

**SUPERVISION PRACTICES AND TEACHER EFFECTIVENESS IN
GOVERNMENT-AIDED SECONDARY SCHOOLS
IN KIRYANDONGO DISTRICT, UGANDA**

BY

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2022/U/MED/00182

**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF GRADUATE
STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF MASTER OF EDUCATION IN
EDUCATION PLANNING AND MANAGEMENT
OF MUNI UNIVERSITY**

JANUARY 2025

DECLARATION

I, Mr. Onega Albert, hereby declare that this dissertation entitled, “*Supervision practices and teacher effectiveness in government-aided secondary schools in Kiryandongo District, Uganda*” is my own original work and to best of my knowledge, it has never been presented to any University for a similar or any other degree award.



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APPROVAL

This dissertation entitled, “*Supervision practices and teacher effectiveness in government-aided secondary schools in Kiryandongo District, Uganda*” has been written under our supervision as Muni University Research Supervisors and has been approved for submission henceforth.



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DEDICATION

I dedicate this work to my beloved children, my wife, Okaba Janet Onega and my parents, Okethi Peter and Oyera Victoria.

ACKNOWLEDGEMENT

I take this opportunity to thank Almighty God, who granted me good health during the entire period of the research work. Much gratitude to my supervisors, Rev. Fr. Prof. Odubuker Picho Epiphany and Mr. Omara Polycarp, who tirelessly and unconditionally offered me their guidance all the time to ensure that I produce quality work. Similarly, I thank Assoc. Prof. Edabu Paul, the coordinator Graduate studies, for his enormous contribution to this quality work. In addition, I thank Mr. Samanya Moses, the Assistant Librarian – Muni University, who offered me support, especially in sourcing information. I also acknowledge Muni University management for granting me the opportunity to learn how to analyse quantitative data using SPSS. I would like to thank my colleagues and friends for their encouragement and support that enabled me to come up with this piece of work, especially Mr. Cekecan Albert, Mr. Gwoktho James, Mr. Evuma Nobert, Mr. Ssemuvubi David and Mr. Okoda Whickley Booker. I would like to also thank all the respondents who willingly participated in giving information during data collection. More thanks to my family for their patience for the period that I would be away, spending more time on the laptop while preparing this piece of work. It would not be just if I failed to acknowledge the several authors whose ideas shaped this study. If any piece of work came from anybody whose name has not been mentioned, it is regretted and the omission is inadvertent. To any other person who could have directly or indirectly contributed to this study, thank you all.

May the good Lord reward you all!

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LIST OF ABBREVIATIONS

BOG:	Board of Governors
CVI:	Content Validity Index
DEO:	District Education Officer
ESA:	Education Standard Agency
HOD:	Heads of Departments
MOES:	Ministry of Education and Sports
NCDC:	National Curriculum Development Centre
PTA:	Parents Teachers Association
SD:	Standard Deviation
TELA:	Teacher Effectiveness and Learner Achievement
UACE:	Uganda Advanced Certificate of Education
UCE:	Uganda Certificate of Education
UNEB:	Uganda National Examinations Board
UPE:	Universal Primary Education
USE:	Universal Secondary Education

ABSTRACT

This study sought to establish how supervision practices affected teacher effectiveness in Government-aided secondary schools in Kiryandongo District. The objectives of the study were to examine the effect of instructional supervision practices, mentoring practices and psychosocial support practices on teacher effectiveness in Government-aided secondary schools in Kiryandongo District. Both descriptive designs (cross-sectional studies and surveys) and mixed methods design (convergent parallel design) were used. Both quantitative and qualitative approaches were adopted with a sample of 144 respondents. Simple random sampling technique was used to select amongst the Teachers, while purposive sampling was used to select the Headteachers, Deputy Headteachers and Class Captains. Quantitative data analysis consisted of descriptive statistics (frequencies, percentages, means and standard deviations) and inferential statistics (Pearson correlation) while qualitative analysis used thematic approach. Findings revealed a significantly moderate positive correlation ($r = 0.592$) between instructional supervision practices and teacher effectiveness; a significantly moderate positive correlation ($r = 0.524$) between mentoring practices and teacher effectiveness; a significantly moderate positive correlation ($r = 0.532$) between psychosocial support practices and teacher effectiveness. Thus, it was concluded that supervision practices significantly affected teacher effectiveness in Government-aided secondary schools in Kiryandongo District. It is recommended that Ministry of Education and Sports through its different stakeholders should focus on instructional supervision practices, mentoring practices and psychosocial support practices to improve teacher effectiveness in Government-aided secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The study was about supervision practices and teacher effectiveness in government-aided secondary schools in Kiryandongo District. Supervision practices, being the Independent Variable (IV), was measured using instructional support practices, mentoring practices and psychosocial support practices, while teacher effectiveness, being the Dependent Variable (DV) was measured using time management, teaching methods, preparation, regularity at school, teamwork, record keeping, syllabus coverage, creativity and innovativeness. This chapter entails: the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, research hypothesis, conceptual framework, scope of the study, significance of the study, justification of the study and operational definition of terms.

1.2 Background to the Study

1.2.1 Historical Perspective

Musungu & Nasongo (2008); Mapolisa & Sabalala (2013); Ndebele (2013) contend that many challenges to education systems have been brought by global educational policies and programs although these policies are key to survival, sustainability and global security in the twenty first century. According to Ngussa (2014), the origin of instructional supervision dates back in the early American education system where local authorities had control over schooling. Non-professionals such as the trustees, school wardens, selectmen and citizen committees handled supervision. Rather than improving teaching and learning process, supervisory practices emphasised mainly fulfilment of the prescribed curricular needs and management of schools. Relationships between supervisors and teachers were autocratic and

as a result, this led to the period of co-operative group effort between 1937 and 1959. Growth of towns and upsurge in population led to shortage of teachers, which necessitated the employment of more teachers, some of whom were even untrained. This situation required instructional supervision henceforth (Musa, 2014).

The concept of supervision has been changing across regions and states in Africa, for example in Sub-Saharan Africa, it commenced after formal education was introduced by the missionaries in the 1800s (Marzano et al, 2011). At that time, teachers employed were less qualified and uncertified, so they needed close monitoring.

In Uganda, Christian missionaries introduced formal education in 1877 and supervision practices commenced in 1924 where duties of supervision were entrusted to the religious leaders (Jared, 2011). The Phelps-Stokes Commission Report of 1962 on education however found out that the missionary education lacked supervision by the government (Ssekamwa, 1997). Thus, to make education more inclusive and improve its quality, the Castle Commission of 1963 was recommended to supervise schools.

Since then, support supervision was introduced to address the challenges of teacher performance though the effort made has not yielded much to that effect. Greene (1992) recommended that for teachers to change their classroom practices, there was need for a supervision system that would monitor and help teachers in preparation and implementation of the teaching process. In addition, the introduction of Universal Primary Education (UPE) in 1997 and Universal Secondary Education (USE) in 2007 saw increase in enrolment of learners and this affected teacher performance due to high teacher-to-pupil ratio.

Support supervision could be used as a major intervention to address ineffective teacher performance though it seems to be neglected by administrators in Uganda. If this is not improved, then achievement of learners and the quality of education in the country will continue to be a concern. Hence, need for this research to be conducted.

1.2.2 Theoretical Perspective

The study was grounded in the Path-Goal theory to provide an insight on how teachers can be supported by their supervisors to enhance effectiveness. Advanced by House and Mitchel (1975) as cited in Okia et al. (2021), the path-goal theory states that a leader's behaviour directly impacts the satisfaction, motivation, and productivity of subordinates. Supervisors set clear deadlines for lesson planning, grading, and administrative tasks, providing a structured timeline for teachers. These clear expectations help teachers prioritize their tasks effectively, reducing procrastination and enhancing productivity. In addition, when supervisors establish clear policies regarding attendance and punctuality, communicating the importance of being present in school, then teachers will understand the importance of regular attendance, leading to improved compliance.

Supervisors establish clear and shared objectives for teams, such as improving student engagement or implementing new curriculum standards. This impacts by providing direction, helping teachers understand their roles and responsibilities, which enhances collaboration and focus. Objectives are set clearly by supervisors for teachers to achieve in their classrooms, aligning them with curriculum standards. These clear goals enable teachers to design lessons that are focused and aligned with desired outcomes, improving instructional effectiveness.

In addition, when supervisors clearly outline the learning objectives and key content areas that must be covered in the syllabus, teachers understand the essential topics to focus on, ensuring that they stay on track with the curriculum. Furthermore, by supervisors offering access to materials, technology, and professional development focused on creative teaching strategies and innovative practices, then teachers are empowered to experiment with new ideas, enhancing their ability to implement creative solutions in the classroom.

1.2.3 Conceptual Perspective

Whereas Viteles (2010) defines supervision as the direct, immediate guidance and control of subordinates in the performance of their jobs, Bernard and Goodyear (2004) define it as an intervention advanced to junior members by a senior member of that same profession. In this study, the researcher operationally defined supervision practice as continuous formative guidance carried out by school administrators, both inside and outside classrooms leading to improvement in instruction and professional growth of the teacher being supervised. These could be through well designed activities which include, instructional supervision, mentoring and psychosocial support practices.

Sekabira (2018) on the other hand, defined teacher effectiveness as a collection of behaviours that teachers include in their daily professional activities at school. Operationally, the researcher defined it as the degree to which a teacher exhibits the required professionalism, which could be manifested in outputs such as good time management, adequate preparation, teamwork, high self-esteem and varied methods of teaching.

1.2.4 Contextual Perspective

Various studies have indicated significant supervision decline in schools throughout the world (Bentley, 2005). In Uganda, supervision is mainly done as routine (MOES, 2017) and Ministry of Education and Sports (MOES) developed a teacher supervision tool to help school administrators in carrying out teacher supervision effectively. The supervisory role by MOES is enforced through Education Standard Agency (ESA) where supervisors are expected to exhibit their competence, skilfulness and integrity as they execute their duties (Nambassa, 2003).

Furthermore, Esudu (2010) reported that lack of close supervision was the major challenge faced by both UPE and USE schools. The report pointed out further that close supervision was lacking right from MOES down to district and school levels.

Much as different studies had been conducted on supervision, the desired improvement in effective teaching and learning in many government-aided secondary schools in Uganda had not been reported yet. Therefore, the researcher contended that attaining teacher effectiveness through supervision practices still remained a challenge.

1.3 Statement of the Problem

Support supervision has been a key strategy in enhancing teachers' competencies to effectively perform the expected duties and to ensure that supervision activities can be applied in improving education quality at schools, as ironically emphasized by MOES and the Education Act, 2008 in Uganda. Teacher ineffectiveness has characterized some government-aided secondary schools in Uganda. Specifically, in Kiryandongo District, the District Education Quarterly Reports of 2019, highlighted significant and persistent cases of

absenteeism in schools, poor time management by teachers and students, unprofessional practices such as lack of preparation of lesson, schemes of work, records of work covered, inadequate syllabus coverage, which impacted negatively on the general school performance. These were clear indications of teacher ineffectiveness, which could be attributed to either lack of supervision, poor supervision practices or supervision being neglected and taken for granted.

Therefore, this study specifically sought to establish how instructional supervision practices, mentoring practices and psychosocial support practices affected teacher effectiveness in government-aided secondary schools in Kiryandongo District.

1.4 Purpose of the Study

To establish the relationship between supervision practices and teacher effectiveness in government-aided secondary schools in Kiryandongo District.

1.5 Objectives of the Study

The following objectives guided the study:

1. To determine the relationship between instructional supervision practices and teacher effectiveness in government-aided secondary schools in Kiryandongo District.
2. To examine the relationship between mentoring practices and teacher effectiveness in government-aided secondary schools in Kiryandongo District.
3. To assess the relationship between psychosocial support practices and teacher effectiveness in government-aided secondary schools in Kiryandongo District.

1.6 Research Questions

The study answered following research questions:

1. What is the relationship between instructional supervision practices and teacher effectiveness at school?
2. What is the relationship between mentoring practices and teacher effectiveness at school?
3. What is the relationship between psychosocial support practices and teacher effectiveness at school?

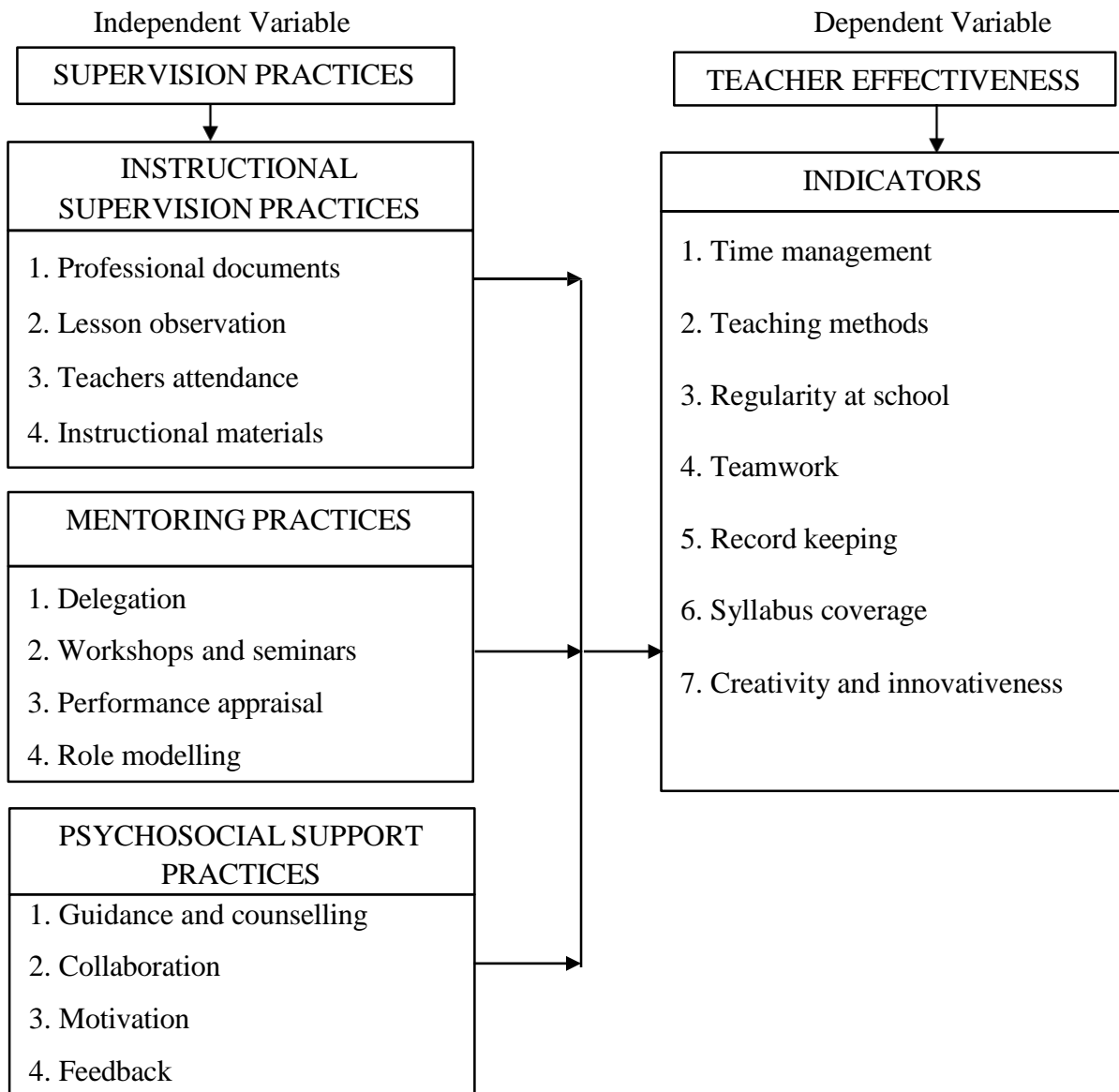
1.7 Research Hypothesis

The study tested the following research hypotheses:

1. Instructional supervision practices affects teacher effectiveness significantly
2. Mentoring practices provided to teachers influences their effectiveness significantly
3. Psychosocial support practices provided to teachers affect their effectiveness significantly

1.8 Conceptual Framework

The following conceptual framework shows the independent and dependent variables that were investigated and the assumptions about how the independent variables affected the dependent variable are explained after the conceptual framework (Figure 1).



Source: Adopted with modification by the researcher from Odubuker (2017)

Figure 1: Effect of supervision practices on teacher effectiveness

For the purpose of the study, the independent and dependent variables were supervision practices teacher effectiveness, respectively. The supervision practices examined were instructional supervision practices, mentoring practices and psychosocial support practices, while teacher effectiveness was be examined in terms of time management, teaching methods, regularity at school, teamwork, record keeping, syllabus coverage, creativity and innovativeness. The effect of the independent variables on dependent variable is shown in

Figure 1. The assumption is that the more favourable the instructional supervision practices, mentoring practices and psychosocial support practices, the better teacher effectiveness. Similarly, the less favourable the instructional supervision practices, mentoring practices and psychosocial support practices, the poorer teacher effectiveness.

1.9 Scope of the Study

1.9.1 Content Scope

This study was set to find out the relationship between supervision practices and teacher effectiveness in government-aided secondary schools. It essentially looked at supervision practices in terms of; instructional supervision practices, mentoring practices and then psychosocial support practices, while teacher effectiveness was restricted to time management, teaching methods, regularity at school, teamwork, record keeping, syllabus coverage, creativity and innovativeness.

1.9.2 Geographical Scope

The study was carried out in Government-aided secondary schools in Kiryandongo District, Bunyoro sub-region, Uganda. The schools included: Mutunda S.S, Panyadoli S.S, Kitwara Seed S.S, Kibanda S.S, Kigumba S.S and Masindi Port S.S.

1.9.3 Time Scope

The research focused on a period of four years, 2023 to 2026 to give ample time for obtaining information about supervision practices and teacher effectiveness since this period is not less than four years as recommended by Amin (2005).

1.10 Significance of the Study

First and foremost, the study findings could be helpful in guiding policymakers, especially MOES, where the strengths and weaknesses obtained from the findings could help to guide policy makers to formulate better policies on best teacher supervision practices.

Secondly, the study findings could improve teachers' instructional performance. It will enable teachers to embrace instructional supervision thus improving their classroom and general practices for their professional growth and development.

Thirdly, the study findings could strengthen and enhance support supervision by school administrators and other stakeholders. As such, supervision practices would be considered as one other factor that may influence teachers' work performance.

Fourthly, the MOE would be encouraged to enforce supervision-based trainings, seminars, workshops and other refresher courses for secondary school administrators. This would enhance their supervision skills to become effective school leaders and supervisors.

Finally, the study findings could be a source of information, contributing to the body of existing knowledge. The recommendations could likewise pave the way for further research especially in other parts of the country or the globe if deemed necessary.

1.11 Justification of the Study

Teacher ineffectiveness impacts negatively on the learners' performance and that of the school at large, especially when the teacher fails to carry on with his/her professional duties and responsibilities as required. Since no similar study had been carried out in Kiryandongo District to address this problem, this study was important in that it provided in-depth

understanding of the relationship between supervision practices and teacher effectiveness in government-aided secondary schools in Kiryandongo District, to improve on time management, adequate preparation, regularity, classroom management and instructional skills and teamwork, not only in Kiryandongo District, but also in other districts in Uganda.

1.12 Operational Definitions of Terms

Creativity: The use of skill and imagination to produce something new.

Effectiveness: The quality of being able to produce a desired result or output.

Innovativeness: The introduction of new things, ideas or ways of doing something.

Instructional practice: How information is delivered, received, and experienced to promote learning by students.

Mentoring: The process of giving a wise, trusted guide and advice to a novice staff by a more senior member of staff.

Performance: Any recognised accomplishment.

Professional documents: Documents used by the teacher in preparation, implementation and evaluation of learning.

Psychosocial support: Support provided to meet a person's mental, emotional, social and spiritual needs.

Supervision: The act of overseeing and watching over the performance or operation of someone or something.

Training: Activity that leads to imparting a particular skill or type of behaviour to a person.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, related literature were reviewed. It covered the following subtopics: Theoretical review, conceptual review, review of literature which were done objective by objective and finally summary of the literature review was done.

2.2 Theoretical Review

This study employed the Path-Goal theory which states that a leader's behaviour directly impacts the satisfaction, motivation, and output of the subordinates. Advanced by House and Mitchel (1975) as cited in Okia et al. (2021), the theory emphasizes the motivational behaviours of the leader in order to achieve effective staff performance. It places the leader at the fore of defining the path that the team follows in order to achieve the organizational goals (Cote, 2017). According to Beresford-dey et al. (2022), Path-Goal theory employs four approaches that could be used to maximise staff performance: Teamwork, shared values, professional dialogue and mentoring. Supervisors set clear deadlines for lesson planning, grading, and administrative tasks, providing a structured timeline for teachers. These clear expectations help teachers prioritize their tasks effectively, reducing procrastination and enhancing productivity. In addition, when supervisors establish clear policies regarding attendance and punctuality, communicating the importance of being present in school, then teachers will understand the importance of regular attendance, leading to improved compliance.

Furthermore, Tubsuli et al. (2016) asserts that, team-based internal supervision can be used to enhance efficiency of the supervision; thus, affecting the schools' performance positively.

When values are shared, staff get empowered and are in better position to challenge existing practice, advocate for change and create a vision (Martin et al., 2014). Supervisors establish clear and shared objectives for teams, such as improving student engagement or implementing new curriculum standards. This impacts by providing direction, helping teachers to understand their roles and responsibilities, which enhances collaboration and focus. Through this theory, the supervision practices by school administrators help to improve teachers' performance by building a positive culture for progression. School administrators are responsible in helping teachers to improve their teaching and learning practices and holding them accountable to this effect (Dangara, 2016). Supervisors set clear learning objectives for teachers to achieve in their classrooms, aligning them with curriculum standards. These clear goals enable teachers to design lessons that are focused and aligned with desired outcomes, improving instructional effectiveness.

Narayanan (2018) further contends that path-goal theory emphasizes mentoring and training. Supervisors clearly outline the types of records that need to be maintained, such as attendance, grades, and student progress reports. These clear expectations ensure that all staff understand their responsibilities regarding documentation, reducing confusion and errors. In addition, When Supervisors clearly outline the learning objectives and key content areas that must be covered in the syllabus, teachers understand the essential topics of focus so as to stay on track with the curriculum. Furthermore, by supervisors offering access to materials, technology, and professional development focused on creative teaching strategies and innovative practices, then teachers are empowered to experiment with new ideas, enhancing their ability to implement creative solutions in the classroom.

2.3 Conceptual Review

Whereas Godwin (2019) defines supervision as the direct, immediate guidance and control of subordinates in the performance of their jobs, Bernard & Goodyear (2004) define it as an intervention provided by a senior member to a junior member of the same profession. In this study, the researcher operationally defines supervision practice as an occasional formative guidance carried out by school administrators, both inside and outside classrooms leading to improvement in instruction and professional growth of the teacher being supervised. These could be through well designed activities which include, teaching and learning activities, training and mentoring and emotional support.

According to Charlotte (1996), as cited by Robert (2010), teacher effectiveness is a set of behaviours that teachers integrate into their daily professional practices in the school system. In its operational sense, teacher effectiveness is defined as, the degree to which a teacher exhibits the required professionalism, which could be manifested in outputs such as good time management, adequate preparation, teamwork, high self-esteem and varied methods of teaching.

2.4 Review of Related Literature

2.4.1 Instructional supervision practices and teacher effectiveness

Study conducted by Anike et al. (2015); Manaseh (2016); Mpungu (2018) and Dangara (2015) as cited by Omaali et al. (2021) identified supervision of instructional practices as, scrutinizing schemes of work, lesson plans, records of work, record of marks, record of learners daily attendance and learners note books. Malunda & Atwebembeire (2018) as cited by Nyende (2021) found out that though majority of teachers made schemes of work in line with National Curriculum Development Centre (NCDC) guidelines, the schemes of work did

not adhere to the guidelines that emphasized learner-centred approaches of teaching. The administrators however, attributed this failure to teachers' fear to complete the syllabi in time for the national examinations.

Otto (2008) as cited by Godwin (2019) stated that "lesson planning calls for a good scheming because it is here that you derive your lesson." He added that "lesson planning is the end unit that converts the syllabus content and scheme of work into actual classroom learning". According to Omaali et al. (2019), headteacher's role is to ensure effective teaching by holding teachers accountable for their professional duties. In contrary, Tarsianer et al. (2021) in their study on "Influence of personality types, instructional supervision practices, and performance in public primary schools in Kenya," found out that checking professional records did not influence teachers' performance in classroom instruction though the practice enabled headteachers ascertain teachers' preparedness. Thus, due to the contradicting findings above, the researcher investigated whether supervision of such professional planning practices like the drawing of the scheme of work and lesson plan as emphasized by MOES influences the teachers' level of effectiveness through this study in government-aided secondary schools in Kiryandongo District.

According to Dangara (2015) as in Omaali et al. (2021), there was a positive correlation between class visitations by headteachers and students' academic performance due to adequate teachers' preparedness since they expected a supervisor in class. On the other hand, a study conducted by Sekabira (2018) revealed that only fifty percent of head teachers interviewed occasionally observed teachers in class. They attributed this to too much office work, thus resorting to observing their lesson notes, schemes of work, syllabus coverage and learners' assessment books. Furthermore, the finding of a study by Sule et al. (2018)

established a significant positive relationship between classroom observation practice and teachers' effectiveness. This means that regular supervision in terms of classroom visitation and inspection of lesson notes be conducted by supervisors to enhance teachers' job performance. The researcher was therefore, not sure of the effect of instructional supervision practices in respect to lesson observation on teacher effectiveness in government-aided secondary schools in Kiryandongo District; hence, sorted for this study to be conducted.

According to Joseph et al. (2014) as cited by Okia et al. (2021) school leaders and policy makers should develop a school system that keeps teachers effective in the classrooms. Learning is readily possible when teachers play a role of managing learners' behaviours both in and out of classroom (Awe et al., 2022). Okia et al. (2021) further assert that increase in the contact hours with learners improves teachers' classroom practices; thus, enhancing teacher performance. This is also in agreement with the study conducted by Mwesiga & Okendo (2018) who noted that signing in class journals each time teachers attend classes to teach and record what they have covered can be used as a better tool to observe their attendance and punctuality in school and class. U-sayee & Brenyah (2021) too contend that this practice ensures teachers' presence to teach their assigned lessons. Furthermore, a study conducted by Butakor & Boatey (2018) noted that some teachers respond to classes promptly when a supervisor is around, which is clearly indicates that supervision of teachers influences their attendance to class. The researcher was therefore, not sure of the effect of supervision of professional documents on teacher effectiveness in respect to teacher attendance in government-aided secondary schools in Kiryandongo District and hence sorted for this study to be conducted.

According to Sara and Simon (2017), as cited by Ndambo et al. (2021), teaching and learning can be strengthened by availability of reference materials hence improving teacher performance. Osei-himah & Adu-gyamfi, (2022) too contend that, effective use of teaching and learning materials facilitates learning. In addition, findings of a study by Malunda & Atwebembeire (2018) still found out that, availability and utilisation of instructional resources significantly influenced teacher effectiveness. The finding was similar to that of Akinmusire & Ilesanmi (2019) who stated that, teachers' careful selection and utilization of instructional materials seemingly make difficult concepts comprehensible. The above findings however, did not clearly mention the supervisory aspect of the instructional materials; thus, in this study, the researcher was interested in finding out the relationship between supervision of supervision practices on teacher effectiveness in respect to instructional materials in government-aided secondary schools in Kiryandongo District.

2.4.2 Mentoring practices and teacher effectiveness

Research conducted by Okoi (2021) on "Management of Innovative Supervision," revealed that, there was a positive influence of mentoring practice on teachers' effectiveness. This was similar to that of Wilson (2001) who found out that, personal and professional development of an individual can be facilitated through mentoring process. According to Freeman (1993) as cited by Ostovar-Nameghi & Sheikahmadi (2018), the willingness to nurture another teacher defines the distinctive characteristic of an effective mentor. This requires mentors to be flexible, people-oriented, emphatic and collaborative. Besides, many researchers claim that training and mentorship have the capability to improve teachers' classroom practices; thus, enhancing their professional growth (Kholid & Rohmatika, 2019) as cited in Hoque et al. (2020). In related development, Ssegawa & Musa (2020) contend that, when teachers are delegated through assignment of responsibilities, their psychological job commitment are

improved. Furthermore, Seth (2020) too asserts that, delegation of responsibilities has greater effect on teachers' performance in that, the more activities are assigned to the teachers, the greater the job satisfaction, leading to their improved performance. As much as the above studies have found out a positive correlation between delegation and teacher effectiveness, this could have not been the situation in government-aided secondary schools in Kiryandongo District.

According to Agaba (2022), workshops and seminars help teachers in updating their content and methodologies in line with updated and global generation trends of development for realised competitive generations. The finding is in line with that of Khodabakhshzadeh & Hosseinnia (2018) who found out that, off-job training in terms of conferences and workshops help in developing new skills making staff more useful and more flexible; hence, better work performance. Similarly, Haris et al. (2018) found out that seminars and workshops facilitate the utilizing information that are usually obtained from a variety of valid and appropriate sources. Supervisors ensure that teachers are subjected to various professional development in-service programmes to enhance their performance. Though the above authors seemed to be in agreement that seminars and workshops improve teacher performance, the researcher did not agree with them until this study on supervision practices and teacher effectiveness in government-aided secondary schools in Kiryandongo District was conducted.

Elliott (2018) argued that setting the balance between assessing performance and assisting professional development is the key to effective appraisal. Performance appraisal and teacher standards are synonymous in that they influence and impact significantly on the teacher's professional work (Tuinamuana, 2011) as cited in Elliott (2018). In a related study, Truphosa

(2022) contends that, teacher performance appraisal and development can enhance instructional competence of the teacher, if carried out with clear objectives. The study recommended that clear performance targets and recognition strategies be set in order to trigger innovation and application of instructional competence behaviour. Furthermore, Yadav et al. (2020) found out that implementation performance appraisal can lead to improved teacher effectiveness since it maintains continuous improvement in teaching and learning environment. The researcher did not agree with any of the statements above unless proven, as their findings do not clearly state how best performance appraisal is done. This too formed the basis of this research to establish the relationship between supervision practices and teacher effectiveness in respect to performance appraisal in government-aided secondary schools in Kiryandongo District.

According to Okoi (2021), role modelling by a supervisor provides opportunity to the supervisee to learn either actively or passively for perfection; hence, enabling teachers to enhance their teaching skills to develop professionally. Mentors ought to lead by example through model interactions with others, sharing struggles and reducing intimidations. This implies that the mentor should be a role model and guide rather than being just a boss. This study sought to find out more on whether these assertions were true or false in the case of government-aided secondary schools in Kiryandongo District.

2.4.3 Psychosocial support and teacher effectiveness

According to Andriani et al. (2018) in their study on, “The influence of the transformational leadership and work motivation on teachers performance,” teachers can be supervised through guidance to their professional tasks such as learning tools, content mastery, management and evaluation of learning. Guidance and counselling programmes maximise

teachers' development and self-realization (Ahmad, 2022). This further enhances their intellectual, spiritual, moral and social abilities. Through guidance and counselling, teachers are assisted to harmonize their abilities, interests and values; hence, enabling them to develop their full potential. It is necessary therefore, that the supervisor builds the confidence of the teacher to trust the supervisor so that the rightful information needed to improve the teachers' performance can be given. Okoi (2021) still contends in the study on, "Management of innovative supervision and teachers job effectiveness," that guidance and counselling involves informal discussions where the supervisor allows the teacher to freely express him/herself in order for the supervisor to identify the teacher's areas of need for help. The researcher did not agree with the above findings not until this study on supervision practices on teacher effectiveness was carried out in government-aided secondary schools in Kiryandongo District.

Goddard & Goddard (2010) as cited by Burton (2018) in his study on, "Exploring the impact of teacher collaboration on teacher learning and development," stated that, teachers as professionals, use their unique ability to know their learners. In addition, teachers' diffuse knowledge and experience can be enhanced through effective collaboration (Williams, 2010) as cited in Burton (2018). When teachers seek advice from each other, norms, ideas and experiences are shared, which improve their effectiveness and increase learners' achievement (DuFour, 2004) as cited in Bellibaş et al. (2022). The researcher is not sure of all the views of the above three people. Thus, there was need for the researcher to investigate further the relationship between psychosocial support practices and teacher effectiveness in government-aided secondary schools in Kiryandongo District to also prove whether the above findings were true or not.

Andriani et al. (2018) stated that, motivating teachers needed to be done using the right strategies such as, setting conducive working environment, encouragement and effective reward. Nwosu (2021) too in the study on, “Motivation and teachers' performance,” revealed that reward system significantly affects the motivation of teachers, which in turn significantly influences teachers’ work performance. It is pertinent for school supervisors to know the kind of rewards that they can use to influence teachers to perform well on a job. According to Muranda et al. (2018), if teacher motivation is given top priority by school heads, by demonstrating their willingness to motivate, then the teachers will work harder to improve on their job performance and do whatever is necessary to achieve the school’s goals. Furthermore, Han & Yin (2018) still contend that, improving teacher well-being as motivation, indirectly improves teaching practice quality and reduces professional stress. Similarly, Byaruhanga (2018) continued to reveal that various professional development opportunities which included workshops, in-service training and seminars were seen as a motivation factor that improved their job performance. In contrary, Obiageli et al. (2020) conducted a research on, “Influence of motivation on teachers’ effectiveness” and found out that teachers motivation has no significant correlation with teachers’ effectiveness. The contrary findings above placed the researcher at crossroad and for that, the researcher sought to conduct this study to prove or disapprove the above findings.

Ekaette & Eno (2016) as cited by Omaali et al (2021), recommend that headteachers should use their expertise information on supervision standards to provide constructive feedback regarding assessments or observations made. Both positive and negative remarks on teachers’ performance are significant (Usman, 2015) as cited in Tarsianer et al. (2021). Positive comments in the course of supervisory process have a measurable bearing in improving teachers’ performance. In addition, Taut et al. (2018) in their study on, “Perceived effects and

uses of the national teacher evaluation system,” assert that providing feedback enhanced teachers’ performance in terms of increased rapport between different school stakeholders, thus promoting an internal evaluation system. Supervisors respond to policy efforts and incorporate observational protocols into their evolving teacher effectiveness (Garrett & Steinberg, 2018). However, there is need to more fully understand whether these measures are able to reliably improve teacher effectiveness in relation to providing evaluation and feedback to teachers. The researcher could have to some extent believed in the above findings, but the extent and motive of the feedback provided by the supervisors were not yet clear; thus, needed to investigate further on this aspect.

2.5 Summary of the Literature Review

Instructional practices are techniques and strategies that a teacher employs so that the necessary information is delivered, received and experienced in a way that promotes learning by students (Francisco & Celon, 2020). Study conducted by Anike et al. (2015); Manaseh (2016); Mpungu (2018) and Dangara (2015) as cited by Omaali et al. (2021) identified supervision of instructional practices as: scrutinizing schemes of work, lesson plans, records of work, record of marks, record of learners’ daily attendance and learners’ note books. The researcher reviewed empirical literature on effect of instructional supervision practices, indicated as professional documents, lesson observation, teachers’ attendance and instructional materials on teacher effectiveness.

Training is a process whereby people learn concept, attitudes, values, knowledge and skills to enhance their abilities to immediately perform their jobs hence aiding in the achievement of desired goals (Mathis & Jackson, 2018). Training is an activity that leads to teaching a person a particular skill or type of behaviour. In addition, mentoring is a learning process where a

knowledgeable and experienced individual provides support to other individuals who lack but are receptive to gain from this sharing so as to enhance their professional endeavours (Faure, 2018). Mentoring is generally entails giving a wise, trusted guide and advice. Many researchers contend that training and mentorship are capable of improving teachers' classroom practices thus enhancing their professional growth (Kholid & Rohmatika, 2019) as cited in Hoque et al. (2020). Empirical literature were reviewed basically on effect of mentoring practices, indicated as delegation, seminars and workshops, performance appraisal and role modelling on teacher effectiveness.

Psychosocial support practices can be seen as the practice that aims at addressing the well-being of a person in different aspects of life, such as; social relationships, access to basic needs, economic and environmental resources and physical, intellectual, emotional needs (Kaptein & Dekker, 2019). In achieving psychosocial support, all supervisors have a responsibility of ensuring teachers' emotional well-being is respected in humanitarian manner by having positive attitude and showing sense of value. This has the effect of bringing about improvement in teachers' confidence and esteem, which can lead to their effectiveness. UNESCO (2020) in its meeting report on, "Psychosocial support to teachers during COVID-19 crisis," raised concerns that affect teachers' psychosocial support, notably as: Establishing modalities for teacher incentives, ensuring safe and supportive environment for work; promoting experience sharing and peer support, acknowledging achievement, providing appreciation and creating optimism, improving the social system in general. The researcher reviewed empirical literature on effect of psychosocial support practices, indicated as guidance and counselling, collaboration, motivation and feedback on teacher effectiveness.

In conclusion, empirical literature were reviewed on how supervision practices, conceptualized as instructional supervision practices, mentoring practices and psychosocial support practices affect teacher effectiveness in government-aided secondary schools in Kiryandongo District.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter focuses on the methodology that was used to obtain and analyze data collected on the study. It entails: the research design, study population, sample size, sampling techniques, procedure, methods of data collection and instruments, procedure of data collection, data analysis and measurement of variables.

3.2 Study Design

The study used descriptive cross-sectional surveys design. The design enabled the collection of data instantly using questionnaires and interviews to gather information about opinions from a sample of respondents (Amin, 2005; Sekaran, 2003). In addition, the study having been for academic purpose, the design saved both time and resources while collecting data. Furthermore, the use of questionnaires enabled information that were quantified to be obtained, while the use of interviews allowed information that were in form of texts to be obtained (Mugenda & Mugenda, 1999). Thus the use of both numerical and textual information helped to provide in-depth understanding of the study findings.

3.3 Study Population

The study population was selected from six Government-aided secondary schools in Kiryandongo District: Mutunda S.S, Panyadoli S.S, Kitwara Seed S.S, Kibanda S.S, Kigumba S.S and Masindi Port S.S. This is because the schools are spread throughout the district and so would provide a broader understanding of the study. The target population included the headteachers, the deputy headteachers, the teachers and the class captains. Thus, the population that was used to select the sample was 183. Headteachers were targeted

because they are the immediate supervisors and accounting officers in schools; deputy headteachers were targeted because they often support the headteacher to oversee teacher performance and professional development; teachers were targeted because they are directly responsible for implementing the curriculum; while the class captains were targeted because they facilitate communication and feedback through lesson monitoring.

3.4 Sample and Sampling Technique

Using Krejcie & Morgan sample size table, the following sample size in Table 1 was used.

Table 1: Sample size and techniques for selection

Categories	Mutunda S.S	Panyadoli S.S	Kitwara Seed S.S	Kibanda S.S	Kigumba S.S	Masindi Port S.S	Target Population	Sample Size	Sample Technique
Headteachers	1	1	1	1	1	1	6	6	Purposive sampling
Deputy Headteachers	1	1	1	1	1	1	6	6	Purposive sampling
Teachers	16	41	14	27	31	18	147	108	Simple random sampling
Class Captains	4	4	4	4	4	4	24	24	Purposive sampling
Total	22	47	20	33	37	24	183	144	

Source: Odubuker (2017), guided by Krejcie and Morgan (1970) Sampling Method as cited in Amin (2005) and modified by researcher

The selected sample size covered four categories of respondents who participated in the study. These categories included the Headteachers, Deputy headteachers, Teachers and Class captains, with a total sample of 144 respondents out of a parent population of 183, as seen in Table 1 above.

3.5 Methods of Data Collection

The study used the questionnaire survey, the interview method, and document analysis for data collection. Quantitative method allowed the researcher to collect data that would be translated into figures. Five-Likert scale that is, strongly disagree, disagree, not sure, agree, strongly agree was used. Meanwhile qualitative method allowed the researcher to collect data that would be translated into narratives/explanatory. Specifically for this study the researcher used questionnaire survey, interview and documentary analysis as methods for collecting data as explained below:

3.5.1 Questionnaire Survey Method

The questionnaire survey method was employed to obtain information from sampled respondents using well-structured questionnaire (Amin, 2005). It was specifically used to obtain information from a sample of teachers in a systematic way. It also saved time and cost since the sampled teachers were many in number. In addition, the method was appropriate for the teachers since they knew how to read and write. Furthermore, it enabled collection of large volume of data and also for generalisation.

3.5.2 Interview Method

The interview method was used to collect qualitative data from headteachers, deputy headteachers and class captains. It involved direct interaction between the researcher and the participants and so enabled a rapport to be developed and allowed for in-depth exploration of information about the subject under investigation (Mugenda and Mugenda, 1999). Besides, the respondents were few in number and more informed on matters regarding relationship between supervision practices and teacher effectiveness. In addition, the interview method also allowed for immediate clarification of ambiguous answers.

3.5.3 Documentary Analysis Method

Documentary analysis method was used to collect qualitative data from certain important documents as recommended by Amin (2005). This method involved analysing documents such as schemes of work, lesson plans, records of work covered, appraisal performance records and many others from the headteachers and deputy headteachers since they were the custodians of documents. The method offered a wealth of information which also complemented on the quantitative data. In addition, the method provided evidence-based information and it was also cost effective and time saving.

3.6 Research Instruments

The study used three types of research instruments to obtain data. These included: questionnaire, interview guide and documentary analysis checklist as briefly explained below:

3.6.1 Questionnaire

The researcher developed structured self-administered questionnaires with closed-ended questions based on five-Likert scale. The questionnaires comprised of three sections namely: Demographic profile, supervision practices (IV) and teacher effectiveness (DV). The questionnaires were administered to the teachers to obtain quantitative data through capturing their perceptions as well as self-evaluation on the variables of supervision practices and teacher effectiveness in government-aided secondary schools in Kiryandongo District. As recommended by Mugenda and Mugenda (1999), self-administered questionnaires were appropriate for the teachers in order to save time and cost due to their large number and the fact that they could ably read and write.

3.6.2 Interview Guide

The researcher developed semi-structured interview guide with open-ended questions. It comprised of four sections namely: Demographic information, instructional supervision practices, mentoring practices and psychosocial support practices. The interviews were administered to headteachers, deputy headteachers and class captains to obtain in-depth qualitative data, which allowed for in-depth exploration of information about the subject under investigation and added onto those from the questionnaire (Amin, 2005).

3.6.3 Documentary Analysis Checklist

Documentary Analysis Checklist was used to obtain qualitative data from documents as recommended by Amin (2005). The checklist was structured with provisions to check the availability of the documents and general comments on each document. The documents that were analysed included schemes of work, lesson plans, records of work covered, daily attendance register, lesson observation forms, records of performance appraisals, among others. The checklists were administered by the researcher to the headteachers and deputy headteachers who by virtue of being administrators were considered to be the custodians of the documents. The instrument provided evidence-based information; it was also cost effective, time saving and allowed for in-depth exploration of information about the study, which complemented onto data from the questionnaire.

3.7 Data Quality Control

3.7.1 Validity

For it to be valid, the research instrument has to measure what it is supposed to measure. Determining Content Validity Index (CVI) was to ensure that the instruments constructed measured exactly the variables under study. Amin (2005) recommends that when an

instrument ranges from 0.7 and above then it is good and hence valid; below 0.7, it is not good; hence, invalid. For this study, the instruments were given to two research experts, knowledgeable about the subject field, to comment on the relevance and any ambiguity of the questions to ensure construct, content and face validity. Hence, the Content Validity Index (CVI), was obtained as:

$$\text{CVI} = \frac{\text{Number of items declared relevant}}{\text{Total number of items or judgments}}$$

Findings are presented in Table 2 as below:

Table 2: Validity of questionnaire

Raters	Number of items	Valid items	Invalid items	CVI
Rater 1	23	18	5	0.783
Rater 2	23	20	3	0.870
Total/Average	46	38	8	0.826

Thus, applying the formula, $\text{CVI} = \frac{38}{46} \approx 0.826$

Since the CVI (0.826) was greater than the 0.70, the instrument was considered valid for data collection (Amin, 2005). The invalid items were rendered irrelevant hence dropped from the questionnaire.

3.7.2 Reliability

For it to be reliable, the research instrument has to measure what it is supposed to measure consistently. This was determined by piloting the research instruments on similar respondents in Government-aided secondary school and the results obtained were subjected to Cronbach alpha coefficient reliability test. The results are presented in Table 3.

Table 3: Reliability of questionnaire

Variables	Cronbach's Alpha	No. of Items
Reliability for Instructional practices	0.75	4

Reliability for Mentoring practices	0.75	4
Reliability for Psychosocial Support practices	0.77	4
Reliability for Teacher effectiveness	0.81	7

Since the Cronbach alpha coefficients for all the different variables in the research instrument were $>0.70 - 0.80$, which were above 0.7, the instrument was considered to be good and reliable for collecting data (Amin, 2005).

3.8 Procedure of Data Collection

The researcher obtained introductory letter from Muni University, Faculty of Education, which was presented to the headteachers of each of the six Government-aided secondary schools in Kiryandongo District. The headteachers endorsed the introductory letters and agreed with the researcher on the procedure. The self-administered questionnaires were distributed to the sampled teachers who provided their responses and the questionnaires were collected immediately on completion. As the questionnaires were being responded to by the teachers, the researcher administered the interviews, first to the headteachers, followed by the deputy headteachers then the class captains. The documentary analysis was conducted last with the headteachers and the deputy headteachers. The data obtained using the questionnaires, interview guides and documentary analysis checklist were then analyzed separately.

3.9 Data Analysis

3.9.1 Quantitative Data Analysis

The quantitative data was first cleaned and then entered into the Statistical Package for the Social Sciences (SPSS) and then analysed. It mainly consisted of descriptive statistics (frequencies, percentages, mean and standard deviations) and inferential statistics (Pearson

Correlation, Regression and ANOVA). Frequencies, percentages, mean and standard deviations enabled the analysis of respondents' views on supervision practices and teacher effectiveness. Pearson Correlation and regression were used for hypotheses testing. Pearson correlation coefficient (r) was used to express the strength of relationships between the variables, where positive coefficient (+) implied proportionate variation while negative (-) coefficient implied inverse relationship. The significance of the correlation coefficient (p) was used to determine the confidence in the findings. The regression coefficient (R) was used to determine the relationships among variables, which included determining the extent to which independent variables affected variance in the dependent variable. This was squared and adjusted to determine how much variance in the dependent variable was affected by the independent variables. Analysis of variance (ANOVA) was computed to determine which of the elements of supervision practices affected teacher effectiveness most.

3.9.2 Qualitative Data Analysis

Qualitative data from the field was checked, coded, sorted and re-organized into meaningful shorter sentences and patterns. Themes and categories were developed for generalization in descriptions and explanations. The most frequent themes, which emerged from each interview question were written, with specific respondents' narrations illustrated as well.

3.10 Measurement of Variables

The questionnaire included an ordinal measurement, which categorized and ranked the variables. A five-Likert scale was used to obtain data on supervision practices and teacher effectiveness as: (1) Strongly disagree; (2) Disagree; (3) Not sure; (4) Agree; and (5) Strongly agree (Mugenda and Mugenda, 2003).

3.11 Ethical Consideration

In order to meet ethical standards, the researcher presented the introductory letter from Muni University, Faculty of Education to the headteachers and sought their permission to collect data from the respondents. The respondents were introduced to the study and kindly requested to participate in the research. The researcher further requested the respondents to be ethical enough to provide accurate responses to the questionnaire items to the best of their abilities. The researcher also assured the respondents of protecting their identities for purpose of confidentiality.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter provides the presentation, analysis and interpretation of the findings. It is divided into six subsections: The first subsection provides results about the response rate; the second subsection provides results on respondents' demographic profile; the third subsection provides results about instructional supervision practices and teacher effectiveness; the fourth subsection provides results on mentoring practices and teacher effectiveness; the fifth subsection provides results on psychosocial support practices and teacher effectiveness and the sixth subsection provides results on the relationship between combined independent variables and the dependent variable.

4.2 Response Rate

A total of 142 participants responded in the study out of the 144 sampled, as shown in Table 4 below.

Table 4: Response rate

Category of population	Target Population	Sampled size	Response Rate	Percentage (%)
Headteachers	06	06	06	100
Deputy headteachers	06	06	06	100
Teachers	147	108	108	100
Class captains	24	24	22	92
Total	183	144	142	98

Source: Field data, April 2024

Table 4 shows response rate of 98% which was high and above the threshold of 67% as recommended by Amin (2005) and Mugenda & Mugenda (1999). Therefore, it was deemed sufficient and a representative enough of the target population of 183.

4.3 Demographic Profile of Participants

Relevant background information of respondents according to age group, gender, level of education and teaching experience were obtained and the respondents' responses are presented in Tables 5, 6, 7 and 8. Specifically, Table 5 presents findings on categories of respondents according to age group.

Table 5: Age group of participants

	Frequency	Percent
Age group		
18 – 30 years	32	29.6
31 – 40 years	50	46.3
41 – 50 years	19	17.6
51+ years	7	6.5
Total	108	100.0

Source: *Field data, April 2024*

Results in Table 5 show that majority of the respondents were aged between 31 to 40 years (46.3%), followed by age brackets of 18 to 30 years (29.6%), then followed by age brackets of 41 to 50 years (17.6%) and the least represented age group were those aged 50 years and above (6.5%). This implies that all age groups participated in the study, hence the study was not age biased, although participants aged between 31 to 40 years were the majority while those aged 50 years and above were the minority. Table 6 presents data on the gender of the respondents.

Table 6: Gender of participants

	Frequency	Percent
Gender		
Male	76	70.4
Female	32	29.6
Total	108	100.0

Source: *Field data, April 2024*

Table 5 depicts that more of the respondents (70.4%) were males. However, a significant number of females (29.6%) also gave in their views. This means that the views of both sexes significantly contributed to the findings of the study. Table 7 below presents data on the levels of education of the respondents.

Table 7: Highest level of education of participants

	Frequency	Percent
Highest level of education		
Diploma	52	48.1
Bachelor	55	50.9
Masters	1	0.9
Total	108	100.0

Source: *Field data, April 2024*

Table 7 shows that most respondents (50.9%) were bachelor degree holders; followed by Diploma holders (48.1%); while only 1 (0.9) respondent was a Master’s degree holder. This implies that respondents of different levels of education participated in the study, hence not biased on specific level of education. In addition, a great majority of the participants were highly knowledgeable people who could give information that can be relied on. Table 8 presents data on the teaching experience of the respondents.

Table 8: Teaching experience of participants

	Frequency	Percent
Teaching experience		
Less than 4 years	24	22.2
4 - 7 years	24	22.2
8 - 10 years	21	19.4
More than 10 years	39	36.1
Total	108	100.0

Source: *Field data, April 2024*

Table 8 depicts that majority of the respondents (36.1%) had taught for more than ten years; followed by those who had taught for Less than 4 years and those between 4 to 7 years

(22.2%); while a significant number (19.4%) had also taught for a period between 8 to 10 years. This implies that respondents of different teaching experience participated in the study hence the study was not biased of specific teaching experience. In addition, the greater majority of the respondents had command and sufficient knowledge of what happens regarding supervision practices in their schools; therefore, they were the right source of information.

4.4 Instructional Supervision Practices and Teacher Effectiveness

Before establishing any link between instructional supervision practices and teacher effectiveness, there was need to first find out results on each of the variables separately by using descriptive statistics (mean and standard deviation). Therefore, the following subsection presents findings about instructional supervision practices and teacher effectiveness.

4.4.1 Descriptive results on Instructional Supervision Practices

Teachers were requested to respond to four items about instructional supervision practices by indicating their levels of agreement using a five-point Likert scale. The descriptive results on instructional supervision practices are presented in table 9.

Table 9: Instructional supervision practices descriptive statistics

Items	Mean	Standard Deviation (SD)	Rank	Interpretation
I prepare professional documents such as schemes of work, lesson plans, records of work covered, records of marks	4.48	0.619	1	Very High
I am always observed in class while teaching	3.66	1.153	4	High
I come to school daily and always attend to my lessons	4.18	1.022	2	Very High

I always use Instructional materials to aid my lessons	4.03	0.942	3	High
Overall average	4.09			High

Source: Field data, April 2024

Results in Table 9 show the mean scores and their standard deviations regarding instructional supervision practices. In terms of preparation of professional documents such as schemes of work, lesson plans, records of work covered, records of marks, this was rated the highest with (mean = 4.48, SD = 0.619) interpreted as very high, indicating greater variability, where the data points are spread out over a larger range, meaning that individual values are farther away from the mean; Coming to school daily and always attending to lessons was rated second (mean = 4.18, SD = 1.022) interpreted as very high, still indicating greater variability, where the data points are spread out over a larger range, meaning that individual values are farther away from the mean; Always using instructional materials to aid lessons was rated third (mean = 4.03, SD = 0.942) interpreted as high. This too indicates greater variability, where the data points are spread out over a larger range, meaning that individual values are farther away from the mean While always being observed in class while teaching was rated fourth (mean = 3.66, SD = 1.153) interpreted as high, indicating greater variability, meaning that individual values are farther away from the mean. Overall, the average instructional supervision practices was rated as high with (mean = 4.09), indicating greater variability.

Interview findings shed more light on the nature of instructional supervision practices. For example, relating to the level of preparation of professional documents, the Key Informant HT B revealed the following, *“Enforcement is done through staff meeting where schedules are developed for each area, observations and approval of each area is done. Scheme books are provided by the office and deadline is issued,”* (Interview with Key Informant HT A, 29th February 2024). Similarly, the Key Informant DHT E had this to say, *“By setting deadlines,*

summoning non-compliant teachers and forwarding concerned teachers to higher offices.” Furthermore, documentary analysis revealed good records of schemes of work, assessment marks, daily teacher attendance and lesson attendance, though documentary analysis checklist DAC F indicated that most teachers did not comment on their schemes of work. In contrary, though documentary analysis checklist DAC C, DAC B, DAC A and DAC F on lesson plans revealed that lesson plans were not available because teachers take it to be time consuming and administrators do not enforce the practice. Thus, the interview findings and the documentary analysis support the high level of preparation of professional documents in government-aided secondary schools.

Interview findings also further highlighted the issues relating to lesson observation as shown in the following extract from the Key Informant HT D and Key Informant HT B, *“Administrators sit in class and monitor the teaching and there are forms filled by administrators and class captains for record purpose and later share with the concerned teachers for better lesson delivery.”* Another Key Informant DHT C, stated, *“By sitting behind the class as a teacher conducts his or her lesson.”* Key Informant CC C3 revealed that, *“Once in a while administrators come to class with note books to observe teachers in class.”* *“Teachers are not observed when teaching, except we are given lesson attendance forms to record lessons taught and lessons not taught”* (Interview with Key Informant CC D4, 1st March 2024). These qualitative findings are contradictory, in that, as much as lesson observation is a norm, the practice is seldom conducted. It is taken to be time consuming, as a result class captains are usually issued with lesson monitoring tools to just record lessons taught and not taught. Similarly, from the documentary analysis, it was worth noting that lesson observation tools were not analyzed frequently.

Furthermore, interview findings below shed more light on issues relating to teachers attendance: Key Informant HT A stated, *“Use of Teacher Effectiveness and Learner Achievement (TELA) system, daily attendance book and lesson monitoring by class captains.”* Another Key Informant DHT F mentioned, *“Giving monthly incentives and disciplining teachers who are irregular.”* Through dialogue and some motivation like *incentives, teachers can be encouraged to attend regularly,”* (Interview with Key Informant DHT E, 1st March 2024). Documentary analysis checklist DAC F, DAC C, and DAC E of lesson monitoring tools used by class captains however, revealed that the tools were not frequently analysed by the administrators. The above interview findings support the descriptive result that found out that there was a very high effect of supervision practices in terms of lesson attendance on teacher effectiveness.

Issues relating to use of instructional materials was further highlighted by interview findings as shown in the following extract from the Key Informant HT B, *“Teachers make use of text books more than any other materials though charts and laboratory equipment are also used”*. *“To a greater extent since we have most of the instructional materials, those not available, teachers improvise”* (Interview with Key Informant HT D, 27th February 2024). These partly support the high effect of use of instructional materials on teacher effectiveness in the descriptive findings in table 9.

4.4.2 Descriptive results on Teacher Effectiveness

Teachers responded to seven items about teacher effectiveness in Government-aided Secondary Schools in Kiryandongo District by indicating their agreement using a five-point Likert scale. The analysis and interpretation of the findings follows the presentation in table 10.

Table 10: Teacher effectiveness descriptive statistics

Items	Mean	Standard Deviation (SD)	Rank	Interpretation
There is good time management by teachers in my school	3.77	1.165	6	High
Teachers in my school use appropriate teaching methods	4.03	0.870	2	High
There is regularity in attendance at school and to lessons	3.95	1.027	3	High
Teamwork is exhibited by teachers in my school	4.14	0.837	1	High
There is good record keeping by teachers in my school	3.94	0.857	4	High
Teachers in my school complete syllabi in time	3.26	1.105	7	Moderate
Teachers are creative and innovative in my school	3.79	1.077	5	High
Overall average	3.84			High

Source: Field data, April 2024

Results in Table 10 show the mean scores and their standard deviations regarding teacher effectiveness. In terms of whether teamwork is being exhibited by teachers in schools, this was rated the highest with (mean = 4.14, SD = 0.837) interpreted as high, indicating greater variability, where the data points are spread out over a larger range, meaning that individual values are farther away from the mean; Whether teachers are using appropriate teaching methods, this was rated second with (mean = 4.03, SD = 0.870) interpreted as high. This too indicates greater variability, meaning that individual values are farther away from the mean; Whether there is regularity in attendance at school and to lessons, this was rated third with (mean = 3.95, SD= 1.027) interpreted as high, which still indicates greater variability, where the data points are spread out over a larger range, meaning that individual values are farther away from the mean; whether there is good record keeping by teachers, this was rated fourth with (mean = 3.94, SD = 0.857) interpreted as high. This also indicates greater variability, where the data points are spread out over a larger range, meaning that individual values are

farther away from the mean; Whether teachers are creative and innovative in schools, this was rated fifth (mean = 3.79, SD = 1.077) interpreted as high, still indicating greater variability, where the data points are spread out over a larger range, meaning that individual values are farther away from the mean; whether there is good time management by teachers, this was rated sixth (mean = 3.77, SD = 1.165) interpreted as high, also indicating greater variability, where the data points are spread out over a larger range, meaning that individual values are farther away from the mean; While whether teachers complete syllabi in time was rated seventh (mean = 3.26, SD = 1.105) interpreted as moderate, indicates lesser variability, meaning data are clustered around the mean. Overall, the average teacher effectiveness was rated as high with (mean = 3.84), indicating overall greater variability, where the data points are spread out over a larger range, meaning that individual values are farther away from the mean.

4.4.3 Inferential statistical results on Instructional Supervision Practices and Teacher Effectiveness

The first research hypothesis, “*Instructional supervision practices affects teacher effectiveness significantly*” was tested. Pearson correlation coefficient (r) was computed to find out the strength of the relationship between instructional supervision practices and teacher effectiveness in Government-aided secondary schools in Kiryandongo District. The coefficient of determination (r^2) was computed to find out the magnitude of variance in teacher effectiveness affected by instructional supervision practices. The significance of the coefficient (p) was computed to test the hypothesis by comparing p to the critical significance level at (0.05). Table 8 presents the test results for the first hypothesis.

Table 11: Correlation and coefficient of determination on instructional supervision practices and teacher effectiveness

		Instructional Supervision practices
Teacher effectiveness	Pearson Correlation coefficient (r)	0.592(**)
	Coefficient of Determination (r ²)	0.344
	Sig. (2-tailed)	0.000
	N	108

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

Source: Field data, April 2024

Findings in Table 11 show that there was a moderate positive correlation ($r = 0.592$) between instructional supervision practices and teacher effectiveness in Government-aided secondary schools in Kiryandongo District. The coefficient of determination, which is a square of the Pearson Correlation coefficient ($r^2 = 0.344$), was also computed and expressed as a percentage to determine the variance in teacher effectiveness due to instructional supervision practices. Findings showed that 34.4% variance in teacher effectiveness was affected by instructional supervision practices. These findings were subjected to a test of significance (p) and it is shown that there is a statistically significant correlation since the significance of the correlation ($p = 0.000$) is less than the recommended critical significance at 0.05. Because of this, the research hypothesis “*Instructional supervision practices affects teacher effectiveness significantly*” was accepted. Thus, it was concluded that the instructional supervision practices significantly affected teacher effectiveness in Government-aided secondary schools in Kiryandongo District.

The implication of the findings was that the medium effect implied that a moderate change in instructional supervision practices contributed to a moderate change in teacher effectiveness in Government-aided secondary schools in Kiryandongo District. The positive nature of the

effect implied that the change in instructional supervision practices and teacher effectiveness in Government-aided secondary schools in Kiryandongo District was in the same direction, whereby better instructional supervision practices contributed to better teacher effectiveness in Government-aided secondary schools in Kiryandongo District and poor instructional supervision practices contributed to poor teacher effectiveness in Government-aided secondary schools in Kiryandongo District.

4.5 Mentoring Practices and Teacher Effectiveness

Before establishing any link between mentoring practices and teacher effectiveness, there was need to first find out results on each of the variables separately by using descriptive statistics (mean and standard deviation). Therefore, the following sub-section presents findings about mentoring practices.

4.5.1 Descriptive results on Mentoring Practices

Teachers were requested to respond to four items about mentoring practices by indicating their levels of agreement using a five-point Likert scale. This is presented in table 12.

Table 12: Mentoring practices descriptive statistics

Items	Mean	Standard Deviation (SD)	Rank	Interpretation
I am always delegated to carry out certain duties	3.87	1.185	3	High
I always attend workshops and seminars	3.85	1.031	4	High
I am always appraised for my performance	3.94	1.022	2	High
I always take my supervisor as a role model	3.98	1.050	1	High
Overall average	3.91			High

Source: Field data, April 2024

Results in Table 12 show the mean scores and their standard deviations regarding mentoring practices. In terms of always taking a supervisor as a role model, this was rated the highest with (mean = 3.98, SD = 1.050) interpreted as high, indicating greater variability, where the data points are spread out over a larger range, meaning that individual values are farther away from the mean; Always being appraised for performance, this was rated second (mean = 3.94, SD = 1.022) interpreted as high. This also indicates greater variability, where the data points are spread out over a larger range, meaning that individual values are farther away from the mean; Always delegated to carry out certain duties was rated third (mean = 3.87, SD = 1.185) interpreted as high, still indicating greater variability, where the data points are spread out over a larger range, meaning that individual values are farther away from the mean. While always attending workshops and seminars was rated fourth (mean = 3.85, SD = 1.031) interpreted as high This too indicates greater variability, where the data points are spread out over a larger range, meaning that individual values are farther away from the mean. Overall, the average instructional supervision practices was rated as high with (mean = 3.91), indicating overall greater variability, where the data points are spread out over a larger range, meaning that individual values are farther away from the mean.

Interview findings from key informants support the findings in the previous paragraph obtained using questionnaires and shed more light on mentoring practices of government-aided secondary schools in Kiryandongo District. During interviews with key informants, high mentoring practices in terms of delegation, workshops and seminars, performance appraisal and role modelling were emphasized as shown in the following. In terms of delegation, key informant HT D and key informant HT C revealed: *“Through various committees like finance, academics, sports, disciplinary committees and fees taskforce”* and *“Within the mandate of the administrators to delegate work,”* respectively. Key informant

DHT D added, *“Through their various departments which must be functional by giving appointment letters for the various responsibilities.”* As much as these assertions put more emphasis on the high influence of delegation on teacher effectiveness, documentary analysis DAC F, DAC D, DAC C and DAC A on delegation showed that delegations are done verbally.

In terms of workshops and seminars, key informants HT F had this to say, *“Allow HODs to draw the termly programmes for seminars and workshops.”* Relatedly, Key Informant HT B added, *“Allow and facilitate teachers external seminars and workshops; coordinate with facilitators outside the school to invite teachers for seminars and workshops.”* Another key informant HT D stated, *“We always invite technical personnel in various fields to facilitate workshops or seminars for teachers, for example guidance and counselling by hospital staff, workshops on new curriculum by NCDC.”* Thus, both findings obtained using questionnaires and interview guides revealed that organizing workshops and seminars for teachers highly leads to improved teacher effectiveness. Documentary analysis on workshops and seminars too revealed availability of invitations for external workshops and seminars, but written reports on the same were not available.

The interview findings on performance appraisal corroborate the findings in table 12. For example, key informant HT A said, *“Appraisal forms are filled after appraisal meetings.”* Another key informant HT F mentioned, *“It is done twice a year and a one on one meeting to draw agreed position is held.”* Key Informant HT B added, *“Agreements on areas to be performed are made and follow-ups are done afterwards.”* *“At the beginning of the year, supervisor and supervisee agree on the targets to be achieved and the indicators”* (Interview with Key Informant DHT B, 29th February 2024). Records of performance appraisal were

available, though the practice was mainly conducted by teachers who were seeking for confirmation and further studies (Documentary analysis DAC F and DAC D on performance appraisal). Thus, these qualitative findings support the high effect of performance appraisal on teacher effectiveness.

Furthermore, in terms of role modelling, interview findings highlighted the following: Key informant HT B said, *“Teachers must follow the professional code of conduct.”* In addition, key Informant DHT C asserted, *“By doing the right things that command respect from the subordinates.”* Key informants HT E and DHT B mentioned *“Through guidance and counselling.”*

4.5.2 Inferential statistical results on Mentoring Practices and Teacher Effectiveness

The second research hypothesis, *“Mentoring practices provided to teachers influences their effectiveness significantly”* was tested. Pearson correlation coefficient (r) was computed to find out the strength of the relationship between mentoring practices and teacher effectiveness in Government-aided secondary schools in Kiryandongo District. The coefficient of determination (r^2) was computed to find out the magnitude of variance in teacher effectiveness affected by mentoring practices. The significance of the coefficient (p) was used to test the hypothesis by comparing p to the critical significance level at (0.05). Table 13 presents the test results for the second hypothesis.

Table 13: Correlation and coefficient of determination on mentoring practices and teacher effectiveness

		Mentoring practices
Teacher	Pearson Correlation coefficient (r)	0.524(**)
	Coefficient of Determination (r^2)	0.268

effectiveness	Sig. (2-tailed)	0.000
	N	108

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

Source: Field data, April 2024

Findings in Table 13 show that there was a moderate positive correlation ($r = 0.524$) between mentoring practices and teacher effectiveness in Government-aided secondary schools in Kiryandongo district. The coefficient of determination, which is a square of the Pearson Correlation coefficient ($r^2 = 0.268$), was also computed and expressed as a percentage to determine the variance in teacher effectiveness due to mentoring practices. Findings showed that 26.8% variance in teacher effectiveness was affected by mentoring practices. These findings were subjected to a test of significance (p) and it is shown that there is a statistically significant correlation since the significance of the correlation ($p = 0.000$) is less than the recommended critical significance at 0.05. Because of this, the research hypothesis “*Mentoring practices provided to teachers influences their effectiveness significantly*” was accepted. Thus, it was concluded that the mentoring practices significantly affected teacher effectiveness in Government-aided secondary schools in Kiryandongo District.

The implication of the findings was that the medium effect implied that a moderate change in mentoring practices contributed to a moderate change in teacher effectiveness in Government-aided secondary schools in Kiryandongo District. The positive nature of the effect implied that the change in mentoring practices and teacher effectiveness in Government-aided secondary schools in Kiryandongo District was in the same direction, whereby better mentoring practices contributed to better teacher effectiveness in Government-aided secondary schools in Kiryandongo District and poor mentoring practices contributed to poor teacher effectiveness in Government-aided secondary schools in Kiryandongo District.

4.6 Psychosocial Support Practices and Teacher Effectiveness

Before determining the effect of psychosocial support practices on teacher effectiveness, descriptive statistics (mean and standard deviation) for psychosocial support practices are presented to show the respondents views on this variable.

4.6.1 Descriptive results on Psychosocial Support Practices

Teachers were requested to respond to four items about psychosocial support practices by indicating their agreement using a five-point Likert scale. The analysis and interpretation of the findings about psychosocial support practices follows the presentation of findings in Table 14.

Table 14: Psychosocial support practices descriptive statistics

Items	Mean	Standard Deviation (SD)	Rank	Interpretation
I am always guided and counselled	3.69	1.265	2	High
I collaborate with others	4.32	0.818	1	Very high
I am usually motivated and rewarded	3.51	1.180	4	High
I am always given feedback on my performance	3.61	1.198	3	High
Overall average	3.78			High

Source: Field data, April 2024

Results in Table 14 shows the mean scores and their standard deviations regarding mentoring practices. In terms of collaborating with others, this was rated the highest with (mean = 4.32, SD = 0.818) interpreted as very high, indicating much greater variability, where the data points are spread out over a much larger range, meaning that individual values are much farther away from the mean; Always being guided and counselled, was rated second (mean = 3.69, SD = 1.265) interpreted as high, indicating greater variability, where the data points are spread out over a larger range, meaning that individual values are farther away from the mean; Always being given feedback on performance was rated third (mean = 3.61, SD =

1.198) interpreted as high, This too indicates greater variability, where the data points are spread out over a larger range, meaning that individual values are farther away from the mean. While usually being motivated and rewarded was rated fourth (mean = 3.51, SD = 1.180) interpreted as high, still indicating greater variability, where the data points are spread out over a larger range, meaning that individual values are farther away from the mean. Overall, the average instructional supervision practices was rated as high with (mean = 3.78), which indicates overall greater variability, where the data points are spread out over a larger range, meaning that individual values are farther away from the mean.

In addition to the findings in the previous paragraph, interviews findings with key informants provided in-depth understanding of the psychosocial support practices in government-aided secondary schools. In terms of guidance and counselling, during the interview, Key Informant HT B revealed the following, *“It is done during staff meetings and briefings, through WhatsApp groups, sharing educative ideas and through seminars and workshops.”* *During staff briefings, meetings and meeting individual teachers”* (Interview with Key Informant DHT B, 29th February 2024). Another Key Informant, HT A opined, *“It is done by the senior man teacher, senior woman teacher and career teacher.”* Documentary analysis revealed no written record of guidance and counselling as the practice was usually done verbally. These interview findings enrich the high effect of guidance and counselling on teacher effectiveness.

In terms of collaboration, interview findings shed more light as follows: Key Informant HT B stated *“Equal treatment of teachers is key, departmental and subject unit formation, creation of conducive environment to teachers and effective reporting system.”* Likewise, Key Informant HT F revealed *“Free interaction among teachers to identify areas of strength and weakness.”* Similarly, *“We encourage team work and it has been embraced by our staff and*

we also have teachers SACCO that brings all teachers together” (Key Informant HT D, 27th February 2024). Thus, asserting the very high effect of collaboration on teacher effectiveness as revealed in the quantitative findings.

In terms of motivation, Key Informant HT F, Key Informant HT D and Key Informant HT B stated as follows: *“Excelling teachers are rewarded at the end of the year,”* (Interview with Key Informant HT F, 4th March 2024). *“Teachers are motivated by housing allowance, staff quarters, incentives, school gardens apportioned to them and rewards also given to those whose subjects are performed well,”* (Interview with Key Informant HT D, 27th February 2024). *“Prompt payment of allowances and salaries, delegation of responsibilities, free participation of teachers during meetings and recognition of best teachers at the end of the year,”* (Interview with Key Informant HT B, 29th February 2024). The positive statements above support the high effect of motivation on teacher effectiveness as observed in table 14.

Furthermore, in terms of feedback given to teachers, Key Informant DHT C, Key Informant HT B, and Key Informant HT D opined as follows: *“Through one on one interaction with teachers, sometimes information is put on the staff notice board and through WhatsApp school platform,”* (Interview with Key Informant DHT C, 29th February 2024). *“Through UCE/UACE results analysis, quarterly performance review and lesson supervision reviews,”* (Interview with Key Informant HT B, 29th February 2024). *“Through one on one discussion, records or information provided by students and departmental heads,”* (Interview with Key Informant HT D, 27th February 2024). Echoing almost the same, Key Informant DHT E revealed, *“Through internal memos, rewards and departmental meetings or reports”* (Interview with Key Informant DHT E, 1st March 2024). These opinions support the high influence of feedback given to teachers on their effectiveness as earlier revealed in the

quantitative findings. It is worth noting also that documentary analysis revealed no proper systematic records of evaluation and feedback given to teachers. Documentary analysis DAC D on feedback indicated that evaluation is done after Mock and UNEB results have been released.

4.6.2 Inferential statistical results on Psychosocial Support Practices and Teacher Effectiveness

The third research hypothesis, “*Psychosocial support practices provided to teachers affect their effectiveness significantly*” was tested. Table 15 presents the test results.

Table 15: Correlation and coefficient of determination on psychosocial support practices and teacher effectiveness

		Psychosocial Support practices
Teacher effectiveness	Pearson Correlation coefficient (r)	0.532(**)
	Coefficient of Determination (r ²)	0.276
	Sig. (2-tailed)	0.000
	N	108

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

Source: Field data, April 2024

Findings in Table 15 show that there was a moderate positive correlation ($r = 0.532$) between psychosocial support practices and teacher effectiveness in Government-aided secondary schools in Kiryandongo District. The coefficient of determination, which is a square of the Pearson Correlation coefficient ($r^2 = 0.276$) was also computed and expressed as a percentage to determine the variance in teacher effectiveness due to psychosocial support practices. Findings showed that 27.6% variance in teacher effectiveness was affected by psychosocial support practices. These findings were subjected to a test of significance (p) and it is shown that there is a statistically significant correlation since the significance of the correlation ($p = 0.000$) is less than the recommended critical significance at 0.05. Because of this, the research

hypothesis “*Psychosocial support practices provided to teachers affect their effectiveness significantly*” was accepted. Thus, it was concluded that the psychosocial support practices significantly affected teacher effectiveness in Government-aided secondary schools in Kiryandongo District.

The implication of the findings was that the medium effect implied that a moderate change in psychosocial support practices contributed to a moderate change in teacher effectiveness in Government-aided secondary schools in Kiryandongo District. The positive nature of the effect implied that the change in psychosocial support practices and teacher effectiveness in Government-aided secondary schools in Kiryandongo District was in the same direction, whereby better psychosocial support practices contributed to better teacher effectiveness in Government-aided secondary schools in Kiryandongo District and poor psychosocial support practices contributed to poor teacher effectiveness in Government-aided secondary schools in Kiryandongo District.

4.7 Regression Statistics

After determining how each of the independent variables affected the dependent variable, a regression analysis was conducted to establish which of the independent variables affected the dependent variable most. Findings are presented in Table 16.

Table 16: Regression analysis results

Model Summary					
R	R Square	Adjusted R Square	Std. Error of the Estimate		
0.652 ^a	0.425	0.409	3.665		
ANOVA ^a					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	1033.449	3	344.483	25.650	0.000 ^b
Residual	1396.736	104	13.430		

Total	2430.185	107			
Coefficients ^a					
		Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.601	2.345		2.815	0.006
Instructional Supervision Practices	0.654	0.182	0.366	3.590	0.001
Mentoring Practices	0.213	0.170	0.133	1.253	0.213
Psychosocial Support Practices	0.413	0.148	0.261	2.790	0.006

Source: Field data, April 2024

Findings in Table 16 show a moderate linear regression coefficient (Multiple R = 0.652) between dimensions of supervision practices (instructional supervision practices, mentoring practices and psychosocial support practices) on teacher effectiveness. The Adjusted R Square (0.409) showed that 40.9% variance in teacher effectiveness was affected by all the dimensions of supervision practices (instructional supervision practices, mentoring practices and psychosocial support practices).

These findings were subjected to Analysis of Variance (ANOVA) test in order to accept or reject them. The ANOVA test shows that at degree freedom 3 and 104 (df = 3, 104), the fisher's ratio (F = 25.650) had significant value of 0.000^b, which was less than the critical significance at 0.05. This indicated an acceptable error in the findings in the previous paragraph and hence confidence in the findings. It was concluded that 40.9% variance in teacher effectiveness was affected by all the dimensions of supervision practices (instructional supervision practices, mentoring practices and psychosocial support practices).

Since the 40.9% variance in teacher effectiveness was a combined effect of the dimensions of supervision practices (instructional supervision practices, mentoring practices and

psychosocial support practices), there was need to determine which dimension affected most teacher effectiveness. The standardized coefficients showed that instructional supervision practices, mentoring practices and psychosocial support practices had coefficients of 0.366, 0.133 and 0.261 respectively). Therefore instructional supervision practices with the highest coefficient (coefficient = 0.366) had the most statistically significant relationship with teacher effectiveness in Government-aided secondary schools in Kiryandongo District, followed by psychosocial support practices (coefficient = 0.261) and the least being mentoring practices with the lowest coefficient (coefficient = 0.133).

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides: summary of findings, discussion, conclusions, recommendations and area for further study. It is divided into five subsections as: The first subsection presents summary of findings; the second subsection presents the discussion according to the objectives of the study; the third subsection presents the conclusions; the fourth subsection presents the recommendations and the fifth subsection presents area for further study.

5.2 Summary of Findings

5.2.1 Instructional Supervision Practices and Teacher Effectiveness

There was a significantly moderate positive correlation ($r = 0.592$) between instructional supervision practices and teacher effectiveness in Government-aided secondary schools in Kiryandongo District. Instructional supervision practices affected variance in teacher effectiveness by 35.0%. This implied that a moderate change in instructional supervision practices contributed to a moderate change in teacher effectiveness in Government-aided secondary schools in Kiryandongo District.

5.2.2 Mentoring Practices and Teacher Effectiveness

There was a moderate positive correlation ($r = 0.524$) between mentoring practices and teacher effectiveness in Government-aided secondary schools in Kiryandongo District. This implied that better mentoring practices contributed moderately to enhance teacher effectiveness in Government-aided secondary schools in Kiryandongo District and poor mentoring practices contributed moderately to poor teacher effectiveness in Government-

aided secondary schools in Kiryandongo District. Mentoring practices affected variance in teacher effectiveness by 27.5%.

5.2.3 Psychosocial Support Practices and Teacher Effectiveness

There was a significantly moderate positive correlation ($r = 0.532$) between psychosocial support practices and teacher effectiveness in Government-aided secondary schools in Kiryandongo District. Psychosocial support practices affected variance in teacher effectiveness by 28.3%. This implied that a moderate change in psychosocial support practices contributed to a moderate change in teacher effectiveness in Government-aided secondary schools in Kiryandongo District.

5.3 Discussion of Findings

5.3.1 Instructional Supervision Practices and Teacher Effectiveness

The study established that instructional supervision practices moderately influences teacher effectiveness in Government-aided secondary schools in Kiryandongo District. Study conducted by Anike et al. (2015); Manaseh (2016); Mpungu (2018) and Dangara (2015) as cited by Omaali et al. (2021) identified supervision of instructional practices as: scrutinizing schemes of work, lesson plans, records of work, record of marks, record of learners daily attendance and learners note books. In the light of this observation, the study found out that preparation of professional documents, lesson observation, teachers attendance to lessons and use of instructional materials influence teacher effectiveness in Government-aided secondary schools in Kiryandongo District to a greater extent.

Malunda & Atwebembeire (2018) as cited by Nyende (2021) revealed that most teachers made schemes of work in line with National Curriculum Development Centre (NCDC)

guidelines, though the schemes of work did not adhere to the guidelines that emphasized learner-centred approaches of teaching. The administrators however attributed this failure to teachers' fear to complete the syllabi in time for the national examinations. Otto (2008) as cited by Godwin (2019) stated that "Lesson planning calls for a good scheming because it is here that you derive your lesson." He added that, "lesson planning is the end unit that converts the syllabus content and scheme of work into actual classroom learning." According to Omaali et al. (2019), headteacher's role is to ensure effective teaching by adhering to professional duties. In contrary, Tarsianer et al. (2021) in their study on "Influence of personality types, instructional supervision practices, and performance in public primary schools in Kenya," found out that checking professional records did not influence teachers' performance in classroom instruction though the practice enabled headteachers ascertain teachers' preparedness. As much as there was contradicting findings in the above studies, this study revealed that there was a moderately significant effect of instructional supervision practices in respect to preparation of professional documents on teacher effectiveness in Government-aided secondary schools in Kiryandongo District.

According to Dangara (2015) as in Omaali et al. (2021), there was a positive correlation between class visitations by headteachers and students' academic performance due to adequate teachers' preparedness since they expected a supervisor in class. However, Sekabira (2018) revealed that only fifty percent of head teachers interviewed occasionally observed teachers in class. They attributed this to too much office work, thus resorting to observing their lesson notes, schemes of work, syllabus coverage and learners' assessment books. Furthermore, the finding of a study by Sule et al. (2018) revealed a significant positive relationship between classroom observation practice and teachers' effectiveness. The qualitative study findings further revealed that lesson observation influences teacher

effectiveness, though the practice is conducted once in a while and not as a routine. The supervisors find it as time consuming and the teachers perceive it as ill-intended practice of fault finding.

Okia et al. (2021) further assert that, the more the increase on the contact hours with their learners, the more the improvement in teachers' classroom practices; thus, enhancing teacher performance. This is also in agreement with the study conducted by Mwesiga & Okendo (2018) who noted that signing in class journals each time teachers attend classes to teach and record what they have covered can be used as a better tool to observe their attendance and punctuality in school and class. U-sayee & Brenyah (2021) too contend that this practice ensures teachers' presence to teach their assigned lessons. Furthermore, a study conducted by Butakor & Boatey (2018) noted that some teachers respond to classes promptly when a supervisor is around, which clearly indicates that supervision of teachers influences their attendance to class. The finding of this study too, is in agreement with the above studies where it was found out that regular attendance to lessons highly improved teachers effectiveness.

According to Sara and Simon (2017), as cited by Ndambo et al. (2021), teaching and learning can be strengthened by availability of reference materials; hence, improving teacher performance. Osei-himah & Adu-gyamfi, (2022) too, contend that effective use of teaching and learning materials facilitates learning. In addition, findings of a study by Malunda & Atwebembeire (2018) still found out that availability and utilization of instructional resources influenced teacher effectiveness significantly. The finding is similar to that of Akinmusire & Ilesanmi (2019) who stated that teachers' careful selection and utilization of instructional materials seemingly make difficult concepts comprehensible. This study found out that there

was a very high effect of supervision of instructional materials on teacher effectiveness, hence in agreement with the findings of the previous studies.

This study established that there was a medium positive correlation ($r = 0.592$) between instructional supervision practices and teacher effectiveness in Government-aided secondary schools in Kiryandongo District. Findings show that instructional supervision practices accounted for 35.0% variance in teacher effectiveness. On subjecting findings to a test of significance (p) it showed that the significance of the correlation ($p = 0.001$) is less than the recommended critical significance at 0.05. Hence, the research hypothesis, “*Instructional supervision practices affects teacher effectiveness significantly*” was accepted. Thus, it was concluded that the instructional supervision practices significantly affected teacher effectiveness in Government-aided secondary schools in Kiryandongo District.

5.3.2 Mentoring Practices and Teacher Effectiveness

The study sought to determine the effect of mentoring practices on teacher effectiveness in Government-aided secondary schools in Kiryandongo District. It was established that mentoring practices had a moderate positive effect on teacher effectiveness in Government-aided secondary schools in Kiryandongo District. According to Ssegawa & Musa (2020), when teachers are delegated through assignment of responsibilities, their psychological job commitment are improved. Seth (2020) too asserts that delegation of responsibilities has greater effect on teachers’ performance in that the more activities are assigned to the teachers the greater the job satisfaction, leading to their improved performance. This study too contended with the above findings as it found out that there was a positive correlation between mentoring practices and teacher effectiveness. The descriptive finding showed that delegation practice highly influenced teacher effectiveness.

According to Agaba (2022), workshops and seminars help teachers in updating their content and methodologies in line with updated and global generation trends of development for realised competitive generations. His finding is in line with that of Khodabakhshzadeh & Hosseinnia (2018) who found out that off-job training in terms of conferences and workshops help in developing new skills, making staff more useful and more flexible; hence, better work performance. This still is in agreement with the study of Haris et al. (2018) who found out that seminars and workshops facilitate the utilization of a variety of valid and appropriate sources of information. Supervisors ensure that teachers are subjected to various professional development in-service programmes to enhance their performance. This study revealed that workshops and seminars highly improved teacher effectiveness, which is in agreement with the findings of the above researchers.

Elliott (2018) argued that setting the balance between assessing performance and assisting professional development is the key to effective appraisal. Performance appraisal and teacher standards are synonymous in that they influence and impact significantly on the teacher's professional work (Tuinamuana, 2011) as cited in Elliott (2018). In a related study, Truphosa (2022) contends that, teacher performance appraisal and development should be carried out with clear objectives in order to enhance instructional competence of the teacher. The study recommended that clear performance targets and recognition strategies be set in order to trigger innovation and application of instructional competence behaviour. Furthermore, Yadav et al. (2020) found out that implementation of performance appraisal can lead to improved teacher effectiveness since it maintains continuous improvement in teaching and learning environment. The finding of this study proved the above statements right where it

revealed high effect of performance appraisal on teacher effectiveness, though some teachers decried the manner and frequency at which the performance appraisal is conducted.

According to Okoi (2021) role modelling by a supervisor provides opportunity to the supervisee to learn either actively or passively for perfection; hence, enabling teachers to enhance their teaching skills to develop professionally. Mentors ought to lead by example through model interactions with others, sharing struggles and reducing intimidations. This implies that the mentor should be a role model and guide rather than being just a boss. This study found out that role modelling highly affected teacher effectiveness; thus, the finding proved that the above assertions were true.

5.3.3 Psychosocial Support Practices and Teacher Effectiveness

The study sought to determine the effect of psychosocial support practices on teacher effectiveness in Government-aided secondary schools in Kiryandongo District. The study established a moderate positive correlation between psychosocial support practices and teacher effectiveness in Government-aided secondary schools in Kiryandongo District.

According to Andriani et al. (2018) in their study on, “The influence of the transformational leadership and work motivation on teachers performance,” teachers can be supervised through guidance to their professional tasks such as; learning tools, content mastery, management and evaluation of learning. Guidance and counselling programmes play an important role in maximising teachers’ development and self-realization (Ahmad, 2022). This further enhances their intellectual, spiritual, moral and social abilities. Through guidance and counselling, teachers are assisted to harmonize their abilities, interests and values, hence enabling them to develop their full potential. Okoi (2021) still contends, in the study on

“Management of innovative supervision and teachers’ job effectiveness,” that guidance and counselling involves informal discussions where the supervisor allows the teacher to freely express him/herself in order for the supervisor to identify the teacher’s areas of need for help. The researcher agrees with the above assertions, where the study found out that guidance and counselling provided to teachers highly affected teacher effectiveness. However, teachers revealed that guidance and counselling requires that supervisor build the confidence of the teacher to trust the supervisor so that the rightful information needed to improve the teachers’ performance can be given.

This study established that collaboration had very high influence on teacher effectiveness in Government-aided secondary schools in Kiryandongo District. The finding concurs with that of Williams (2010) as cited in Burton (2018) who found out that teachers’ diffuse knowledge and experience can be enhanced through effective collaboration. In addition, when teachers seek advice from each other, norms, ideas and experiences are shared, which improve their effectiveness and increase learners achievement (DuFour, 2004) as cited in Bellibaş et al. (2022).

The study findings revealed that motivation of teachers by their supervisors had high effect on teacher effectiveness. This is in line with that of Nwosu (2021) who, in his study on “Motivation and teachers' performance,” revealed that reward system will significantly affect the motivation of teachers, which in turn significantly influences teachers’ work performance. Andriani et al. (2018) too stated that motivating teachers needed to be done using the right strategies such as; setting conducive working environment, encouragement and effective reward. In addition, Muranda et al. (2018) observed that, if teacher motivation is given top priority by school heads, by demonstrating their willingness to motivate, then the teachers

will work harder to improve on their job performance and do whatever is necessary to achieve the school's goals. Furthermore, Han & Yin (2018) still contend that improving teacher well-being as motivation indirectly improves the quality of their teaching practice and reduces professional stress. In line with this, study conducted by Byaruhanga (2018) continued to reveal that a number of professional development opportunities which included workshops, in-service training and seminars were seen as a motivation factor that improved their job performance. Therefore, it is pertinent for school supervisors to know the kind of rewards that they can use to influence teachers to perform well on a job. However, the findings of this study disapproved the contrary findings of Obiageli et al. (2020) on "Influence of motivation on teachers' effectiveness," who found out that teachers motivation had no significant correlation to teachers' effectiveness.

The study established that the practice of giving feedback to teachers highly influences teacher effectiveness in Government-aided secondary schools in Kiryandongo District. Findings of this study are similar to Taut et al. (2018) who conducted a study on "Perceived effects and uses of the national teacher evaluation system" and asserted that providing feedback enhanced teachers' performance in terms of increased rapport between different school stakeholders, thus promoting an internal evaluation system. In addition, Ekaette & Eno (2016) as cited in Omaali et al. (2021) recommends that headteachers should use their expertise information on supervision standards to provide constructive feedback regarding assessments or observations made. Furthermore, both positive and negative remarks on teachers performance are significant (Usman, 2015) as cited in Tarsianer et al. (2021). Positive comments in the course of supervisory process have a measurable bearing in improving teachers' performance. This study therefore, has brought to full understanding that

providing evaluation and feedback to teachers are able to reliably improve teacher effectiveness.

5.4 Conclusions

5.4.1 Instructional Supervision Practices and Teacher Effectiveness

The study concludes that there is a statistically significant moderate positive relationship ($p = 0.000$, $r = 0.592$) between instructional supervision practices and teacher effectiveness in Government-aided secondary schools in Kiryandongo District. The study found out that a unit increase in instructional supervision practices would lead to a 34.4% increase in the teacher effectiveness in Government-aided secondary schools in Kiryandongo District. The study established that teachers' preparation of professional documents, lesson observation, teachers' lesson attendance and use of instructional materials influenced teacher effectiveness in Government-aided secondary schools in Kiryandongo District by 34.4%.

5.4.2 Mentoring Practices and Teacher Effectiveness

The study further concludes that there is a statistically significant moderate positive relationship ($p = 0.000$, $r = 0.524$) between mentoring practices and teacher effectiveness in Government-aided secondary schools in Kiryandongo District. A unit increase in mentoring practices would lead to a 26.8% increase in the scores of teacher effectiveness in Government-aided secondary schools in Kiryandongo District. The study found out that delegation, workshops and seminars, performance appraisal and role modelling influence teacher effectiveness in Government-aided secondary schools in Kiryandongo district by 26.8%.

5.4.3 Psychosocial Support Practices and Teacher Effectiveness

The study finally concludes that there is a statistically significant moderate relationship ($p = 0.000$, $r = 0.532$) and teacher effectiveness in Government-aided secondary schools in Kiryandongo District. A unit increase in psychosocial support practices will lead to a 28.3% increase in the scores of teacher effectiveness in Government-aided secondary schools in Kiryandongo District. The study established that guidance, counselling, collaboration, motivation and feedback influence teacher effectiveness in Government-aided secondary schools in Kiryandongo District 27.6%.

5.5 Recommendations

5.5.1 Instructional Supervision Practices and Teacher Effectiveness

- i. Ministry of Education and Sports should organize training programmes for both headteachers and teachers on the importance for effective use of schemes of work, lesson plans and lesson observation tools.
- ii. Supervisors should regularly monitor and observe lessons in classrooms. Similarly, peer observations should be encouraged among teachers.
- iii. Ministry of Education and Sports and school supervisors should also develop standardized supervision templates to ease supervision work and for uniformity.

5.5.2 Mentoring Practices and Teacher Effectiveness

- i. Ministry of Education and Sports through all its implementation arms should emphasise the need for performance appraisal and its effective use.
- ii. Ministry of Education and Sports and headteachers to always carry out need assessment in order to always organize more skill training workshops.

- iii. Headteachers should ensure that they facilitate teachers to relevant field trips, seminars and workshops regularly.

5.5.3 Psychosocial Support Practices and Teacher Effectiveness

- i. Headteachers should create conducive school environment to enhance free and open interaction in schools.
- ii. In addition, Ministry of Education and Sports should emphasize submission of supervision reports to Board of Governors and other relevant authorities for effective planning.
- iii. Supervisors should emphasize proper records of relevant documents for future reference and planning.

5.6 Contribution of the Study

This study has, in the first place, confirmed the path-goal theory that the researcher used to underpin the study. Secondly, it has contributed to the body of existing knowledge through the findings on the study variables, that is, the position of how instructional supervision practices, mentoring practices and psychosocial support practices affect the effectiveness of teachers in Government-aided secondary schools in Kiryandongo District. Although the findings of this study are specific to Government-aided secondary schools, they can be extrapolated to schools elsewhere, provided they are under similar conditions.

5.7 Limitations of the Study

This study focused on supervision practices in only the Government-aided secondary schools in Kiryandongo District. This makes it limited in scope to the extent that it cannot be generalized to other secondary schools that are spread all over the other districts of Uganda.

Besides, only three instruments were used for collecting data. Other methods could have yielded additional information that could have enriched the findings all the more.

5.8 Areas for Further Study

This study sought to assess how supervision practices affect teacher effectiveness in Government-aided secondary schools in Kiryandongo District. However, due to demographic and economic differences, the findings of this study (conducted in Government-aided secondary schools in Kiryandongo District) cannot be generalized to other secondary schools in Uganda. This study therefore recommends further studies on supervision practices affecting teacher effectiveness in all secondary schools, especially Government-aided, in Uganda.

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LETTER OF INTRODUCTION



MUNI UNIVERSITY
P. O. BOX 725. AREA

Faculty of Education

Date: 15th / 01 / 2024

TO WHOM IT MAY CONCERN

Dear Sir/Madam

*Received and
Conducted
ADP
19/02/2024*



RE: INTRODUCTORY LETTER OF ONEGA ALBERT 2022/U/MB/100182

This is to introduce the above named student of Muni University who is pursuing a degree in Master of Education in Educational Planning and Management. As part of the requirements for the award of a Masters Degree, the student is required to undertake research in an area of interest and submit a report. His ~~the~~ research proposal was approved by the Faculty and is now ready to proceed and collect data. The research topic is SUPERVISION PRACTICES AND TEACHER EFFECTIVENESS IN GOVERNMENT-AIDED SECONDARY SCHOOLS IN KIRYANDONGO DISTRICT.

The purpose of this letter is to kindly request you to accord him ~~the~~ the necessary assistance.

Yours Sincerely,

Joyce Bukirwa Rebecca (PhD)
Dean Faculty of Education
Muni University

APPENDICES

Appendix 1

Table for determining sample size from a given population

<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384
<i>Note: N is Population Size; S is Sample Size</i>					<i>Source: Krejcie & Morgan, 1970</i>				

Appendix 2

Table for determining Cronbach's Alpha Reliability test

Cronbach's Alpha Score	Level of Reliability
0.0 – 0.20	Less Reliable
>0.20 – 0.40	Rather Reliable
>0.40 – 0.60	Quite Reliable
>0.60 – 0.80	Reliable
>0.80 – 1.00	Very Reliable

Appendix 3

Table for determining Pearson Correlation Coefficient

Value of Pearson Correlation Coefficient (r)	Relationship Interpretation
0.000 – 0.199	Very Weak
0.200 – 0.399	Weak
0.400 – 0.599	Moderate
0.600 – 0.799	Strong
0.800 – 1.000	Very Strong

Appendix 4

Questionnaire for teachers

Dear respondent,

This questionnaire is intended to facilitate a study about Supervision practices and teacher effectiveness in government-aided secondary schools in Kiryandongo district. The study is for academic purpose in addition to enhancing the body of knowledge in higher education management; and is being carried out in partial fulfillment of the requirements for the award of Master of Education in Education Planning and Management of Muni University. Accordingly, I am kindly requesting you to spare your precious and valuable time and fill in the questionnaire questions according to the instructions. Your honest responses will be highly appreciated, kept and treated with utmost confidentiality.

SECTION A: DEMOGRAPHIC PROFILE

Name of school

Instruction: Please tick the most appropriate

1. Age group

18 – 30 years	31 – 40 years	41 – 50 years	51+ years
1	2	3	4

2. Gender:

Male

Female

3. Highest level of education

Diploma	Bachelor	Masters
1	2	3

4. Teaching experience

Less than 4 years	4 – 7 years	8 – 10 years	More than 10 years
1	2	3	4

Instructions: Use the key below to answer the following questions. Please evaluate by ticking on scale 1 – 5 indicating the extent to which you agree with the statements:

1= If you Strongly Disagree 2= If you Disagree 3= If you are Not Sure
 4= If you Agree 5= If you Strongly Agree

SECTION B: SUPERVISION PRACTICES (IV)						
#	ITEM	Rating				
ISP: Instructional Supervision Practices		Rating				
ISP1	I prepare professional documents such as schemes of work, lesson plans, records of work covered, records of marks	1	2	3	4	5
ISP2	I am always observed in class while teaching	1	2	3	4	5
ISP3	I come to school daily and always attend to my lessons	1	2	3	4	5
ISP4	I always use Instructional materials to aid my lessons	1	2	3	4	5
MP: Mentoring Practices		Rating				
MP1	I am always delegated to carry out certain duties	1	2	3	4	5
MP2	I always attend workshops and seminars	1	2	3	4	5
MP3	I am always appraised for my performance	1	2	3	4	5
MP4	I always take my supervisor as a role model	1	2	3	4	5
PSP: Psychosocial Support Practices		Rating				
PSP1	I am always guided and counselled	1	2	3	4	5
PSP2	I collaborate with others	1	2	3	4	5
PSP3	I am usually motivated and rewarded	1	2	3	4	5
PSP4	I am always given feedback on my performance	1	2	3	4	5
SECTION C: TEACHER EFFECTIVENESS (DV)						
TE: Teacher Effectiveness		Rating				
TE1	There is good time management by teachers in my school	1	2	3	4	5
TE2	Teachers in my school use appropriate teaching methods	1	2	3	4	5
TE3	There is regularity in attendance at school and to lessons	1	2	3	4	5
TE4	Teamwork is exhibited by teachers in my school	1	2	3	4	5
TE5	There is good record keeping by teachers in my school	1	2	3	4	5
TE6	Teachers in my school complete syllabi in time	1	2	3	4	5
TE7	Teachers are creative and innovative in my school	1	2	3	4	5

END

Thank you for your cooperation

Appendix 5

Interview guide for school administrators and class captains

Dear respondent,

This questionnaire is intended to facilitate a study about Supervision practices and teacher effectiveness in government-aided secondary schools in Kiryandongo district. The study is for academic purpose in addition to enhancing the body of knowledge in higher education management; and is being carried out in partial fulfillment of the requirements for the award of Master of Education in Education Planning and Management of Muni University. Accordingly, I am kindly requesting you to spare your precious and valuable time and answer the questionnaire questions according to the instructions. Your honest responses will be highly appreciated, kept and treated with utmost confidentiality.

SECTION A: DEMOGRAPHIC PROFILE

Name of school

Respondent's Title.....

Instruction: Please tick the most appropriate

1. Age group

Below 18 years	18 – 30 years	31 – 40 years	41 – 50 years	51+ years
1	2	3	4	5

2. Gender Male Female

3. Highest level of education

'O' Level	'A' Level	Diploma	Degree	Masters
1	2	3	4	5

4. Number of years in the school

2 years and below	3 – 5 years	6 – 8 years	9 years and above
1	2	3	4

Question by the Interviewer	Opinion of Interviewee on the corresponding item
SECTION B: INSTRUCTIONAL SUPERVISION PRACTICES	
1. How do you enforce preparation of professional documents such as schemes of work, lesson plans, records of work covered, records of marks?	
2. How is lesson observation conducted?	
3. How do you enforce teachers regular attendance at school and to lessons?	
4. To what extent do teachers use instructional materials to aid their lessons?	
SECTION C: MENTORING PRACTICES	
1. How do you ensure teachers are always delegated to carry out certain duties?	
2. What plans are always made for seminars and workshops for teachers?	
3. How do you conduct Performance appraisal for teachers?	

4. How do you enforce role modelling in the school?	
SECTION D: PSYCHOSOCIAL SUPPORT PRACTICES	
1. How is guidance and counselling to teachers conducted?	
2. How do you ensure that teachers collaborate with others?	
3. How are teachers usually motivated and rewarded?	
4. How are teachers always given feedback on their performance?	

Any additional information that may add value to the study in relation to teacher supervision in your school shall be appreciated

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END

Thank you for your cooperation.

Appendix 6

Documentary analysis checklist

School Name.....

S/N	DOCUMENT	AVAILABLE	NOT AVAILABLE	GENERAL COMMENT
1	Schemes of work			
2	Lesson plans			
3	Records of work covered			
4	Records of assessment marks			
5	Daily attendance register			
6	Lesson attendance forms			
7	Lesson observation forms			
8	Records of delegation			
9	Records of Seminars and workshops			
10	Records of performance appraisal			
11	Records of creativity and innovations			
12	Records of guidance and counselling			
13	Records of evaluation and feedback			

END

Thank you for your cooperation.