

**SUPPORT SUPERVISION AND PERFORMANCE OF PRIMARY SCHOOL TEACHERS  
IN UGANDA**

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**ABSTRACT**

**Purpose of the study:** The study sought to establish the relationship between support supervision and teacher performance in government aided primary schools in Teso sub-region in Uganda. Study objectives were to establish the relationship between democratic, directive and non-directive support supervision approaches and teacher performance.

**Methodology:** A quantitative case study was used to collect data from 359 primary school teachers, selected from 367 government-aided primary schools. Data was analyzed using, descriptive statistics, Pearson correlation and regression analysis.

**Findings:** Despite low frequency, democratic and on-directive support supervision, empowered teachers to perform their roles effectively.

Unique contribution to theory, practice and policy: in order to improve teacher performance, all stake holders need to engage in support supervision of teachers in their schools. The district education officers need to play a major role in ensuring that there is effective support supervision of teachers in schools, government and parents need to increase funding towards education in schools to enhance teacher performance in government aided primary schools in Uganda.

**KEYWORDS:** support supervision, Democratic, Directive, non-directive, teacher performance

**INTRODUCTION**

In the past few decades, most Sub-Saharan African countries have been involved in educational reforms, particularly in offering support supervision to teachers. Support supervision has increasingly become vital in enhancing the pedagogical competences of teachers to perform their duties effectively. It involves classroom observation, group development and teacher professional development activities (Kiiru,2015; Kalule & Bouchamma, 2013). School improvement performance require support supervision as one of the significant factors in fostering good relationships between the leadership and

teacher performance in schools. Often, site based administrators are responsible for internal support supervision of the teachers while district and ministry officials provide external support to the teachers.

Across regions and national states in Africa the concept of supervision has been changing. In Sub-Saharan Africa, supervision came after the introduction of formal education in the 1800s by the missionaries (Marzano, Frontier, & Livingston, 2011). During this period of missionary education, teachers employed were less qualified, and uncertified, and many were novices that needed to be closely monitored. A critical assessment of the attitude of staff towards work in Ghana revealed that the state of supervision in Ghana Education System (GES) was wanting (Osae-Apenteng, 2012). This made some people who needed education services think that performance of staff was not encouraging because they were not promptly attended to.

In Uganda, provision of formal education started in 1877 under Christian missionaries who introduced it in the country. Supervision practices started in 1924 when supervisory duties and responsibilities were entrusted to the religious leaders (Jared, 2011). However, according to Ssekamwa (1997), the Phelps-Stokes Commission Report of 1962 on education indicated that the missionary education lacked supervision by the government. Thus, the Castle Commission 1963 was recommended to supervise schools in order to improve the quality of education and make it more inclusive.

However, in the 1970s all through the early 1980s, Uganda was marred with civil and military unrest which resulted in the destruction of the social and economic infrastructure of which provision of services in education sector was affected (Kakuba, 2014). Since the colonial times, support supervision was employed in schools to address the challenges of teacher performance but the effort made has not yielded much to enhance teacher performance in schools. For teachers to change their classroom practices and perform there was need for a supervision system (Greene, 1992). This system would monitor and help teachers in preparation, implementation and reflection of the teaching and learning process. In the current political government, the introduction of Universal Primary Education (UPE) in 1997 increased enrolments in schools and this affected teacher performance due to high teacher: pupil ratio.

A major intervention that could address ineffective teacher performance and poor learner achievement is support supervision which seems to be neglected by administrators in Uganda. If support supervision is not improved by employing context suited approaches, then teacher performance and learner achievement will continue to be poor, and the quality of education in the country will continue to be a concern. This research sought to explore these issues from the perspective of teachers. It is based on a field work study of the selected government aided primary schools in selected districts in Teso Sub-region, Uganda.

## **Statement of the Problem**

Poor performance of teachers in government aided primary schools has raised concern among various stake holders in Uganda (Mazaki, 2017). This is reflected in poor performance of learners in qualifying examinations such as PLE. Malunda, Onen and Musaaazi (2016) explain that poor performance of students is attributed to teachers' failure to regularly conduct practical lessons, carry out effective students' assessment, and prepare schemes of work as well as lesson plans. Other causes of poor academic performance include: teacher absenteeism, inadequate syllabus coverage and preparation of work, poor time management, poor pupil and teacher discipline and inappropriate teaching methods (Okongo, Ngao, Rop&Nyongesa, 2015). Oluka&Okurut (2008) suggested ways to improve education practice in Uganda that left gaps particularly in approaches that should be used to improve teacher performance. Although context suited support supervision could be used to improve teacher performance and achievement, administrators in Uganda have generally neglected it. If support supervision is not improved, teacher performance and learner achievement will continue to be poor, and the quality of education in the country, and Teso sub-region in particular will continue to be a concern of society. Unfortunately, literature that could be used to inform meaningful support supervision in Teso sub-region and the country as a whole is lacking. Therefore, this study sought to address the gaps of teacher performance by generating literature that could inform teacher supervision and the practice of education in Teso and indeed the whole country.

## **Theoretical Framework**

The study employed the systems and path-goals theories to clearly understand how teachers can be supported by the supervisors for their performance to be enhanced.

### **Systems theory**

Systems theory examines phenomena from a holistic approach since it shifts attention from the part to the whole (Mele et al., 2010). This theory was appropriate for this study because the inquiry focused on a school that has various systems in which different human resource work to achieve desirable goals and objectives. The systems approach requires interaction and reflection between the supervisee and the supervisor and also takes into account the underground factors that can influence supervisory system such as the supervisee, the supervisor and the institution. For systems theory to inform supervision there is need for collaboration, consultation and coordination amongst all key actors. The systems theory therefore when correctly implemented, helps the teachers in working collaboratively with the leaders in setting up a system that aims at pedagogical improvements of the teachers to enhance performance.

### **Path-goal theory**

The path-goal theory is about a leader influencing his subordinates through his motivational behaviours the key aspects that were borrowed from these two theories were; school leaders should provide an enabling work environment to their subordinates by clarifying expectations, work goals, and providing coaching if necessary, for effective subordinate performance and accomplishment of work goals (Goswami et al., 2014). In addition, the theories advanced staff supervision approaches that include:

Democratic, Directive and Non-Directive styles. These approaches were appropriate for the study since teaching staff supervision requires the leader to use alternative approaches to supervision in order to help the teachers improve their knowledge, their pedagogical skills, problem solving skills and reviewing their practices (Glickman, 2002). It was therefore imperative basing on the above theories that for an institution to maximise subordinates' skills and expertise, the leader needs to set up a system that allows free interaction with the subordinates.

## **Literature Review**

The Literature shows the relationship between support supervision approaches and primary school teachers' performance.

### **Support supervision approaches**

Teacher performance in schools has been a major issue in education circles for some time shown by unsatisfactory learner outcomes (MacBeath, 2012). For example, pupil's poor performance in primary leaving examination for the last ten years has left various stake holders wondering whether teachers in Uganda particularly Teso sub-region really perform their work as expected. Several studies conducted in learners competences in literacy and numeracy by various educational organizations has also revealed low levels of achievement (Tu et al., 2016). This state of affairs calls for support supervision of teachers so that their practices are enhanced. Support supervision is offered to teachers who are in need of improving their pedagogical practices in a school (Malunda et al., 2016). It is argued that support supervision activities are undertaken by the school leadership in order to provide advice and counsel on educational to the teachers and not to discipline them (Hoy & Forsyth, 1992).

This study used the support supervision models advanced by Glickman (1985) where the supervisor works one-to-one with the teachers and involves three conferencing approaches such as democratic, directive, and non-directive. Its purpose was to offer the developmental approach to direct assistance of teachers. According to Gordon (1990), Glickman developed supervision models that require the instructional leader to use alternative approaches to supervision in order to help teachers improve their pedagogical approaches and cognitive growth. It involves an initial tactical phase where the supervisor determines the teacher's conceptual level prior to supervision and then identifies the suitable approach that offers support to the teacher. The goal of these approaches is to help the teachers learn how to increase their own capacity to achieve professional goals (Zepeda & Mayers, 2014) and the approach chosen either enhances or hampers on the teachers ability to employ developmental learning. However, the success of the supervisor relies on his intrinsic abilities to assess the abilities of the teachers then apply the appropriate strategy with the teacher having a voice in the adopted approach.

Generally, according to Darling-Hammond & Gardner (2017), there are other avenues of extending direct assistance to teachers other than the above approaches which include designing after school time for teachers with instructional concerns too meet with experienced leaders or more complex avenues like peer observations with teachers who require feedback for improvement.

## **Level of support supervision and teacher performance**

In every educational institution, the implementation of the Glickman's support supervision attributes moderated by collaboration, engagement and coordination leads to the following teacher performance indicators: syllabus coverage, lesson preparation, assessment and evaluation, regular attendance, time management and participation as explained below.

### **Syllabus coverage**

In order to improve on the performance of both the teacher and the learner, great efforts needs to be put into place in order to complete the syllabus (Nakhanu, 2012). Sometimes poor syllabus coverage results from lack of adequate experienced teachers to deliver content effectively coupled with little expertise in all content areas. According to Musasia et al. (2012) effective syllabus coverage requires teachers to conduct team teaching since many teachers lack full expertise in all the content areas hence need to expose children to diverse fields of knowledge and practice by teachers who are experts in those areas. For team work to take course in an organization, shared values and collaboration amongst teachers needs to be clearly embraced and practiced to ensure individual maximum outputs. In relation to the path-goals theory, without motivation and acceptable satisfying behaviour by the supervisors or senior teachers, the novice teachers will be unable to work hard towards completion of the syllabus and their performance is underscored.

### **Lesson Preparation**

Focusing only on what happens inside the class room while ignoring what happens during the planning stage before implementation of the lesson does little in ensuring professional growth of teachers (Phillips et al., 2014). The support rendered to the teacher during the planning stage of the lesson helps him/her improve on the scheming skills in relation to the curriculum interpretation and the specific content to be taught. According to Mizzi (2013), through support supervision of teachers, they are able to transform the curriculum content into pedagogical content knowledge appropriate for effective instruction through formulation of schemes of work that guide the effective teaching and learning process. Usually, well planned and supervised schemes of work make the work of the teacher easier in terms of delivery since suitable activities, analogies and demonstrations can be agreed upon to cater for the different cognitive abilities of learners.

The creation of a positive learning environment is squarely under the teacher's jurisdiction and therefore proper guidance and support of the novice teachers in the preparation of the teaching and learning materials will ensure efficient lesson delivery by the teacher. Seven & Engin (2007) argue that effective preparation of the learning materials requires support from the more experienced personnel especially if it involves the audio-visual materials where the teacher may have inadequate understanding of their operation and usage. This will help the teacher to deliver the planned content appropriately to the learners hence improved teacher performance in class.

One of the most important rules of team teaching is to attend all the preparation meetings (The Centre for Teaching and Learning, 2006) and not to miss a colleague's lesson when it is time to implement it. During the preparation stage, the supervisor and supervisee agree on the key areas of concern to strive for an amicable way forward for the challenge. They will therefore be able to prepare the lesson notes together that are instructed to all learners at the same level irrespective of their cognitive abilities. The actual planning process according to Wilson (2016) is a complex process because it demands the teacher to become familiar with and make decisions over a range of various curriculum resources, content and practices before lesson implementation can take place (p.625).

### **Assessment and evaluation**

Teaching which does not take into account the assessment and evaluation of learners is incomplete. This is because the teacher cannot be able to identify the extent to which the planned lesson objectives have been achieved. According to Newstead (2003), assessment can either be formative or summative. Formative aims at helping learners through provision of feedback on their performance which assists them develop and learn while summative targets at achieving final scores that captures individual learners' performance relative to others. Also, teachers usually make professional judgments on the performance of learners during the teaching and learning process consciously or unconsciously (Jones, 2005) hence the support supervision offered to them at this stage translates to quality feedback on the learners work.

The process of evaluation takes place in every life situation and if eliminated from human life, then perhaps the aim of life may be lost (Tripathi, 2018).. It is only through evaluation that one can discriminate between good and bad or right and wrong. In education, how much a child has succeeded in his aims, can only be determined through evaluation. Teachers while using the learner-centred approach need to evaluate the learning outcomes since teaching and assessment are connected.

### **Regular attendance**

Investing in a school system that keeps effective teachers in the classroom should be the priority of every school leader and policy makers (Joseph et al., 2014). They also advance that in order to make such practices possible, there is need for creation of a climate where consistent teacher attendance is a norm such that detailed teacher attendance data is tracked by the school leadership in order to improve their attendance. While at school, teachers have a role of managing processes such as in and out of classroom behaviour so that learning is readily possible (Scriven, 1994). Basing on personal experience, if teacher absenteeism in a school is allowed to become a problem, it will affect other teachers and influence them too to begin taking time off from work.

According to a quantitative study conducted on the effect of teacher attendance on their performance, it was recommended that the school administration should conduct adequate supervision of attendance registers since such records informs parents, ministry of education officials and other researchers on other factors that affect learner's performance and discipline (Oghuvbu, 2010). This therefore suggests

that whenever teachers increase on the contact hours with their learners in the school, their classroom practices improve and hence leading to increased teacher performance.

## **Methodology**

The study was informed by a positivism research paradigm that argues that knowledge is generated in scientific method and relies heavily on numbers (Kothari, & Garg, 2014). Thus, under positivism the truth is statistically defined. The objective nature of positivism was used to enable the researcher to find out scientifically the relationship between the identified support supervision approaches and teacher performance. A paradigm shows the way the researcher views the world (ontology) and the knowledge we want about the world (epistemology). The knowledge claims we want to make will determine the methodology and ultimately the tools and methods we use to study the world (Grix, 2004). The ontology for this study is that the issues under investigation are real and can be studied objectively. The epistemological orientation for this study is that independent processes of knowing can be used to achieve the research objectives (Ramiz, 2016).

## **Research design**

The researcher used a case study design. Teso region was used as the case study because it is one the traditional region in Uganda comprising of districts. A case study enables the researcher to carry out in depth, careful and complete study of a social unit. Thus, government aided primary schools in Teso region were selected for this study as a case of the government aided primary schools in Uganda. The Case study design enabled the researcher to triangulate methods of data collection and sources of data, which leads to realisation of credible findings (Yin, 2011).

## **Sample and Sampling Procedure**

The data was collected from the 4 districts in Teso sub-region where 386 government aided primary schools were randomly selected. Proportionate sampling was used to select the number of districts out of the 8 that are found in the Teso-sub region. According to Daniel (2012), in cluster sampling, close to a half (1/2) of the target population is a good proportion. This implied the choice of 4 out of 8 districts. The researcher used Purposive sampling to determine the 4 districts that were studied. The best, middle-ranking and last districts in the recent 2018 PLE results were selected. The criterion was used because Malunda et al (2016) argue that pedagogical practices, reflected by the performance of learners, are the best indicators of teachers' performance. The 2018 P.L.E results (UNEB, 2018) show that out of the 8 districts in Teso, Soroti was the best, Bukedea in the middle, Serere and Amuria lay among the last. Therefore, the study sample was selected from these four districts.

The sample consisted of Teachers, HODs and DOS. The MOES (2018) records showed that the 4 districts have a total of 386 schools (Soroti = 97, Bukedea = 97, Serere =97, Amuria = 95) and 4979 teachers (Soroti = 1137, Bukedea = 1516, Serere =1216, Amuria = 1110). According to Krejcie and Morgan (1970) guide, a population of 4979 teachers, makes a sample of 357 respondents. Hence a total of 357 teachers, including Deputies, HODs and DOS were targeted and approximately 89 from

each district, using stratified random sampling. Stratification was based on academic responsibility such as class teacher, HOD, Deputy Head teacher, DOS (see table 1 for profile of respondents).

**Table 1 Profile of Respondents (N=349)**

Variable		Percentages	
Working experience	Category	f	%
	1-4 years	17	4.9
	5-7 years	19	5.4
	8-10 years	8	2.3
	More than 10 years	305	87.4
Highest qualification	Category	f	%
	Certificate	8	2.3
	Diploma	325	93.1
	Bachelors	16	4.6

In table 1, it is revealed that the majority (87.4%) of respondents had taken more than 10 years in primary school teaching, 5.4% had taken 5-7 years, 4.9% had taken 1-4 years and 2.3 % had taken 8-10 years in the primary school teaching profession. Hence respondents have spent long enough as primary school teachers to enable them to have good knowledge on the nature and purpose of teacher supervision. In relation to education attainment, the majority (93.1%) had diploma level qualifications, followed by 4.6 % who had bachelors’ degree level qualification and 2.3 % who had certificate qualifications. This means that respondents had a good education, which would enable them to effectively analyse issues in their work environment critically.

**Research Instrument**

A structured questionnaire was used to measured demographic characteristics of respondents, Status of support supervision, approaches to support supervision and teachers’ performance. The items were rated on a 5-point Likert-type scale. Items on Status of support supervision, approaches to support supervision and teachers’ performance were adapted from, Malunda et al (2016), Ministry of Education and Sports (2012) and Jared (2011). Status of support supervision was measured using 14 items, approaches to support supervision were measured using 24 items and teachers’ performance was measured using 15 items.

**Data Collection Procedure**

The officers who provide supervise teachers at district (DIS, DEOs) and school level (Headmasters, CCTs) were meet to seek for permission to participate in the study and allow teachers to also take part. The researcher explained the purpose of the research and its benefits and assured them that the research activities and data collection would be handled ethically and in way would not harm the schools and



the individuals within them and permission was granted. On meeting the teachers, the researcher assured them of confidentiality in relation to the information they provided. The researcher prepared a cover letter, which introduced the objectives of the study, and the relevance of the study, and which assured participants that the information provided would be anonymous. Within this period of collecting data using questionnaires, the researcher continued to explain to respondents the goal and objectives of the study to enlist their cooperation (Creswell, 2014). Constant follow-ups were made physically and telephonically to ensure that the participants respond correctly to the questionnaire given to them.

**Data Analysis**

Socio-demographic characteristics were analysed using descriptive statistics and summarized through the use of frequencies and percentages. Pearson correlation analysis was used to find out the relationship between support supervision and teacher performance. Multiple regression analysis was also used to show the effect of the Independent variable on the dependent variable.

**Findings**

**The relationship between Democratic, Directive, Non-Directive Support Supervision and Teacher Performance**

The main intention of the study was to establish the deterministic relationship between Teacher support supervision and Teacher Performance. The nature and magnitude of the relationship among the variables were examined using Pearson correlation coefficient (see table 2).

**Table 2 Correlation matrix of the study variables**

Variables	M	SD	1	2	3	4
Democratic support supervision- 1	27.11	SD=3.32	.128**	1		
Directive support supervision-2	26.62	3.22	.203**	.286**	1	
non-directive support supervision-3	29.39	2.97	.299**	.228	-.221*	1
teacher performance-4	54.69	4.68	.356**	-.382*	-.421**	.395**

N=349

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

\* . Correlation is significant at the 0.05 level (2-tailed).

**Table 3: Simple Regression parameters**

Predictors	$\Delta R^2$	B	SEb	$\beta$	P-value
Democratic	0.145	12.723	.055	.0382	.000*
Directive	0.177	1.09	.071	-.489	.892*
Non democratic	0.087	16.441	.060	.295	.002*

\*Values significant at 0.05 level

*Dependent variable (teacher performance)*

#### **Democratic support supervision and teacher performance**

A moderate positive relationship [ $r(2) = 0.382$ ,  $p < 0.01$ ] existed between democratic support supervision and teacher performance. This implies that democratic support supervision to a certain extent increased teacher performance. Therefore, teachers working as a team and with the department to achieve their job tasks positively contributed to their performance. The contribution of democratic support supervision on Teacher performance was  $R^2 = 0.145$ , which is about 14.5%. This contribution was significant ( $p < 0.05$ ) implying that supervisors working as a team with teachers in their departments to enables teachers to achieve their job tasks. The regression model was also significant ( $F = 1.181$ ,  $p < 0.05$ ). These findings show the importance of democratic support supervision in enhancing teacher performance.

#### **Directive support supervision and teacher performance**

The findings also proved that a moderate negative relationship [ $r(2) = -0.421$ ,  $p < 0.01$ ] existed between directive support supervision and teacher performance. This implies that supervisors using more of directive supervision actually decreased teacher performance. Hence, teachers just receiving directives on how they are supposed to do their work actually decreased their performance instead of enhancing it. This shows that directive supervision may not be an effective method of ensuring good teacher performance. The contribution of directive support supervision to Teacher performance was  $R^2 = 0.177$ , meaning it only contributed about 17.7% to teacher performance. However, it was not even significant, meaning that directive supervision being given to teachers in the Teso sub region does not influence teacher performance. The regression model was also not significant ( $F = 0.019$ ,  $p > 0.05$ ).

Therefore, directive supervision which seemed to be more commonly practiced in government aided primary schools in Teso Sub-Region did not contribute to teacher performance. This is probably because, when teachers are given directives by their supervisors or superiors to improve their performance, they may listen but do not implement. This is likely to be resulting from teachers not having motivation to implement the given suggestions. The fact that the demographic results showed

that the majority of teachers had taught for 10 years and above, giving they may feel that they have adequate experience and do not need to be given directives. Therefore, directive supervision may not be an appropriate method of enhancing the performance of teachers in situations where teachers have been in service for long. Schools with long serving teachers should consider replacing it with more appropriate and effective methods of support supervision.

### **Non-directive support supervision and teacher performance**

The findings also revealed that a moderate positive relationship [ $r(2) = 0.295, p < 0.01$ ] existed between non-directive support supervision and teacher performance. This implies that as non-directive supervision increased, teacher performance also increased. The contribution of non-directive supervision was  $R^2 = 0.087$  which was 8.7%. Therefore, on directive supervision improved teacher performance by about 9%. The beta and F-statistics were positive implying that non directive supervision positively predicted teacher performance. In other words, teacher performance is dependent on non-directive supervision by 9%. This means that mentoring by experienced colleagues and orientation on culture significantly increased the performance of primary school teachers. The regression model was also significant ( $F = 23.41, p < 0.05$ ). Therefore, non-directive supervision is a more effective and appropriate method of teacher support supervision. When experienced colleagues mentor teachers and supervisors tell them of their strengths and weaknesses after supervision, teachers feel motivated to better accomplish their work roles.

### **DISCUSSION**

Support supervision involves any assistance or guidance accorded by a leader to a classroom teacher to enable him/her perform his or her teaching role effectively (Nabhani; Bahous & Sabra, 2015). The main objective of support supervision is to provide opportunity for teachers to realize their professional development goals (Goe, Biggers, & Croft, 2012) and to perform well in schools.

Democratic supervision involves jointly developing and agreeing upon the course of action between the supervisor and the supervisee. HODs are squarely responsible for coordinating curriculum implementation in schools and ensuring efficiency and effectiveness in the teaching and learning process (Manaseh, 2016), they play pivotal roles in ensuring that teachers within the department are supported professionally at school so that learning outcomes are improved. Study findings showed that a moderate positive relationship [ $r(2) = 0.382, p < 0.01$ ] existed between democratic support supervision and teacher performance and democratic support supervision contributed about 14.5% to Teacher performance. This was largely due to Team work that existed between the teachers and their heads of departments. This was evidenced by majority of respondents asserting that they make departmental schemes, jointly make lesson plans and instructional materials. The support rendered to the teacher during the planning stage of the lesson helps him/her improve on the scheming skills in relation to the curriculum interpretation and the specific content to be taught. According to Mizzi (2013), through support supervision of teachers, they are able to transform the curriculum content into pedagogical content knowledge appropriate for effective instruction through formulation of schemes of work that

guide the effective teaching and learning process. Usually, well planned and supervised schemes of work make the teaching easier in terms of delivery since suitable activities, analogies and demonstrations can be agreed upon to cater for the different cognitive abilities of learners. The actual planning process according to Wilson (2016) is a complex process because it demands the teacher to become familiar with and make decisions over a range of various curriculum resources, content and practices before lesson implementation can take place (p.625).

However, it was clearly manifested in the study findings that school leadership was rarely involved in attending to the teachers' individual challenges. Instructional leadership in schools occurs when the senior teachers and administrators monitor teachers by formally and informally visiting their classrooms while collecting information about their performance and then meet to discuss with them and align identified teacher needs towards their professional development (Range et al., 2013). Hence for this collaborative approach to take course, it is prudent for the duo to embrace team work and ensuring that shared values in an organization result into collaboration, collegiality and interaction.

In Uganda, the School management committee (SMC) is composed of an executive committee duly elected by the parents to coordinate and monitor the activities and welfare of teachers in the school. The Board of Governors (BOG) has an ownership hand of the school they are leading and are responsible for effective governance, discipline and welfare of teachers and students (Education Act, 2008) together with the appropriate implementation of the policies by the ministry in the school. According to Mutinda (2015), the members of the BOG are mandated to follow the implementation of the curriculum and ensuring adequate provision of physical and material resources to the teachers for effective implementation of the curriculum (p.291). The SMC has a mandate to oversee the overall administration of the primary school at local level including the development and improvement of projects (Namukasa & Buye, 2007, p.103). Therefore, both the SMC and the BOG have a duty to offer expertise support to the management of the school including providing professional and technical advice to the teachers so that their classroom practices improve. Teachers were seldom empowered to perform their duties and neither did they have interactions with the school management committee on matters pertaining to teachers' challenges in executing their duties diligently. This could have had adverse effects on the teacher's self-esteem which directly retards moral in performing well.

Directive support supervision is when problem identification and problem solution comes from the supervisor with the end result being a concrete and limited assignment of objective, activities and the expected criteria of success as given by the supervisor to the teacher (Glickman, 1985). The findings revealed that a moderate negative relationship ( $r = -0.421$ ,  $p < 0.01$ ) existed between directive support supervision and teacher performance. This meant that directive supervision actually decreased teacher performance. This was further confirmed by 17.7% contribution of Directive support supervision to teacher performance not being significant. The non-significant 17.7% contribution was the highest among all the three types of support supervision approaches, implying that teachers in Teso- sub region mainly receive more of directive supervision. Therefore, supervisors in Teso- sub region were more

intent on identifying the performance problems of teachers and proposing solutions to them. This type of supervisor was more common because it is easier to use and, when teachers are given directives by their supervisors or superiors to improve their performance, they are more inclined to listen sometimes because of fear. But the contribution to teacher performance not being significant meant that while teachers listen, they do not implement. This is likely to be resulting from teachers not having motivation to implement the given suggestions.

Hence the directive support supervision approach was not suitable for teachers in Teso- sub region. It was likely because most of the teachers had sufficient experience as primary schools teachers. The fact that the demographic results showed that the majority of teachers had taught for 10 years and above, giving they may feel that they have adequate experience and do not need to be given directives. This finding agrees with Greatorex and Shannon, (2003) who say that this approach is more useful when mentoring teachers who are totally new to certain ideologies such as new examiners of a subject so that they get acquainted with the norms of the exercise. Such an approach can be employed by the supervisor when dealing with novice teachers, teachers with formal plans of improvement and teachers in need of using the new instructional strategies regardless of their experience where the supervisor directs or shares information with the teachers.

Therefore, directive supervision may not be an appropriate method of enhancing the performance of teachers in situations where teachers have been in service for long. Schools with long serving teachers should consider replacing it with more appropriate and effective methods of support supervision. As indicated by Rettig et al (2000) using this approach on more experienced teachers may indicate to them that you perceive them as being struggling teachers with no or little experience in teaching. This negative frame of mind may prevent the supervisee from seeing the need to improve and instead be more defensive. Non-directive support supervision is where there is active facilitation by the supervisor of the teachers' perceptions of instructional concerns while probing the teacher of the likely consequences and finally coming up with the course of action. This approach is more helpful to teachers who have mastered their content and are well trained to guide learners to develop knowledge through their own experiences. It therefore involves mentoring and professional dialogue as the key attributes for support supervision. The findings showed a moderate positive relationship ( $r = 0.295$ ,  $p < 0.01$ ) existed between non-directive support supervision and teacher performance and directive supervision improved teacher performance by about 9 %. This contribution resulted from mentoring by experienced colleagues, orientation on culture of school and identification of individual points of improvement.

Therefore, when teachers receive non directive supervision they perceive it as facilitation by the supervisor to manage some of their instructional concerns. This finding agrees with Park, Takahashi, & White (2014), who said that non directive supervision gives constructive feedback to the teachers, especially novice, on their strengths and weaknesses and they are more receptive and do actually improve their pedagogical approaches. Therefore, positive feedback is treasured by teachers, since

their classroom practices require adequate guidance. Also, Doherty (1999) advises that non directive supervision is very effective because it provides mentoring which results into career and human resource development. In relation to path-goal motivational theory to leadership, teacher mentoring programs provides novice teachers with a strong start of their careers while experienced classroom teachers serving as mentors receive recognition and incentives (Koki, 1997). This implies that Leaders of teachers in Teso sub region have the responsibility of helping the teachers improve their practices and holding them accountable in meeting their commitments to teaching and learning (Abebe, 2016). Thus, coaching and mentoring through non directive supervision shoaled be used as it provides support and training of the teachers both in and out of classroom, aids colleagues in expanding their knowledge and skills and also encourages colleagues to reflect and adapt their practices when necessary (Jackson, Burrus, Bassett, & Roberts, 2010) hence improved teacher performance.

The major issues that have been highlighted by the district officials as evidence of improving teacher performance include massive parental involvement in schools' affairs like supervising teachers (despite limited knowledge on purpose of supervision), timely weekly reports by the head teachers, continuous assessment of the learners, team spirit by the head teachers and classroom lesson monitoring done. These aspects ideally least contribute to the teachers' ability to perform their pedagogical duties effectively since they are basically school based factors and not teacher based. Generally, if the supervisors gained adequate knowledge and technical skills on their roles through research, they would be in position to make appropriate behavioural changes amongst teachers and also lay a firm foundation on which they focus implementation of policies (Lucio & McNeil, 1962). This would make the support supervision of teachers in Teso Sub-Region appropriately carried out because supervisors will adopt friendly approaches to supervision which helps to demystify the teachers' negative perception towards supervision leading improved teacher performance.

## CONCLUSION

The district education and inspectorate office runs on limited financial budget that doesn't facilitate them to overcome numerous operational costs such as transport, meals and so on. This same situation bites the CCTs of the region too since the transport facilitation is not timely and inadequate to cover the designated zones. Sometimes their cars, motor cycles break down and repairs take time because of the lack of funds. The persons entrusted with the responsibility of supervising the teachers do not ultimately offer adequate guidance and assistance to the teachers. They therefore need to be supervised by the superior offices to ensure that effective supervision is done within the district. District officials need to supervise head teachers and head teachers need to supervise their heads of departments too. CCTs are always empowered to do the work of supervision in designated areas but no follow up is done to ensure that adherence to the policies is respected.

Teso Sub-Region is still having challenges of involving unqualified personnel in offering supervision services to the teachers in school. The teachers appreciate the school leadership in offering support but leaders themselves attest to rarely supporting teachers and when the district officials come in, their

interest in supervision is quite different from what is expected of them. The district leadership tries to involve the SMC and PTA executive in supporting the teachers though they are not technical in a majority of the aspects. In regards to rate of supervision, teachers seem to be comfortable with the rate of once a month supervision given to them although the researcher was keener on the 2.3% of the participants who revealed that they are not supported at all. With this state of affairs in the region, teacher performance in those schools will become a myth because unless a teacher is supported by leaders, his performance levels will continue wanting. The head teachers of schools also seem to be overwhelmed by roles at schools that they request the parents to be fully involved in the supervision and interactions with the teachers in their own communities. They also seem to realise that their supervision methods look obsolete and would require professional development courses to boost their inherent methods, an issue they have directed to the ministry of education to look upon. Lack of in-service trainings amongst leaders and teachers drags the performance of workers down in every institution.

## **Recommendation A**

The ministry of education and sports needs to increase the budgetary allocations to the district education office in order to facilitate their duties. Such finances would help other people involved in monitoring and supporting teachers like the CCTs do their work effectively.

The department in-charge of inspection at national level should derive ways of ensuring that supervisors in the district are also supervised. This is to ensure that no wastage of resources is experienced and desk top reports made at both school and district level are checked and discouraged. There is need for in-service trainings of both the teachers, school leaders and also district leadership in better approaches of teaching and conducting collegial supervision. This builds trust between the supervisor and supervisee hence empowerment of a teacher builds up his/her capacity to perform his/her duties with little or no supervision.

## **Limitations**

Primary schools are widely spread in Teso Sub-region the region being rural, transport especially to some of the rural schools of the sub – region hindered the study due to long distance.

Some of the teachers involved in the study were transferred yet they were confirmed respondents of the study

## **Suggestions for further research**

Transformation leadership and primary school teachers' performance in Uganda

## **Conflict of Interest**

The authors declare no conflict of interest.

## **Acknowledgments Conclusions**

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