

## THE RELATIONSHIP BETWEEN CLASSROOM OBSERVATION AND TEACHERS' EFFECTIVENESS IN PRIMARY SCHOOLS IN KAMULI MUNICIPAL COUNCIL, KAMULI DISTRICT, UGANDA. A CROSS SECTIONAL STUDY.

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### ABSTRACT

#### Background

The study sought to establish the relationship between Classroom observation and teachers' effectiveness in primary schools in Kamuli municipal council, Kamuli district, Uganda.

#### Methodology

This research employed descriptive correlation design to describe the association and relationship between variables and a quantitative research approach was used. Given a population of 120 respondents, the sample was 92 respondents determined using Krejcie and Morgan (1970) table. The researcher applied purposive sampling alongside a simple random sampling technique.

#### Results

The majority of respondents in this sample ranged between 20-30 years of age, this also implied that the majority of respondents in this sample were in their middle adulthood and constituted 47%, these were followed by those between 31-40 years of age constituting 20%, hence indicating that these were in their early adulthood.

It showed a higher relationship between classroom observation and teachers' effectiveness in selected primary schools in Kamuli district, Uganda, since the sig. value (0.000) was less than 0.05 which is the maximum level of significance required to declare a relationship in social sciences.

#### Conclusion

There is a high level of relationship between classroom observation and teachers' effectiveness in the selected primary schools in Kamuli district, Uganda ( $r=.830$ ; Sig $0.000$ ), hence concluding that high levels of classroom observations contribute to teachers' effectiveness in the selected primary schools in Kamuli district, Uganda.

#### Recommendation

The head teachers should always inform their teachers when they need to observe their class lessons, and this will help them supervise well. This will help them perform their duties effectively.

*Keywords: Relationship, Classroom observation, Teachers' effectiveness, Primary schools, Kamuli, Uganda*

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#### Introduction

Reman (1998), stated in his study that, lesson observation during the supervision of teaching, should be followed by a meeting between the head Teacher/ supervisor and the teacher as a follow-up for the lesson observed by the head teacher to give feedback on the lesson to the supervisee (Poacher), this is known as post teaching meeting. The success of post-teaching meetings in instructional practices will largely depend on how the supervisor handles the meeting.

Marks (2008 et al) confirm that many teachers fear visits by the supervisors often for good reasons, and that some head teachers tend to criticize teachers for social —economic, or political reasons.

While Jones (1993) similarly cited that, classroom observation appears to work best if set in a cycle of preparation, observation, and feedback, hence the need for the supervisor and supervisee to work together hand in hand before and after the observation process.

Fullan (2006) underscored the critical importance of classroom observation as a head teacher’s supervisory role in ensuring higher quality instructions and its systematic delivery for continuous improvement and ongoing academic success of the learners. Gold Hammer (1980) proposed that ‘if supervisors were to spend more energy in classroom observation, followed by a helpful conference, we believed that teachers would probably have a more friendly attitude towards supervision of instructions’. Classroom observation is a valuable means to obtain first-hand information and experiences of the classroom atmosphere in the school. Duke (1993) says without growth and learning, there is no benefit to being supervised: Supervision is seen as a way of gathering information for appraisal purposes. In this way, classroom observation improves the quality of children’s education by improving teacher’s effectiveness. Danielson (1996) pointed out that, the process of lesson observation should always involve three stages; the preparatory stage, the observation and evaluation stage, and post Teaching meetings stage. Zepeda (2009) asserted that inspectors tend to force teachers to use methods of teaching that encourage rote learning and teachers were viewed as implements or machines that had to work as directed by the supervisors’. Sullivan and Glanz (2002) confirm that teachers are likely to change their instructional behaviors on their own, after their classroom teaching has been described to them by the supervisors in a conference meeting, depending on the outcome of the feedback provided. Fanselow (1990) observed that classroom observation helps teachers explore more methods of teaching that benefit the teachers and the pupils in class. Robert and Marzano, (2011) recommended using instructional rounds’, or learning walks, in which, a group of teachers observes other teachers’ classroom teaching. The goal he said is for teachers to

compare and contrast what they see to what they do in their classroom with their pupils. Thus the researcher aimed to examine the relationship between Classroom observation and teachers’ effectiveness in primary schools in Kamuli municipal council, Kamuli district, Uganda.

## METHODOLOGY

### Research Design

The study employed a descriptive, correlational research design and quantitative research approach was used. In particular, the descriptive correlation is to examine relationship between Class room observations and Teacher effectiveness.

### Research Population

The population included the following categories of respondents:

Category	Population
1. Head teachers	10
2. Deputy Head teachers	10
3. Class Teachers	20
4. Classroom teachers	80
<b>Total</b>	<b>120</b>

### Sample Size

Given a population of 120 respondents the sample was 92 respondents determined using Krejcie and Morgan (1970) table. The population and sample distribution are indicated in table 1;

**Table 1: Population and sample size distribution**

Category	Population	Sample
Head Teachers	10	8
Deputy Head teachers	10	8
Class teachers	20	15
Classroom teachers	80	61
Total	120	92

Source: Primary data.

### Sampling procedure

The researcher applied a purposive sampling alongside simple random sampling technique. The purposive sampling was used on Headteachers and Deputy headteachers. The simple random sampling was applied class teachers and class room teachers. Simple random sampling was used to select the class teachers and teachers because it gives each

of the subjects equal chances of being selected, thereby ensuring a high degree of representativeness

### Research Instruments

The researcher used both questionnaire and Interview guides as relevant research tools to gather expected data. Questionnaires were used for data collection from the Head

teachers, deputy head teachers, class teachers and teaching staff. All items in the questionnaire were structured with closed —ended questions and based on research objectives. The questionnaire was selected because of its ability to reach many respondents in widely dispersed areas and preserve anonymity which encourages greater honesty, Cohen and Manion (1995). However, in contrast, the questionnaire as Anderson (2008) argues has a low response rate and is inflexible that it doesn't allow ideas or comments to be explored in depth and many questions may remain unanswered.

The researcher used four Likert scales, which required an individual participant to respond to a series of statements in questionnaire by indicating whether he/she strongly agree (SA, or Agree (A) or Disagree (D) or strongly Disagree (SD).

### Validity of the Study Instrument

The relevance of the questions used to measure variables and validity of the instrument were tested using the Content Validity Index (CVI). This involved judges scoring the relevance of the questions in the instruments in relation to the study variables and a consensus judgment given on each variable was accorded. The CVI was measured

using the formula:  $CVI = \frac{\text{Agreed items by judges}}{\text{as suitable}} = \frac{13}{15} = 0.866$

Total number of items being judged 15  
 For the instrument to be accepted as valid, average index should be 0.7 or above (Amin, 2005). Therefore, since the computed value was 0.866 which was greater than 0.7, the instrument was considered valid.

### Reliability of the Study Instruments

The internal consistence and reliability of the instruments was measured using

Cronbach's alpha coefficient taking only variables with a high alpha coefficient accepted for social science research (Amin, 2005). Reliability is expressed numerically, usually as a reliability coefficient ranging between 0.00-1.00. A pilot study using 10% of the sample size in a different district (Pallisa district) was carried out. Using the results of the study, the reliability of each instrument was computed using Cronbach's Alpha Coefficient. According to Amin (2005), for an instrument to be accepted as reliable, its Cronbach Alpha coefficient must be greater than 0.5.

**Table 2: Reliability Statistics**

Cronbach's Alpha Coefficient	No. of Items
.747	15

*Source: Primary data (2023)*

### Data Analysis

Regarding the analysis of the data, the responses to the close ended items in the data collection instruments will be assigned codes and labels. Frequency counts of the responses will be then obtained, to generate descriptive information about the respondents that will participate in the study and to illustrate the general trend of the findings on the various variables that will be under investigation. This involved the use of percentages, tables, and because, according to Naiwa (2006) and Anyama (2003), it helps to summaries large quantities of data whilst making the report reader friendly.

The statistics will be computed and inferential implications derived and recorded. The researcher then applies frequency mean and standard deviations to determine the demographic chances of the respondents. The analysis will show the level of strength and weakness of the variables which will enable the researcher to draw his conclusion and recommendations. Pearson's' linear correlation will be used to determine the relationship between instructional supervision and teachers

Effectiveness at (0.05) level of significance. The whole process of data analysis will be done with reference to research objectives and the rationale behind the choice of Pearson correlation to measure the relationship is that the variables in question will be only two; the collected data will be made in interval and coded for easy entry into SPSS analysis tool.

### Ethical considerations

According to Jowell (1986), cited by mark (2008) ethical consideration in research involves outlining the content of research and what would be required of participants, how informed consent will be obtained and confidentiality ensured. It concerns protection of respondent's autonomy, minimizing risk to research assistants in conduction the study. Explanations about its aims will be made to the respondent, so as to obtain their informed consent. Anonymity of the respondents will also be assured and the data that will be provided will be treated with utmost

confidentiality. As such, the respondents will participate in the study voluntarily and mentioning and recording of their names will be avoided.

## RESULTS

### Profile of respondents

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Respondents were asked to provide information regarding their age, gender, education level and number of years spent in teaching, their responses were summarized using frequencies and percentage distributions as indicated in table 3

**Table 3: Profile of Respondents**

Category	Frequency	Percent
<b>Age</b>	17	
Below 19 years		18
20 -30 years	43	47
31-40 years	18	20
41-50 years	14	15
<b>Total</b>	<b>92</b>	<b>100</b>
<b>Gender</b>	59	64
Male		
Female	33	36
<b>Total</b>	<b>92</b>	<b>100</b>
<b>Educational qualification</b>		17
Certificate	16	
Diploma	68	74
Bachelor's degree	8	9
<b>Total</b>	<b>92</b>	<b>100</b>
<b>Number of years in teaching</b>		
Below 1 year	11	12
2-5 years	36	39
6-9 years	28	30
10 years	17	19
<b>Total</b>	<b>92</b>	<b>100</b>

*Source primary data 2023*

Results in table 3 indicated that majority of respondents in this sample ranged between 20-30 years of age, this also implied that majority of respondents in this sample were in their middle adulthood and constituted 47%, these were followed by those between 31-40 years of age constituting 20%, hence indicating that these were in their early adulthood. Table 4.1 shows that, majority of the respondents in this sample were male, 59(64%) as compared to 33 (36%) who were female, hence observing that majority of teachers in primary schools in Kamuli district, Uganda are mainly men. With respect to education qualification; the study further connoted that diploma holders (74%) dominated the study, certificate (17%) and bachelor's degree (9%) , hence observing that majority of teachers in primary schools in Kamuli district, Uganda are relatively qualified in academics. Concerning number of years spent in teaching,

results in Table 4.1 indicated that majority of teachers in this sample had an experience of 2-5 years (39%), these were followed by those between 6-9 years (30%), hence implying that the teachers in this sample were highly experienced in teaching.

**Relationship between Classroom observations and Teachers' effectiveness**

The first objective in this study was to establish the relationship between classroom observation and teachers' effectiveness in selected primary schools in Kamuli district, Uganda. To achieve this objective and to test this null hypothesis, the researcher used the Pearson's Linear Correlation Coefficient as indicated in table 4;

**Table 4: Relationship between classroom observations and teachers' effectiveness**

Variables correlated	r-value	Sig.	Interpretation	Decision on Ho
Classroom observations Vs Teachers' effectiveness	.830	.000	Significant correlation	Rejected

*Source: Primary data, 2023*

Results in table 4 indicated a higher relationship between classroom observation and teachers' effectiveness in selected primary schools in Kamuli district, Uganda, since the sig. value (0.000) was less than 0.05 and which is the maximum level of significance required to declare a relationship in social sciences. This implies that good classroom observation highly contributes to teachers' effectiveness, and poor classroom observations reduce it; here the stated null hypothesis was rejected basing on these results and hence concluding that high levels of classroom observations contribute to teachers' effectiveness in primary schools in Kamuli district, Uganda.

**DISCUSSION.**

**The relationship between classroom observation and teachers' effectiveness.**

The first objective of this study was to determine the relationship between classroom observation and teachers' effectiveness in the selected primary schools in Kamuli district, Uganda. The findings indicated that there exists a relationship between classroom observation and teachers' effectiveness (r=.830; Sig 0.000), this relationship therefore implies that frequent classroom observations highly increase teachers' effectiveness in the selected primary schools in Kamuli district, Uganda.

**Conclusions**

There is a high level of relationship between classroom observation and teachers' effectiveness in the selected primary schools in Kamuli district, Uganda (r=.830; SigO.000), hence concluding that high levels of classroom observations contribute to teachers' effectiveness in the selected primary schools in Kamuli district, Uganda.

**Recommendations**

- 1) The researcher recommends to the government through the Ministry of Education and Sports, DEOs, DISs, and other stakeholders to encourage the head teachers in the selected primary schools in Kamuli district to always inform the teachers in advance when they need to observe their class lessons, this will help them supervise well.
- 2) The researcher recommended to all policy implementers to help head teachers to always encourage teachers to conduct action research, this will enable them to discover new approaches to child-centered methods of teaching. This will increase their performance hence increasing effectiveness.

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#### LIST OF ABBREVIATIONS

ESA	Education Standard Agency
MOES	Ministry of Education and sports
DEO	District Education Office
SMC	School management Committee
DEC	District education Committee
PTA	Parents Teachers association
SPSS	Statistical package for social science
SAQ	Self-administered questionnaires
GES	Ghana Education Services
UPE	Universal primary education
PTCC	Pearson's linear correlation coefficient
DES	Directorate of education standards
EFA	Education for all
CVI	Content validity index

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The study was not funded.

#### CONFLICT OF INTEREST

The author declares no conflict of interest.

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