

Impact of head teachers' supervision practices on teachers' job performance in private secondary schools in Ibanda district, South Western Uganda. A cross-sectional study.

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Background

Abstract.

Education systems worldwide face similar challenges in ensuring effective teaching and learning outcomes, with supervision playing a critical role in achieving educational goals. The study examines the influence of head teachers' supervision practices on teachers' job performance in private secondary schools in Ibanda District, Southwestern Uganda.

Methodology

A descriptive cross-sectional study design was adopted, employing both quantitative and qualitative methods. Quantitative data were collected using structured questionnaires administered to teachers. Qualitative data were gathered through semi-structured interviews with headteachers and directors of studies, providing in-depth insights into the implementation, challenges, and perceptions of supervision practices.

Results

The majority of the participants fall within the age groups of 20–40 years; 75 (69.4%) of them were male. Descriptive statistics revealed that the mean score for supervision practices was 2.3398 with a standard deviation of 0.82925, while the mean score for teachers' job performance was 1.4454 with a standard deviation of 0.67566, based on 108 respondents. The Pearson correlation coefficient between headteachers' supervision practices and teachers' job performance was $r = 0.841$, with a significance level of $p < 0.01$, indicating a strong, positive, and statistically significant relationship.

Conclusion

The study establishes that headteachers' supervision practices are critical in shaping teachers' job performance in private secondary schools in Ibanda District. Effective supervision by headteachers is essential for enhancing teacher performance in private secondary schools.

Recommendations.

Headteachers in Ibanda District should continue to implement structured and consistent supervision practices, including regular classroom observations, timely feedback, mentorship, and professional development activities, to sustain and further improve teacher effectiveness and student outcomes.

Keywords: Head teachers' supervision practices, Teachers' job performance, Private secondary schools, Ibanda District, South Western Uganda.

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Background.

Education systems worldwide face similar challenges in ensuring effective teaching and learning outcomes, with supervision playing a critical role in achieving educational goals. Globally, the quality of education is influenced by various factors, including teacher competence, curriculum relevance, and the effectiveness of school leadership. Supervision in education encompasses a range of activities aimed at supporting teachers in enhancing their teaching practices. It involves not only monitoring but also providing feedback, professional development opportunities, and ensuring adherence to educational standards (Bush & Glover, 2016). Effective supervision has been shown to

positively impact teacher morale, instructional quality, and ultimately, student achievement (Fullan, 2014). Across different educational systems, there is a growing emphasis on instructional leadership and distributed leadership models that empower school principals and head teachers to support teachers effectively. Countries like Finland and Singapore have implemented comprehensive supervision frameworks that prioritize continuous professional development and collaborative learning among educators. In the United States, educational supervision has evolved significantly over the decades. The emphasis has shifted from mere administrative oversight to instructional leadership, where head teachers support and guide teachers

in curriculum implementation and professional development (Marzano, Waters, & McNulty, 2005). Research indicates that effective supervision correlates with improved teacher efficacy and student achievement (Hallinger & Murphy, 1985).

Education in Uganda has undergone significant transformations since gaining independence in 1962. Initially, under British colonial rule, education was primarily geared towards producing a literate workforce to serve the colonial administration. Post-independence, there was a rapid expansion of educational institutions aimed at meeting the growing demand for education among Ugandans (Mugagga, 2018).

In Ibanda District, many schools are experiencing diverse levels of infrastructure development and resource distribution. While secondary school education in Ibanda has grown over time, the quality of education continues to be hindered by issues such as teacher shortages, insufficient facilities, and inconsistent administrative support. Supervision plays a crucial role in ensuring effective teaching and learning in schools. Effective supervision involves not only monitoring but also providing support and guidance to teachers to improve their instructional practices. In the context of secondary education in Uganda, effective supervision by head teachers is essential for maintaining teaching standards, implementing curriculum reforms, and achieving educational goals set by the Ministry of Education and Sports (MoES). Despite the recognized importance of supervision, there is a gap in empirical research on how supervision practices impact teachers' job performance in Private Secondary Schools, particularly in rural districts like Ibanda. The study examines the influence of head teachers' supervision practices on teachers' job performance in

private secondary schools in Ibanda District, Southwestern Uganda.

Methodology.

Research Design.

The study adopted a descriptive survey research design, utilizing both quantitative and qualitative methods to examine the influence of head teachers' supervision practices on teachers' job performance in private secondary schools in Ibanda District, Southwestern Uganda.

Target Population of the study.

The study consisted of headteachers and teachers in private secondary schools within Ibanda District, Southwestern Uganda. Specifically, the study focused on headteachers who were responsible for supervising instructional activities and teachers who were directly involved in lesson planning, classroom instruction, and student assessment. These two groups were critical stakeholders in the teaching and learning process and were best positioned to provide insights into the nature and impact of supervision practices. The study considered all private secondary schools registered with the Ministry of Education and Sports in the district to ensure a representative understanding of supervisory practices and teacher performance in the private education sector.

Sample Size

The study used the Morgan and Krejcie (1970) table to determine the appropriate sample size from the known target population. Given that the target population was 150, the sample size extracted from the table was 108.

Table 1: Target Population and Sample Size Representation.

Category	Target Population	Sample size	Sampling technique
Head teachers	10	10	Purposive Sampling
Teachers	140	98	Simple Random Sampling
Total	150	108	

Sampling techniques

The study employed both purposive and simple random sampling techniques.

Purposive sampling:

The study employed this technique to select head teachers as participants, as they possessed relevant information regarding the relationship between teachers' supervision and teachers' job performance.

Simple random sampling

The study employed the lottery method of simple random sampling to select 103 teachers. To achieve this, the researcher obtained a list of teachers' names from the head

teachers of the selected schools, which served as the sampling frame. Each name was written on a piece of paper, folded, and thoroughly mixed in a container. Names were then drawn randomly, one at a time, without replacement, until the required sample size of 103 teachers was obtained. To ensure gender balance, measures were taken to guarantee equitable representation of both male and female teachers. Before the random selection, teachers were categorized into two groups: male and female. An equal number of teachers from each gender category was then randomly selected. In cases where the number of male and female teachers was unequal in some private schools, proportionate stratified random sampling was applied. This ensured that the number of male and female teachers selected from each school reflected their actual distribution within the teaching staff.

Data Collection Method

Questionnaire survey

A questionnaire was a carefully constructed instrument that consisted of a set of questions to which the subjects responded in writing. The questions could be open-ended or closed-ended. It included open-ended questions to allow for the possibility of generating unexpected results, which would make the research more original and valuable. All participants were allowed to provide feedback, and the responses were generally anonymous, which encouraged openness and honesty.

Interviewing method.

Interviewing was a face-to-face, purposeful conversation between the researcher and the respondent. The study used semi-structured interviews with headteachers. This approach involved an interview guide composed of pre-determined open-ended questions, while allowing for flexibility to probe for further information based on the respondent's answers. Semi-structured interviews were chosen because they provided a balance between obtaining consistent data across participants and allowing respondents to express their views in depth.

Data collection instruments

Data was collected through self-administered questionnaires and interview guides.

Questionnaire:

A questionnaire was a structured document that contained a set of questions to which respondents provided answers personally in writing. Self-administered questionnaires were employed and included both closed and open-ended questions. The questionnaires were used to collect data from teachers to establish the influence of headteachers' supervision practices on teachers' job performance, with respondents tasked to provide their information in relation to the questions asked.

Semi-structured interview guide.

The study employed a semi-structured interview guide as one of the primary instruments for collecting qualitative data. This tool was used to gather in-depth information from headteachers regarding their supervision practices and how these influenced teachers' job performance. The interview guide consisted of open-ended questions organized under key thematic areas aligned with the study objectives, including supervision methods, frequency of classroom observations, feedback mechanisms, professional development support, and challenges faced during supervision. Before the actual data collection, the interview guide was pre-tested in a school outside the study sample to check for clarity, relevance, and appropriateness of

questions. Necessary adjustments were made based on the pilot feedback. During the interview, detailed notes were taken and, where permitted, an audio recorder was used to ensure accuracy and completeness of the information collected.

Data Quality Control

Validity of the Research Instruments

To ensure rigorous evaluation, the instruments were submitted to two educational experts with relevant knowledge and experience in educational management, teacher supervision, and research methodology. These experts were purposefully selected based on their academic qualifications, field experience, and familiarity with the study context. They were asked to thoroughly review and match each item to the appropriate objective, rating each item on a 4-point scale to assess its relevance, clarity, and alignment with the study objectives.

Very Relevant (VR),
Quite Relevant (QR),
Somewhat Relevant (SR), and
Not Relevant (NR).

Only items rated either VR or QR were considered valid. The researcher computed the Content Validity Index (CVI) using the formula;

Where:

CVI = Content Validity Index,

n = Number of items rated relevant

N = Total number of items in the questionnaire.

A CVI score of 0.7 and above, as recommended by Amin (2005), was considered acceptable and sufficient for the instrument to be deemed valid. Any items rated below this threshold by both experts were revised based on their feedback to enhance instrument quality.

Reliability of instruments.

Reliability referred to the consistency of a measurement tool, that is, the extent to which an instrument yielded similar results under consistent conditions. To determine the reliability of the research instruments, the split-half reliability method was employed. This method was suitable for testing the internal consistency of the questionnaire, particularly for instruments with multiple items measuring the same construct.

A pilot test was conducted on a sample of 20 teachers selected from private secondary schools outside the main study sample but with similar characteristics to those within Ibanda District. This approach ensured that the reliability check did not interfere with the actual study population while still providing relevant and comparable feedback.

The instrument items were divided into two halves, odd-numbered and even-numbered items. Each respondent's scores from both halves were calculated separately. The researcher then computed the correlation between the two sets of scores using the Pearson Product-Moment

Correlation Coefficient. A correlation coefficient (r) value of 0.7 or higher indicated acceptable reliability. Instruments that did not meet the reliability threshold were revised accordingly before actual data collection began.

Data Analysis and Management.

For the quantitative data, the analysis followed the descriptive analysis, and inferential statistics were used to test hypotheses and draw conclusions regarding the relationship between the variables. Correlation analysis, specifically Pearson's correlation coefficient, was employed to assess the strength and direction of the relationship between head teachers' supervision practices and various aspects of teacher performance. All quantitative data were analyzed using the Statistical Package for the Social Sciences (SPSS), version 25, due to its reliability, wide applicability in social science research, and user-friendly interface for managing and interpreting complex datasets.

For the qualitative data gathered through semi-structured interviews, a thematic analysis approach was used. This involved transcribing the interviews, reviewing the data multiple times, and coding the responses to identify recurring themes or patterns. The data were systematically categorized to address key research questions about the effectiveness of supervision practices and their impact on teacher performance. Thematic analysis also provided a nuanced view of the underlying factors that contributed to or hindered effective teacher performance.

To ensure triangulation and enhance the validity of findings, the qualitative and quantitative data were integrated during the interpretation phase. Patterns emerging from the qualitative interviews were compared and contrasted with the statistical trends from the quantitative analysis.

Ethical Consideration.

The study adhered to strict ethical guidelines throughout to ensure the rights, dignity, and well-being of all participants were protected. Respondents were clearly informed about the purpose of the study, why they were selected, and how the information they provided would be used. A formal introductory letter from the Research Ethics Committee and

Directorate of Graduate Studies at Bishop Stuart University was attached to the questionnaire, requesting the respondents' cooperation.

Participants were assured of the confidentiality and anonymity of their responses. No personal identifiers, such as names or school names, were recorded or published. To further ensure ethical compliance, participants were informed that their participation was entirely voluntary and that they could withdraw from the study at any point or skip any questions they were not comfortable answering without any penalty or consequence.

Informed consent.

Informed consent was obtained in writing before data collection began. For respondents completing questionnaires, consent was implied through their voluntary completion and return of the questionnaire. For participants involved in interviews, written consent forms were signed before participation, and the researcher verbally explained the content of the consent form in a language familiar to the respondent to ensure understanding. During data management and analysis, responses were coded to protect identities, and only aggregated data were used in reporting. The researcher also registered the study with the Uganda National Council for Science and Technology (UNCST) and sought additional permissions from the City Education Officer and head teachers of participating schools. All ethical protocols were strictly observed to maintain the integrity of the research and uphold participants' rights.

Results.

Response Rate

The study targeted a total of 108 respondents, comprising 10 head teachers and 98 teachers. Impressively, all 108 questionnaires were returned fully completed, resulting in a 100% response rate. Therefore, the 100% response rate achieved in this study not only demonstrates the strong commitment and cooperation of the participants but also significantly strengthens the reliability, validity, and generalizability of the research results.

Demographic Characteristics of Respondents

Table 2: Gender of respondents

Gender	Frequency	Percent
Male	75	69.4
Female	33	30.6
Total	108	100.0

Source: Field data 2025.

Table 2 indicates that out of the 108 respondents, 75 (69.4%) were male, while 33 (30.6%) were female. This implies that

male teachers and head teachers formed the majority of participants in the study, nearly doubling the proportion of their female counterparts.

Table 3: Age of respondents

Age	Frequency	Percent
20-30	35	32.4
31-40	45	41.7
41-50	15	13.9
51+	13	12.0
Total	108	100.0

Source: Field data 2025

Table 3: results suggest that the majority of teachers and head teachers in private secondary schools in Ibanda District are relatively young and fall within the active working age groups of 20–40 years. On the other hand, the lower representation of respondents aged 41 years and above (25.9% combined)

Common supervision practices used by headteachers in private secondary schools in Ibanda District, Southwestern Uganda.

Table 4: Common supervision practices used by headteachers in private secondary schools in Ibanda District

Statement	S.A	A	N	D	SD	Mean	Std Dev
My head teacher regularly conducts classroom observations to monitor teaching practice	25 (23.1%)	68 (63.0%)	2 (1.9%)	8 (7.4%)	5 (4.6%)	1.69	.793
I receive timely feedback after class observations.	10 (9.3%)	28 (25.9%)	30 (27.8%)	0(0%)	40 (37.0%)	3.57	1.18
Feedback from the head teacher has helped improve my teaching skills.	15 (13.9%)	81 (75%)	0	12 (11.1%)	0	2.09	0.753
The head teacher reviews my lesson plans and schemes of work.	23 (21.%)	77 (71.3%)	0	8 (7.4%)	0	1.86	0.601
My head teacher provides mentorship and coaching support	52 (48.1%)	42 (38.9%)	10 (9.3%)	4 (3.7%)	0(0%)	1.69	.793
Supervision in my school is focused on professional development, not just fault-finding.	33 (30.6%)	69 (63.9%)	6 (5.6%)	0	0	1.75	.549
The head teacher organizes in-service training or workshops.	17 (15.7%)	73 (67.6%)	10 (9.3%)	8 (7.4)	0	2.08	.738
Supervision practices are consistent and follow a clear schedule.	15 (13.9%)	39 (36.1%)	26 (24.1%)	16 (14.8%)	12 (11.1%)	2.73	1.204
I participate in regular meetings to discuss performance and teaching improvement.	15 (13.9%)	40 (37.0%)	19 (17.6%)	30 (27.8%)	4 (3.7%)	2.73	1.130
The head teacher encourages peer learning and collaboration among teachers	40 (37.0%)	37 (34.3%)	20 (18.5%)	6 (5.6%)	5 (4.6%)	2.06	1.096

Source: Field data 2025

Table 4 presents the common supervision practices used by head teachers in private secondary schools in Ibanda District. The findings indicate that the majority of teachers strongly agreed (23.1%) or agreed (63.0%) that head teachers regularly conducted classroom observations to monitor teaching practices, with a low mean score of 1.69 and a standard deviation of 0.793, suggesting high agreement and consistency in responses. This implies that classroom observation is a widely used supervisory tool. During interviews, one head teacher emphasized:

"I block out two mornings every week just for learning walks and full-period observations; it keeps instruction visible and supports targeted coaching."

The results further showed a divided response concerning the provision of timely feedback after observations (Mean \approx 3.57, SD \approx 1.18). While some teachers acknowledged receiving immediate feedback, others expressed dissatisfaction with delays in communication. One head teacher admitted: *"I try to debrief within 48 hours, but exam seasons stretch us, some feedback slips to the next week, which I know blunts its impact."* This reveals that though feedback mechanisms exist, time constraints sometimes hinder their effectiveness.

Most respondents agreed that feedback from the head teacher has helped them improve their teaching skills (Mean = 2.09, SD = 0.753). This suggests that, when provided, feedback is not only valued but also utilized for professional growth. One head teacher explained: *"When I anchor feedback in actual student work and model a strategy the same week, I see teachers try it the very next lesson."* This shows that effective feedback is practical and directly linked to classroom practice.

The study also found that head teachers often review lesson plans and schemes of work as part of their supervisory role (Mean = 1.86, SD = 0.601). This reflects a culture of accountability and planning discipline. One head teacher remarked, *"Every Thursday I sign off on lesson plans and schemes; I'm checking alignment, objectives, activities, and assessment must match."* This practice ensures consistency in curriculum delivery and adherence to national standards. Findings indicated strong agreement that head teachers provide mentorship and coaching support to their teachers (Mean = 1.69, SD = 0.781). This portrays supervision as a supportive rather than punitive process. As one head teacher explained: *"Each new teacher is paired with a veteran; we co-plan, I co-teach once a month, and we keep a coaching log."* Such testimonies point to structured mentorship systems that foster professional growth.

Respondents strongly agreed that supervision in their schools is focused on professional development rather than

fault-finding (Mean = 1.75, SD = 0.542). This demonstrates a shift from a traditional inspection model to a developmental one. As one head teacher proudly stated: *"Our mantra is 'support before sanction', we identify one leverage point and practice it until it sticks."* Such a philosophy promotes teacher confidence and openness to improvement.

The results showed that head teachers also organize in-service training or workshops for teachers (Mean = 2.08, SD = 0.819). This suggests that professional development activities are a valued supervisory practice. One head teacher noted: *"Once a term we run a Saturday institute on assessment, differentiation, or literacy across subjects, followed by classroom try-outs."* This testimony reflects deliberate planning for capacity-building.

The study also revealed that there were mixed views about the consistency of supervision schedules (Mean = 2.73, SD = 1.130). While some schools had predictable systems, others reported irregularities. One head teacher candidly stated: *"We publish a supervision calendar, but national exams and co-curriculars often bump visits, teachers feel that unpredictability."* This suggests that although schools aspire to regular supervision, competing responsibilities often interfere.

Respondents indicated varied experiences regarding regular meetings to discuss performance and teaching improvement (Mean = 2.73, SD = 1.130). While some teachers regularly participated, others reported irregular attendance. One head teacher explained: *"Departments meet fortnightly to review results and plan reteaching; attendance is strong in exam classes but spotty elsewhere."* This suggests that while meetings are valued, their consistency is not universal.

Findings showed that head teachers encourage peer learning and collaboration among teachers (Mean = 2.06, SD = 1.096). This points to a growing emphasis on collaborative professional cultures. One head teacher highlighted: *"We run monthly peer observations, no evaluation, just 'see-one, try-one, share-one'; it's boosted strategy spread far faster than memos."* Such practices create safe spaces for shared learning.

The analysis shows that classroom observation, lesson plan reviews, mentorship, professional development, and in-service training were the most dominant and consistent supervision practices used by head teachers. On the other hand, feedback timeliness, supervision scheduling, and regular performance meetings were less consistent, indicating areas that need improvement to enhance supervision effectiveness in private secondary schools in Ibanda District.

The level of teachers' job performance in private secondary schools in Ibanda District, Southwestern Uganda.

Table 5: The level of teachers' job performance in private secondary schools in Ibanda District.

Statement	S.A	A	N	D	SD	Mean	Std Dev
I consistently complete my teaching syllabus on time	54 (50.0%)	41 (38.0%)	13 (12.0%)			1.62	.693
I maintain proper class records (attendance, marks, schemes, etc.).	81 (75.0%)	19 (17.6%)	0	0	8 (7.4%)	1.34	.477
I give and mark students' assignments and provide constructive feedback	102 (94.4%)	6 (5.6%)	0	0	0	1.06	.230
I prepare adequately for every lesson I teach.	104 (96.3%)	4 (3.7%)	0	0	0	1.04	.190
I am punctual and regular in my duties.	87 (80.6%)	14 (13.0%)	0	7 (6.5%)	0	1.32	.783
I maintain discipline and a positive classroom environment.	78 (72.2%)	21 (19.4%)	0	9 (8.3%)	0	1.44	.868
I engage in continuous professional development activities	73 (67.6%)	25 (23.1%)	0	4 (3.7%)	6 (5.6%)	1.56	1.070
I collaborate well with colleagues to achieve school goals	44 (40.7%)	31 (28.7%)	3 (2.8%)	18 (16%)	12 (11.1%)	2.29	1.428
My teaching has contributed to improved student performance.	83 (76.9%)	21 (14%)	0	43.7%	0	1.31	.662
I use a variety of teaching methods to reach different learners.	71 (65.7%)	37 (34.3%)	0	0	0	1.34	.477

Source: Field data 2025

Table 5 shows that the majority of teachers consistently completed their teaching syllabus on time, with 50% strongly agreeing and 38% agreeing, resulting in a mean score of 1.62 (SD = 0.693). This demonstrates that teachers largely adhered to the planned curriculum, ensuring coverage of all necessary content within the stipulated academic period. One head teacher confirmed, *"Most of my teachers are diligent; they plan their lessons carefully and ensure the syllabus is fully covered before the national exams. I regularly review their schemes to monitor progress."*

Proper maintenance of class records was highly observed among teachers, with 75% strongly agreeing and a mean score of 1.34 (SD = 0.477). Teachers diligently recorded attendance, student marks, lesson plans, and schemes of work, demonstrating a high level of organizational responsibility. A head teacher remarked, *"Teachers are meticulous in keeping their records up to date. This allows me to track student progress effectively and identify areas that require intervention."*

The study revealed that 94.4% of teachers strongly agreed that they gave assignments and provided constructive feedback, with a mean of 1.06 (SD = 0.230). This indicates a high level of teacher commitment to student learning and assessment practices. A head teacher noted, *"Assignments are marked promptly and feedback is provided to guide students on improving their work. Students actively engage with the feedback to enhance their understanding."*

Nearly all teachers prepared adequately for their lessons, as indicated by 96.3% strong agreement and a mean of 1.04 (SD = 0.190). One head teacher emphasized, *"Prepared lessons are noticeable; teachers come with all required materials, and lessons proceed smoothly with active student participation."*

Punctuality was another strong feature, with 80.6% of teachers strongly agreeing and a mean of 1.32 (SD = 0.783). A head teacher explained, *"Teachers are punctual and rarely miss classes, which maintains discipline and continuity of learning."*

Teachers demonstrated competence in maintaining discipline and fostering a positive classroom environment,

with 72.2% strongly agreeing (mean = 1.44, SD = 0.868). A head teacher remarked, *“Our teachers handle disciplinary issues professionally and ensure that classrooms remain conducive for learning, even when challenges arise.”* Effective classroom management also allows teachers to implement diverse teaching strategies without disruptions.

Engagement in professional development was evident, with 67.6% of teachers strongly agreeing (mean = 1.56, SD = 1.070). A head teacher observed, *“Teachers are encouraged to attend workshops and in-service training, and they bring back new strategies that improve lesson delivery.”*

Collaboration among teachers showed moderate levels, with 40.7% strongly agreeing and 28.7% agreeing, but 16% disagreeing (mean = 2.29, SD = 1.428). A head teacher stated, *“Some teachers collaborate effectively to plan lessons and share teaching strategies, while others prefer to work independently.”*

Most teachers agreed that their teaching contributed to improved student performance, with 76.9% strongly agreeing (mean = 1.31, SD = 0.662). A head teacher highlighted, *“Teachers’ efforts are reflected in students’ grades and exam results; commitment to quality instruction*

is evident in improved performance.” Teachers’ effectiveness in instruction fosters better understanding and retention of content among learners.

Finally, 65.7% of teachers strongly agreed that they used diverse teaching methods, with 34.3% agreeing (mean = 1.34, SD = 0.477). A head teacher remarked, *“Teachers use group discussions, demonstrations, and visual aids to engage all learners. Students respond positively to these varied methods.”* Varied instructional approaches ensure inclusive learning and accommodate diverse student needs, ultimately improving learning outcomes.

The relationship between headteachers’ supervision practices and teachers’ job performance in Private Secondary Schools in Ibanda District.

To quantify the relationship between headteachers’ supervision practices and teachers’ job performance in Private Secondary Schools in Ibanda District, a Pearson Product-Moment Correlation was conducted.

Table 6: Pearson Correlation Between headteachers’ supervision practices and teachers’ job performance in Private Secondary Schools.

		Supervision Practices	Teacher’s Performance
Supervision practices	Pearson Correlation	1	.841**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	73.579	50.415
	Covariance	.688	.471
	N	108	108
Teachers performance	Pearson Correlation	.841**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	50.415	48.848
	Covariance	.471	.457
	N	108	108

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

Table 6: Descriptive statistics revealed that the mean score for supervision practices was 2.3398 with a standard deviation of 0.82925, while the mean score for teachers’ job performance was 1.4454 with a standard deviation of 0.67566, based on 108 respondents. These findings indicate that teachers generally perceived supervision as effective, and their job performance was moderately high, though slightly lower than supervision levels. The moderate standard deviations suggest some variability in how supervision and performance were experienced across

different schools, reflecting differences in institutional practices and teacher engagement.

The Pearson correlation coefficient between headteachers’ supervision practices and teachers’ job performance was $r = 0.841$, with a significance level of $p < 0.01$, indicating a strong, positive, and statistically significant relationship. This finding implies that as headteachers’ supervision practices improve in terms of regular classroom observations, feedback, mentorship, and professional development, teachers’ performance also improves. The

significance level of 0.000 confirms that this relationship is not due to chance, highlighting the pivotal role of supervision in enhancing teaching effectiveness.

Qualitative data from headteachers provided deeper insight into this relationship. One headteacher observed:

"When I conduct regular classroom visits and provide timely feedback, teachers become more motivated and confident. They apply new teaching strategies and engage students more effectively."

Another headteacher added:

"Mentorship sessions help teachers identify areas of improvement in lesson delivery, and we have seen a noticeable enhancement in student performance as a result."

These testimonies illustrate that supervision goes beyond monitoring; it serves as a supportive mechanism for professional growth, aligning with the quantitative findings. The strong correlation aligns with prior research emphasizing the importance of supervision in improving teacher performance.

Discussions of key findings.

Supervision practices used by headteachers in private secondary schools in Ibanda District, Southwestern Uganda.

The study revealed that classroom observation was the most consistently applied supervisory practice by head teachers in private secondary schools in Ibanda District, with a high level of agreement among teachers (Mean = 1.69, SD = 0.793). This aligns closely with prior studies in Uganda, Kenya, Tanzania, and Ethiopia, which underscore classroom observation as a central tool in instructional supervision (Abdullah et al., 2022; Ochieng, 2021; Mwangi & Wambua, 2022; Kassahun, 2023). During interviews, one head teacher emphasized: *"I block out two mornings every week just for learning walks and full-period observations; it keeps instruction visible and supports targeted coaching."*

The findings also highlighted mixed responses regarding the timeliness of feedback after classroom observations (Mean \approx 3.57, SD \approx 1.18). While some teachers acknowledged prompt feedback, others noted delays, particularly during exam periods. One head teacher admitted: *"I try to debrief within 48 hours, but exam seasons stretch us; some feedback slips to the next week, which I know blunts its impact."* The study confirms that although feedback mechanisms exist, their effectiveness is constrained by competing responsibilities and time pressures, echoing gaps highlighted in prior research (Abdullah et al., 2022; Mwangi & Wambua, 2022).

The study found strong evidence that mentorship and coaching were prominent in supervisory practices (Mean = 1.69, SD = 0.781). Teachers reported that pairing novice educators with experienced mentors enhanced instructional skills and confidence. One head teacher explained: *"Each new teacher is paired with a veteran; we co-plan, I co-teach once a month, and we keep a coaching log."* This aligns with

Darling-Hammond, Hyler, and Gardner (2017), who argue that mentoring strengthens teachers' instructional strategies, while Kraft et al. (2018) emphasize that sustained coaching fosters long-term improvement. The findings support the literature, particularly Karanja and Muthoni (2024) and Wanjiku (2024), which highlight that coaching-oriented approaches enhance teacher motivation and professional development, though the current study also shows that consistent implementation remains a challenge in some schools.

Reviewing lesson plans and schemes of work emerged as another widely adopted practice (Mean = 1.86, SD = 0.601), reinforcing accountability and curriculum alignment. One head teacher remarked: *"Every Thursday I sign off on lesson plans and schemes; I'm checking alignment, objectives, activities, and assessment must match."* Similarly, Mwangi and Wambua (2022) found that structured plan review improves adherence to standards and enhances classroom outcomes.

In-service training and professional development activities were widely appreciated by teachers (Mean = 2.08, SD = 0.738). Head teachers organized workshops and continuous learning sessions, echoing Njeri (2023), who argues that targeted, needs-based professional development significantly enhances instructional quality. One head teacher noted: *"Once a term we run a Saturday institute on assessment, differentiation, or literacy across subjects, followed by classroom try-outs."* This confirms that professional development linked to classroom application is critical for translating supervision into tangible teacher improvement, as highlighted in the literature (Darling-Hammond et al., 2017).

The study identified areas of inconsistency, particularly in supervision scheduling (Mean = 2.73, SD = 1.204) and regular performance meetings (Mean = 2.73, SD = 1.130). Teachers reported variability in observing scheduled supervision, largely due to competing responsibilities such as exams and extracurricular activities. One head teacher explained: *"We publish a supervision calendar, but national exams and co-curriculars often bump visits; teachers feel that unpredictability."* This finding corresponds with the literature, indicating that inconsistency in supervision undermines effectiveness (Kassahun, 2023; Wanjiku, 2024). The study highlighted the promotion of peer learning and collaborative professional cultures (Mean = 2.06, SD = 1.096). Teachers appreciated opportunities for peer observation and shared strategy sessions. One head teacher explained: *"We run monthly peer observations, no evaluation, just 'see-one, try-one, share-one'; it's boosted strategy spread far faster than memos."* This reflects the growing recognition of collaborative cultures in improving instructional quality, supporting Hargreaves and Fullan (2012), who stress that professional learning communities foster collective efficacy and sustained improvement.

The study, therefore, confirms that head teachers in Ibanda District employ a mix of instructional, mentorship, and professional development-oriented supervisory practices. Practices such as classroom observation, lesson plan reviews, mentorship, and in-service training align with global research demonstrating their effectiveness in enhancing teacher performance and student outcomes (Abdullah et al., 2022; Darling-Hammond et al., 2017). However, inconsistencies in feedback timeliness, supervision scheduling, and performance meetings reflect systemic challenges that limit the full potential of these strategies, echoing gaps noted in prior literature (Mwangi & Wambua, 2022; Kassahun, 2023; Wanjiku, 2024). Qualitative testimonies further reinforce that supportive supervision fosters professional growth, teacher motivation, and collaboration, suggesting that the adoption of structured, consistent, and participatory practices can maximize supervision effectiveness in private secondary schools.

Level of teachers' job performance in private secondary schools in Ibanda District, Southwestern Uganda.

The findings of this study indicate that teachers in private secondary schools in Ibanda District demonstrate high levels of job performance in several key areas, including lesson preparation, syllabus completion, assessment, feedback provision, and the use of varied teaching methods. These findings align with Kiiza (2019), who emphasized that teacher performance encompasses planning, instruction, classroom management, and engagement in school activities. The consistency observed in these practices suggests that teachers are committed to maintaining instructional quality and professional accountability. Regarding syllabus completion and lesson preparation, the study revealed that a majority of teachers consistently finished their teaching syllabi on time and prepared adequately for each lesson. A head teacher explained, *"Most of my teachers are diligent; they plan their lessons carefully and ensure the syllabus is fully covered before the national exams. I regularly review their schemes to monitor progress."* Similarly, Goe (2007) argued that the quality of teaching depends not only on teacher qualifications but also on proper planning and preparation. These findings also reflect McGregor's Theory Y, indicating that teachers in Ibanda District are intrinsically motivated, value responsibility, and actively seek to achieve educational goals, demonstrating initiative and commitment to their professional roles.

The study further indicated strong adherence to record-keeping, student assessment, and feedback provision. Most teachers maintained accurate attendance records, grades, and lesson plans, while also offering timely and constructive feedback. A head teacher stated, *"Assignments are marked promptly, and feedback is provided to guide students on improving their work. Students actively engage with the*

feedback to enhance their understanding." Applying Theory Y, these teachers display a self-directed approach, taking responsibility for enhancing student outcomes through structured and reflective practices rather than relying solely on external supervision.

Punctuality and classroom management were also notable features of teachers' performance. A high percentage of teachers reported being regular and punctual in their duties, while also maintaining disciplined and positive classroom environments. One head teacher noted, *"Teachers handle disciplinary issues professionally and ensure that classrooms remain conducive for learning, even when challenges arise."* These observations are supported by Mwangi (2017), who highlights that punctuality and disciplined learning spaces are crucial for effective instruction and student engagement. In line with Theory Y, these behaviors suggest that teachers are self-motivated and committed to fostering an environment conducive to learning, demonstrating responsibility and initiative beyond external enforcement.

The study also revealed engagement in professional development activities, though collaboration among teachers showed variability. Teachers attended workshops and in-service training to enhance their teaching skills, as one head teacher explained, *"Teachers are encouraged to attend workshops, and they bring back new strategies that improve lesson delivery. Some teachers collaborate effectively to plan lessons, while others prefer to work independently"*. The variability in collaboration suggests a blend of Theory Y and Theory X behaviors: while many teachers are intrinsically motivated and proactive (Theory Y), others may require structured guidance and supervision (Theory X) to engage fully in collective professional practices.

The use of diverse teaching methods was another strength identified in the study. Teachers employed strategies such as group discussions, demonstrations, and visual aids to cater to different learning styles, resulting in improved student outcomes. A head teacher commented, *"Teachers use group discussions, demonstrations, and visual aids to engage all learners. Students respond positively to these varied methods."* Through the lens of Theory Y, these practices reflect teachers' intrinsic motivation to innovate and adapt their teaching approaches to meet students' needs effectively.

In synthesis, the findings demonstrate that teachers in private secondary schools in Ibanda District perform well in professional preparation, classroom management, assessment, feedback, and instructional diversity. These results are consistent with both local (Kiiza, 2019; Okurut, 2012; Mwesigwa, 2010) and global studies (Goe, 2007; Yoon, 2016), which emphasize that teacher diligence, preparation, and professional development are critical determinants of student learning outcomes. The application of McGregor's Theory Y provides a conceptual

understanding that most teachers are intrinsically motivated, proactive, and committed to achieving professional excellence. However, areas such as collaboration indicate that some teachers may still exhibit characteristics described by Theory X, where external structure and supervision are necessary to ensure full participation. These findings underscore the importance of fostering both intrinsic motivation and structured support mechanisms to maximize teacher performance and student success.

Relationship between Headteachers' Supervision Practices and Teachers' Job Performance

The findings of this study reveal a strong, positive, and statistically significant relationship between headteachers' supervision practices and teachers' job performance in private secondary schools in Ibanda District ($r = 0.841$, $p < 0.01$). This aligns with prior research emphasizing the pivotal role of supervision in shaping teacher effectiveness. The high correlation in this study suggests that when headteachers consistently conduct classroom observations, provide feedback, offer mentorship, and support professional development, teachers are better positioned to deliver high-quality instruction, maintain discipline, and engage in professional growth.

Qualitative testimonies from headteachers further reinforce these findings. One headteacher remarked, *"When I conduct regular classroom visits and provide timely feedback, teachers become more motivated and confident. They apply new teaching strategies and engage students more effectively."* Another headteacher added, *"Mentorship sessions help teachers identify areas of improvement in lesson delivery, and we have seen a noticeable enhancement in student performance as a result."* These narratives, Hallinger (2008) emphasized that headteachers play a crucial role in establishing and communicating the school mission, supporting staff professional development, and fostering a positive school climate. The data indicate that supervision is not merely an evaluative function but also a developmental and supportive mechanism that directly influences teacher behavior and performance.

The strong positive correlation observed in this study suggests that such behaviors are associated with higher teacher performance in terms of lesson preparation, classroom management, assessment, and instructional delivery. The supervision practices reported in Ibanda District reflect these characteristics, as teachers reported receiving structured feedback, mentorship, and professional development opportunities that support instructional quality.

McGregor's X and Y Theories provide a useful lens to interpret these findings. Theory Y posits that employees are intrinsically motivated, seek responsibility, and perform better when provided with supportive and enabling conditions. The study's qualitative data suggest that many

teachers responded positively to mentorship, coaching, and constructive feedback, demonstrating initiative and engagement consistent with Theory Y. For instance, one headteacher observed, *"Teachers implement new strategies immediately after feedback sessions, showing ownership of their professional development."* Conversely, Theory X assumes that employees are naturally disinclined to work, require strict supervision, and perform better under close monitoring. The variability in teachers' engagement with collaborative meetings and professional development activities, as noted in other sections of this study, may reflect the need for occasional structured oversight, illustrating elements of Theory X in practice. Overall, the findings suggest that a balanced approach combining supportive supervision (Theory Y) with accountability measures (Theory X) optimizes teacher performance.

The study also highlights the practical implications of effective supervision for school effectiveness. Patton (2015) argued that structured and supportive supervision fosters professional growth, while Mukasa (2014) emphasized that regular monitoring and feedback improve instructional quality. The Ibanda District findings align with these arguments, showing that supervision enhances teachers' ability to plan lessons, maintain class records, engage students, and contribute positively to academic outcomes. In essence, headteachers' supervision practices function as both a motivational and regulatory mechanism, improving teacher performance while promoting the overall mission and effectiveness of the school.

Conclusions

The study concludes that headteachers in private secondary schools in Ibanda District employ a variety of supervision practices, including classroom observations, lesson plan reviews, mentorship, feedback provision, and in-service training, which overall support teacher professional growth and accountability. Teachers demonstrated generally high job performance, consistently preparing lessons, maintaining records, providing constructive feedback, using diverse teaching methods, and engaging in professional development, though collaboration among colleagues was moderate. Importantly, there is a strong, positive, and statistically significant relationship between headteachers' supervision practices and teachers' job performance, indicating that structured, supportive, and consistent supervision enhances instructional quality, motivation, and professional competence. These findings underscore that effective supervision is pivotal in improving teacher performance, fostering professional development, and ultimately promoting better student learning outcomes and overall school effectiveness in private secondary schools.

Recommendation.

Based on the study findings, the following recommendations are made:

For Headteachers: Private secondary school headteachers in Ibanda District should continue to implement structured and consistent supervision practices, including regular classroom observations, timely feedback, mentorship, and professional development activities. Emphasis should be placed on ensuring feedback is prompt and actionable, and that supervision schedules are adhered to, to maximize teachers' professional growth and instructional effectiveness.

For Teachers: Teachers should actively engage in supervision processes, including mentoring sessions, feedback discussions, and professional development opportunities. They should also collaborate more with colleagues to share best practices, improve lesson planning, and enhance teaching strategies for diverse learners.

For School Management and Policy Makers: Private schools should invest in capacity-building programs for headteachers to strengthen their supervisory skills, particularly in mentorship, coaching, and performance evaluation. Policies should be developed to standardize supervision practices, ensuring consistency across schools while providing resources to support professional development.

For Future Research: Further studies could explore the long-term impact of supervision on student academic outcomes and investigate external factors, such as socio-economic conditions or school size, that may influence the effectiveness of headteachers' supervision practices. Research could also examine the integration of technology in supervision to enhance efficiency and feedback mechanisms.

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List of abbreviations.

CVI	Content Validity Index
MoES.	Ministry of Education and
Sports	
NR	Not Relevant
PPE	: Personal protective equipment.
QR	Quite Relevant
SPSS	Statistical Package for the
Social Sciences.	
SR	Somewhat Relevant
UNCST	National Council for Science
and Technology.	
UNESCO	United Nations Educational,
Scientific, and Cultural Organization.	
VR	Very Relevant

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EM designed the study, conducted data collection, cleaned and analyzed data, and drafted the manuscript, and BT and GA supervised all stages of the study from conceptualization of the topic to manuscript writing and submission.

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