda district

Statement	SA	A	N	D	SD	Mean	Std
Supportive teacher supervision provides teachers with constructive feedback	67	23	8	2		4.6	0.4
Supportive supervisors acknowledge and appreciate the efforts of teachers.	54	40		6		4.4	0.2
Supervision ensures that teaching practices meet established teaching quality standards	19	57	20	4		3.9	0.6
Effective teacher supervision contributes to improved student learning outcomes	33	41	16	10		4.0	0.6

Teacher supervision ensures that teaching practices align with curriculum standards	29	45	6	20		3.8	0.7
Supervision holds teachers accountable for their performance	23	52	20	5		3.9	0.8
Teachers supervision enables early identification areas for improvement for young teachers	23	70	5			4.1	0.3

Based on findings in Table 4 on the statement “Supportive teacher supervision provides teachers with constructive feedback”, the majority of respondents either strongly agreed (SA) or agreed (A) that supportive teacher supervision provides constructive feedback, with a mean score of 4.6 and a low standard deviation of 0.4. This indicates a high level of agreement among teachers that they receive constructive feedback through supportive supervision. On the statement “Supportive supervisors acknowledge and appreciate the efforts of teachers”, findings showed that a significant number of respondents agreed that supportive supervisors acknowledge and appreciate their efforts, as indicated by the mean score of 4.4 and a relatively low standard deviation of 0.2. This suggests that teachers feel valued and recognized by their supervisors. On the statement “Supervision ensures that teaching practices meet established teaching quality standards”, findings showed that while there was a higher proportion of respondents who agreed with this statement, there were also a considerable number who were not sure or disagreed. The mean score of 3.9 with a standard deviation of 0.6 indicates a moderate level of agreement among teachers regarding the alignment of teaching practices with quality standards through supervision. On the statement “Effective teacher supervision contributes to improved student learning outcomes”, findings showed that the majority of respondents either agreed or strongly agreed that effective teacher supervision leads to improved student learning outcomes, with a mean score of 4.0 and a standard deviation of 0.6. This suggests a positive perception among teachers regarding the impact of supervision on student learning. On the statement “Teacher supervision ensures that teaching practices align with curriculum standards”, findings indicated that while there was a considerable number of respondents who agreed with this statement, there was also a significant proportion who disagreed. The mean score of 3.8 with a higher standard deviation of 0.7 indicates a more varied

perspective among teachers on the alignment of teaching practices with curriculum standards through supervision. On the statement “Supervision holds teachers accountable for their performance”, findings showed that most respondents either agreed or strongly agreed that supervision holds teachers accountable, but there was also a notable proportion who disagreed. The mean score of 3.9 and standard deviation of 0.8 suggest a mixed perception among teachers regarding the accountability aspect of supervision. On the statement “Teacher supervision enables early identification of areas for improvement for young teachers”, findings indicated that the majority of respondents either strongly agreed or agreed that supervision facilitates early identification of improvement areas for young teachers, with a mean score of 4.1 and a low standard deviation of 0.3. This indicates a high level of agreement among teachers on the developmental support provided through supervision for young teachers. In conclusion, the analysis of the findings reveals that overall, teachers in Universal Primary Schools in Kasanda district generally perceive supportive supervision positively in terms of providing feedback, acknowledging efforts, enhancing student learning outcomes, and identifying improvement areas for young teachers. However, there are varying perspectives on the alignment with quality standards and curriculum, as well as the accountability aspects of supervision. It would be beneficial for education authorities to address these varying perceptions and work towards enhancing the supportive supervision practices to further improve teacher commitment and student outcomes in UPE schools. The head teacher said that “Teacher supervision is regularly done by him and other administrators, like the deputy head teacher and the Director of Studies. However, provision of feedback includes further training, which calls for scant resources, hence prompting some teachers to change careers or shift to other schools.”

Correlational findings on the relationship between supportive teacher supervision and teacher commitment in U.P.E schools in Kasanda district

Table 5: Correlational findings on the relationship between supportive teacher supervision and teacher commitment in U.P.E schools in Kasanda district

		Supportive teacher supervision	Teacher commitment

Teacher commitment	Pearson Correlation	0.209**	1.000
	Sig. (2-tailed)	0.000	
	N	100	100

** Correlation is significant at the 0.01 level (2-tailed). The correlational findings presented in Table 5 explore the relationship between supportive teacher supervision and teacher commitment in U.P.E schools in Kasanda district. The analysis of the correlations is as follows: The Pearson correlation coefficient between supportive teacher supervision and teacher effectiveness was 0.209,

is statistically significant at the 0.01 level (2-tailed), with a p-value of 0.000. This indicates that there was a significant but weaker positive relationship between supportive teacher supervision and teacher commitment in U.P.E schools in Kasanda district. Overall, while supportive teacher supervision shows a significant positive relationship with teacher commitment, the

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	3.051	.000		3.130	.000
Supportive teacher supervision	1.209	.001	.20	1.284	.000
a. Dependent Variable: Teacher commitment in U.P.E schools in Kasanda district.					

which shows a weak positive correlation. The correlation correlation is weaker compared to the other factors.

Regression analysis of Supportive teacher supervision and teacher commitment in U.P.E schools in Kasanda district

Table 6: Regression findings of Supportive teacher supervision and teacher commitment in U.P.E schools in Kasanda district

Model	R	R Square	Adjusted R Square
Supportive teacher supervision	0.460 ^c	0.212	0.212

Supportive teacher supervision has a lower correlation with teacher commitment compared to the other factors, with an R-value of 0.460. The standardized coefficient

(Beta) of 0.20 suggests that supportive teacher supervision has a moderate impact on teacher commitment. Supervisors need to provide support and

guidance to teachers to improve their commitment levels. In conclusion, the findings suggest that providing supportive teacher supervision is crucial for enhancing teacher commitment in UPE schools. This factor plays

complementary roles in influencing teacher commitment and should be considered in developing strategies to improve the overall professional development and commitment of teachers in the Kasanda district.

DISCUSSION

Based on findings on the statement “Supportive teacher supervision provides teachers with constructive feedback”, the majority of respondents either strongly agreed (SA) or agreed (A) that supportive teacher supervision provides constructive feedback, with a mean score of 4.6 and a low standard deviation of 0.4. This indicates a high level of agreement among teachers that they receive constructive feedback through supportive supervision. On the statement “Supportive supervisors acknowledge and appreciate the efforts of teachers”, findings showed that a significant number of respondents agreed that supportive supervisors acknowledge and appreciate their efforts, as indicated by the mean score of 4.4 and a relatively low standard deviation of 0.2. This suggests that teachers feel valued and recognized by their supervisors. On the statement “Supervision ensures that teaching practices meet established teaching quality standards”, findings showed that while there was a higher proportion of respondents who agreed with this statement, there were also a considerable number who were not sure or disagreed. The mean score of 3.9 with a standard deviation of 0.6 indicates a moderate level of agreement among teachers regarding the alignment of teaching practices with quality standards through supervision. On the statement “Effective teacher supervision contributes to improved student learning outcomes”, findings showed that the majority of respondents either agreed or strongly agreed that effective teacher supervision leads to improved student learning outcomes, with a mean score of 4.0 and a standard deviation of 0.6. This suggests a positive perception among teachers regarding the impact of supervision on student learning. On the statement “Teacher supervision ensures that teaching practices align with curriculum standards”, findings indicated that while there was a considerable number of respondents who agreed with this statement, there was also a significant proportion who disagreed. The mean score of 3.8 with a higher standard deviation of 0.7 indicates a more varied perspective among teachers on the alignment of teaching practices with curriculum standards through supervision. On the statement “Supervision holds teachers accountable for their performance”, findings showed that most respondents either agreed or strongly agreed that supervision holds teachers accountable, but there was also a notable proportion who disagreed. The mean score of 3.9 and standard deviation of 0.8 suggest a mixed perception among teachers regarding the accountability aspect of supervision. On the statement “Teacher supervision enables early identification of areas for improvement for young teachers”, findings indicated that the majority of respondents either strongly agreed or agreed that supervision facilitates early identification of

improvement areas for young teachers, with a mean score of 4.1 and a low standard deviation of 0.3. This indicates a high level of agreement among teachers on the developmental support provided through supervision for young teachers. The Pearson correlation coefficient between supportive teacher supervision and teacher effectiveness was 0.209, which shows a weak positive correlation. The correlation is statistically significant at the 0.01 level (2-tailed), with a p-value of 0.000. This indicates that there was a significant but weaker positive relationship between supportive teacher supervision and teacher commitment in U.P.E schools in Kasanda district. In conclusion, the analysis of the findings reveals that overall, teachers in Universal Primary Schools in Kasanda district generally perceive supportive supervision positively in terms of providing feedback, acknowledging efforts, enhancing student learning outcomes, and identifying improvement areas for young teachers. However, there are varying perspectives on the alignment with quality standards and curriculum, as well as the accountability aspects of supervision. It would be beneficial for education authorities to address these varying perceptions and work towards enhancing the supportive supervision practices to further improve teacher commitment and student outcomes in UPE schools. The findings regarding supportive supervision and teacher commitment in Universal Primary Education (UPE) schools in Kasanda district align with existing literature on the subject. The study indicates that teachers generally perceive supportive supervision positively, particularly in terms of receiving constructive feedback and feeling acknowledged and appreciated by supervisors. This aligns with literature suggesting that supportive supervision fosters a positive working environment and enhances teacher performance (Kaur & Randhawa, 2020). When teachers receive guidance and support from supervisors, they are more likely to feel valued and motivated, which can lead to increased commitment (Lee T, et al., 2021). While there is general agreement that supportive supervision contributes to improved student learning outcomes and facilitates early identification of improvement areas for young teachers, there are varying perspectives on whether supervision ensures that teaching practices meet established quality standards and align with curriculum standards. This reflects the complex nature of supervision and its impact on teaching practices, which may require further exploration and clarification (Mehboob & Othman, 2020). The findings indicate mixed perceptions regarding whether supervision holds teachers accountable for their performance. While some teachers agree that supervision contributes to accountability, others may have reservations or disagree. This suggests a need for clear communication and expectations regarding the role of supervision in monitoring and improving teacher

performance (Romijn et al., 2021). The study finds a weak positive correlation between supportive teacher supervision and teacher commitment. While this correlation is statistically significant, it indicates that there may be other factors influencing teacher commitment beyond supportive supervision alone. This highlights the multifaceted nature of teacher commitment and the need to consider various factors, such as professional development opportunities and school culture, in enhancing commitment (Hargreaves, 2021). Overall, the findings underscore the importance of supportive supervision in promoting teacher commitment and improving student outcomes in U.P.E schools. However, they also highlight the need for ongoing efforts to address varying perceptions and enhance the effectiveness of supervision practices. By providing clear expectations, resources, and support, education authorities can further strengthen the role of supervision in fostering a positive school environment and enhancing teacher commitment and performance.

CONCLUSION

The results suggest that while supportive teacher supervision correlates positively with teacher commitment, its impact is comparatively weaker. The weaker correlation coefficient (0.209) and lower R-value (0.460) suggest that there is room for improvement in the quality and effectiveness of teacher supervision. Providing adequate support and guidance to teachers by supervisors is essential to strengthen the relationship between supervision and teacher commitment. The adjusted R Square values in the regression analysis indicate that supportive teacher supervision can explain a significant portion of the variance in teacher commitment. Therefore, a comprehensive approach that addresses supportive teacher supervision is likely to have a more profound impact on enhancing teacher commitment levels in UPE schools.

RECOMMENDATION

The government should provide training and professional development opportunities for supervisors to enhance their skills in providing constructive feedback, support, and guidance to teachers. Government officials should develop a holistic approach to professional development that integrates supportive teacher supervision to maximize its collective impact on teacher commitment. Government officials should establish systems for monitoring and evaluating the effectiveness of professional development initiatives regarding teacher commitment levels.

Areas for further research

Conduct a longitudinal study to examine the long-term impact of supportive teacher supervision on teacher commitment over several years. This would provide insights into the sustainability of these factors in enhancing teacher commitment. Conduct qualitative research to explore teachers' perceptions and experiences with supportive supervision in more depth. Interviews or focus groups could uncover specific challenges or benefits

that may not have been captured in the quantitative analysis. Compare the effectiveness of different types of supervision approaches on teacher commitment. Understanding which specific strategies are most successful in promoting commitment could guide policy and practice decisions. Investigate the direct impact of teacher commitment influenced by supervision on student outcomes such as academic achievement, attendance rates, and socio-emotional development. This would provide a more comprehensive understanding of the link between teacher professional development and student success. Explore how contextual factors such as school leadership, resources, and community support influence the relationships between professional development factors and teacher commitment. Understanding these contextual nuances can help tailor interventions for improved outcomes. Investigate how factors like job satisfaction, work-life balance, and teacher well-being intersect with supervision in influencing teacher commitment. Promoting teacher well-being is essential for maintaining long-term commitment and effectiveness. Examine the policy implications of investing in enhancing supervision practices for sustainable teacher development and commitment. This research can guide policymakers in allocating resources and designing initiatives to support teachers effectively.

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LIST OF ABBREVIATIONS

CVI	:	Content Validity Index
SMC	:	School Management Committee
UPE	:	Universal Primary Education
SPSS	:	Special Package for Social Scientists

SOURCE OF FUNDING

The study was not funded.

CONFLICT OF INTEREST

Author declares no conflict of interest

AUTHOR CONTRIBUTIONS

SL- Study developer, Data collector and analyzer

MS- Supervised the Study

DATA AVAILABILITY

Data is available upon request.

ETHICAL APPROVAL

An introductory letter from the School of Graduate Studies and Research of Team University was obtained, as well as permission from the District. Respondents were requested to sign the Consent Forms. Confidentiality and anonymity of the information collected was observed.

INFORMED CONSENT

There was full disclosure; full comprehension and respondents voluntarily consented to participate in the study.

AUTHOR BIOGRAPHY

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