

STATUS OF SUPPORT SUPERVISION AND PERFORMANCE OF PRIMARY SCHOOL TEACHERS IN UGANDA: A QUALITATIVE PERSPECTIVE

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ABSTRACT

Support supervision is critical in the performance of primary school teachers and learners. For primary school teachers to effectively fulfill their tasks, they need professional development-oriented support supervision. This paper explored expert views from education administration in the four districts of Teso sub region of Soroti, Bukedea Serere and Amuria. Information was provided by 34 respondents who included, Head teachers (n = 20), CCTs (n = 6), DISs (n = 4) and DEOs (n = 4). Data was collected using key-informant interviews and open-ended questionnaires and analyzed using Pragmatic Content Analysis. The findings show that support is not done to improve the professional competence of teachers but just a duty to satisfy the MOES. Supervision was irregular and was less developmentally inclined. While teachers registered some improvement in some of their teaching roles, it was not quality enough to significantly affect learner performance. Teachers did not produce learners who can explore, manipulate, experiment, question, and search for answers by themselves. The results provide important lessons to improve the support supervision model being used in Uganda. Therefore, the experiential and professional development model should be infused into all primary schools done by Head teachers and heads of departments. Using this model will reduce inefficiencies in the current practices of support supervision that are largely based on theoretical orientations.

KEYWORDS: Support supervision status, teacher performance, primary schools, Uganda

INTRODUCTION

Countries across the world are placing emphasis on the quality of their education so as to achieve their development goals. In the past few decades, a number of countries in Africa have been doing educational reforms so as to improve the quality of the foundation levels of education; Many African Countries have emphasized support supervision and inspection with the aim of improving the quality of their primary education by enhancing teachers' effectiveness (Aguti, 2015). Support supervision includes supervision of pre-teaching, actual teaching and post-teaching activities of teachers by a more experienced and responsible person with aim of improving effectiveness (Malunda et al., 2016). Teacher performance on the other hand is task accomplishment, syllabi coverage and time management.

Support supervision is increasingly being perceived as a key strategy in enhancing the competences of teachers to perform their duties effectively. In Uganda, support supervision started in 1925 as a

centralized activity done by the Directorate of Education Standards (Oryema, 2017) to ensure quality education in all educational institutions. However, in 2008, support supervision was decentralized at district level to further enhance the performance of teachers and subsequently that of learners (Gaynor, 1998). The inspectors of schools at the district were empowered to oversee support supervision activities in order to improve educational and teacher performance in terms of effective teaching, syllabi coverage and accomplishment of assigned tasks (Education Act of Uganda, 2008)

According to Ampofo et al. (2019), support supervision should ensure that teachers do early planning of lessons, effective lesson delivery, and proper use of teaching aids as well as strict follow up of the curriculum. Supervision should ensure that teachers prepare adequately for their teaching task, deliver their lessons effectively in the classrooms to the full benefit of the learners and cover their syllabus as prescribed (Malunda et al, 2016). Head teachers and heads of departments in primary schools have the responsibility to supervise teachers not only in the classrooms but also at the pre-teaching and post teaching stage after the classroom. In this way, teachers will be able to perform better. Often, site-based administrators are responsible for internal support supervision of the teachers while district and ministry officials provide external support to the teacher.

Primary school education for Uganda has been blamed for doing little to develop learners' life skills and prepare them for the world (Opio, 2010). Support supervision which could address low teacher performance and poor learner achievement has been neglected by administrators in Uganda. If support supervision is not improved, 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 the administrators of primary education; Head teachers (HTs), Centre coordinating tutors, District inspectors of schools (DISs) and District Education Officers (DEOs).

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 Primary Leaving Examination. Malunda, Onen, & Musazi (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 and 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.

Purpose

This paper examines whether and how support supervision is being used to improve the performance of primary school teachers.

Objectives

The objectives of the study were to:

1. Ascertain how support supervision was being done by the administrators of primary schools in Teso sub-region
2. Determine the role support supervision has played in enhancing task accomplishment of teachers in their key result areas.
3. Establish what was needed to make support supervision more effective in primary schools in Uganda.

THEORETICAL FRAMEWORK

The study was based on the path-goal theory which emphasizes the leader influencing his subordinates through his motivational behaviours (Tubsuli, et al, 2016). The Path-Goal theory advanced by House and Mitchel (1975) places the leaders' motivational behaviours to the fore in achieving effective performance of staff. According to this theory, the leader should define the path to be followed by the team in order to achieve the goals of an organization (Cote, 2017). The path-goal theory further posits that the leaders' acceptable and satisfying behaviour in an organization should satisfy subordinates needs and motivate them to perform. It also advocates for the key roles of the leader in an organization to recognize and arouse subordinates needs for outcomes over which the leader has control and to ensure that the path to those payoffs are easily achieved through coaching and guiding (House & Mitchel, 1975). The Path-Goals theory identifies four approaches that can be used to ensure desirable performance of staff (Phillips, et al, 2014). They are Teamwork, Shared values, professional dialogue and mentoring.

Team work

Team work normally encompasses groups of interdependent employees cooperatively working towards achieving group outcomes and its effective implementation enhances motivation and job satisfaction amongst employees (Griffin et al., 2001). According to Tubsuli et al. (2016), development of team based internal supervision is a technique used to improve and enhance efficiency of the supervision since the internal supervision and team work are supplementary to each other and affects positively the schools' performance (p.246). Team work makes the operation between supervisors and supervisees effective and plays a key role in attainment of the objectives. Therefore, the supervisor

and their supervisees need to work together as a team and ensure that they respect and understand each other as colleagues and not fault-finding avenues.

Shared values

Leaders in schools are encouraged to implement shared governance and facilitate empowerment of the staff, since they are in position to convey the need for change, question existing practice and create a vision for the future (Martin et al., 2014). Such an approach to leadership impacts on the practices of the employees through supervision and helps build a culture that is receptive to progression and change towards the policies, principles and methods established for achieving the objectives of education. The supervisory process permits supervisors and supervisees the opportunity to work as a team to meet common goals and objectives (Crigler, Gergen, & Perry, 2013).

Professional dialogue

Whenever educational leaders carry out support supervision, it's their mandate to provide constructive feedback to the teachers, especially novice, on their strengths and weaknesses in order to improve on their pedagogical approaches. Brody et al. (2010) assert that although feedback is treasured for all classroom teachers, it more significant for novice teachers since their classroom practices require adequate guidance because is a period of their professional development and socialization in a school.

Mentoring

The practice of mentoring is now acknowledged and embraced by schools and universities as a formal component of career and human resource development (Armstrong, 2006). 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).

Leaders have the responsibility of helping the teachers improve their practices and holding them accountable in meeting their commitments to teaching and learning (Dangara, 2016). Thus, coaching and mentoring 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 (McKinsey, 2016) hence improved teacher performance.

LITERATURE REVIEW

The poor achievement of learners in Uganda particularly in Teso sub-region has left various stake holders wondering whether teachers really perform their work as expected. Studies showed that learners competences in literacy and numeracy had significantly dropped for the last ten years (Tu et al., 2016). Support supervision was hence adopted by MOES as a remedy to poor teacher performance. Support supervision is any assistance or guidance accorded by a leader to a teacher to enable him/her perform his or her teaching role effectively (Nabhani; Bahous & Sabra, 2015). Support supervision is supposed to direct and empower individuals to undertake their responsibilities personally with good

results (Osae-Apenteng, 2012) and constant supervision motivates teachers to work harder towards the achievement of school goals and objectives (Malunda et al., 2016).

According to Glickman (1985) Support supervision is more effective when there is a one-to-one conferencing with teachers. This kind of Support supervision is developmental and enables teachers to acquire skills enhancement and psychosocial support. According to Gordon (1990), developmental support supervision requires the instructional leader to use alternative approaches 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 teacher's 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.

Studies show that school administrators focusing on the planning stage of teaching may not positively affect teachers' performance. A study done in Entebbe on head teacher's general and instructional supervisory practices on teachers' work, revealed that head teachers checking teachers' pedagogic documents and students' lesson notes did not have much influence on teachers' work performance and therefore recommended that head teachers spare time to supervise teachers during classroom instruction (Nzabonimpa, 2011). This means that visiting the classrooms by school leaders and observing the teaching process was more effective in helping teachers improve their performance in class. Other studies found out that educational supervision is effective in improving teacher performance when teachers are helped to improve their teaching methods and use of teaching aids (Bom et al., 2019).

Chidi & Victor (2017) in a study to investigate the relationship between principals' supervisory techniques and teachers' job performance found that a significant relationship existed between principal's supervisory techniques and teachers' job performance. In a related study, Aldaihani (2017) found that supervision has a positive effect on the professional performance of teachers and the supervisors' observations help teachers to identify their shortcomings and adjust for better performance. Therefore, supervision should ensure that teachers assess learners' appropriately and provide feedback to encourage students work hard in schools. While this is the ideal for any learning institution, it is not the case with every institution. Nzabonimpa (2011) argues that for teachers to perform their teaching duties effectively, their leaders should always check their lesson notes to ascertain the effectiveness of content coverage and compel teachers to give the best to the learners in the classroom. This means that head teachers should regularly visit class to observe lessons and check the content given to the learners and give appropriate feedback to the teachers in order to help them improve their performance and stick to the expected standard of learning content for the students.

Nakpodia (2011) in a study to investigate the dependent outcome of teacher performance in secondary schools in Delta State in Nigeria found that teacher performance in secondary schools is significantly dependent on the capacity of the principals to effectively conduct adequate and valuable supervision. Similarly, Oye (2009) in a study to investigate the perceived influence of supervision on teachers' classroom performance in Ijebu North Education Zone of Ogun State in Nigeria revealed that interaction between teachers and instructional supervisors to a great extent influences teachers' classroom performance. These findings may have a lesson for Uganda, but were based in external contexts, hence the need to conduct a similar investigation to establish the influence of support supervision on teacher performance in the government schools in Teso sub region.

METHODOLOGY

The study used a case study - survey design that was rooted in the qualitative paradigm. The qualitative paradigm was adopted for this study because of the need to clarify, elaborate and enhance understanding of the key issues that were involved (Kivunja & Kuyini, 2017). Respondents in this study were selected from head teachers (20- 58.8%), CCTs (6-17.6%), Inspectors of schools (4-11.7%) and district education officers (4-11.7%) from four districts in Teso which were Soroti, Bukedea Serere and Amuria.

Purposive sampling was used in order to collect in-depth responses from respondents who were well informed about the research problem. In-depth, semi structured, key informant interviews were used to collect data from key informants. This method was preferred because it enables collection of reliable, in-depth information. Using appropriate probing, the researcher sought detailed information that was relevant to the research questions.

Data was analysed using a thematic content analysis approach. Themes were developed in accordance with the objectives of the study and expected outcomes. Data were then grouped according to these themes, as a first step for subsequent interpretations. Pragmatic Content Analysis (PCA) techniques were adopted from Denzin and Lincoln (2000). Concepts were classified according to their probable causes and effects (Creswell, 2009). The intensity with which certain words are used was ascertained. This enabled the researcher to establish why something was said, which subsequently led to understanding respondents' perceptions of issues (Amin, 2005). Key issues in the research problem were identified and then key points in the interviews and written records were coded and summarised. The general view of respondents on each theme was taken as the actual representation of views on the issues that were under investigation. The evidence was treated fairly, compelling conclusions were generated, and alternative interpretations were ruled out. The findings were presented in narrative form.

FINDINGS AND DISCUSSION

Support supervision carried out in government aided primary schools

The key informants indicated the magnitude of support supervision being done by leaders of teachers in primary schools, its intention and persons involved in the supervision.

Frequency of supervision

The majority of the HTs interviewed said that they check teachers' schemes and lesson plans once at the beginning of the school term. One head teacher was more specific and mentioned the number times they generally supervise teachers. He said, "We supervise our teachers twice in term, at the beginning and end of term" (KI-HTre1). In agreement with the HTs, the majority of DEOs and DISs indicated they do not supervise teachers enough to enable them improve their competence. A DEO said,

"We visit schools once a term to establish what is going on there. While the law says that all schools are supposed to be supervised every term, practically some schools are not visited due to the thin staff in the DEO's office. Even the one we visit we have less time to look into all the performance needs of teachers. We often concentrate on administrative aspects such as pupil's enrolment, materials usage, needed by politicians" (KI-DE3).

Further, on the low rate of supervision, DEOs placed the blame on lack of personnel. A DEO confided that,

"Support supervision has not been very successful in my district because of small manpower. We are only two staff members inspecting over 90 schools in the district. We have even requested the sports officer and associate assessors to give us a hand in inspection. Though these officers have been helpful, they sometimes do not do a good job because of their limited experience in primary school teaching issues. We are often forced to go back and recollect the relevant information. In cases where we are not able, we resort to using the incomplete information they bring to us" (KI-DE2).

In order to fill in the human resource gap, DEOs and DISs even used other education officers in the district who were not experts in primary education to support supervision. While this serves the purpose of carrying the task, it may not accomplish the true objective of support supervision of enhancing teachers' performance. These findings unfortunately show that teachers are actually receiving minimal assistance and guidance from their leaders aimed at enabling them perform their teaching roles effectively. In this state of affairs, the supervisors of teachers may not be able to review their practices so as improve their professional competence.

Persons who conduct supervision

Discussions with HTs indicated that some of them do not even do support supervision. This was because they felt it was the work of district officials. A long serving head teacher intimated that in my area, "Support supervision is done once in a term by district officials such as DIS, DEO and

Associate Assessors” (KI-HTAm2). The information from the DEOs indicated that persons who are not experts in education also do support supervision for the sake of going through with the exercise. One district inspector of schools intimated,

“In our district, the CAO, internal auditors, councilors and associate assessors are sometimes involved in support supervision. Sometimes CCTs, SMC and PTA Executive members also give a hand. The information sometimes brought by these officers is incomplete or irrelevant and unusable” (KI- DS3).

The involvement of persons who are not teachers such as auditors and councilors reveal that the supervision by the district targets other things apart from teacher performance.

A district inspector of schools mentioned some aspects that are targeted in supervision that may not directly relate to teacher performance. He said,

“When we visit schools, we also examine the effectiveness of school administration, pupils’ attendance and use of government funds by Head teachers. This is the information mainly needed by MOES and politicians, mainly for accountability purposes. So, we have less time to sit down with teachers to understand their performance challenges” (KI- DS2).

Despite being of good intent, including school monitoring and management issues in the same round of supervision may diminish its real intention of improving teacher performance.

Purpose of support supervision

The key informants indicated the purpose of support supervision they provide to teachers. This was done to assess the extent to which it is teacher performance oriented. Regarding the purpose of support supervision; they provide the HTs and CCTs focused mainly on teaching and learning while the DEOs and DIS focused on accountability and responsibility of teachers. A district education officer intimated that during support supervision, “Teachers are reminded of their code of conduct, effective teaching strategies, their performance is appraised and they are encouraged to do better” (KI-DE1). Another informant KI-HTre1 who has served as head teacher for more than 9 years said that supervision is done to, “Improve teaching and learning, enable teachers manage challenges, promote school sanitation and ensure good record keeping”. On the other a hand district inspector of schools, informant KI- DS3 said we do support supervision to ensure that, “The money sent to schools was properly used, that government projects are implemented as planned and to fight corruption”.

There was a big variation among key informants in the way they perceived the purpose of support supervision. HTs perceived it in terms of aiding in improving the quality of teaching by enhancing Preparation of work, syllabus coverage, and teacher attendance. On the other hand, DEOs and DISs

perceived it in terms of ensuring effective and efficient service delivery, accountability with regard to project fund and fighting corruption.

The key informants indicated the focus of the supervision. The DEOs and DIS gave broader views including ascertaining whether teachers were fulfilling their responsibilities, school hygiene, management of scholastic materials, and quality of teaching. Informant KI- DS3 a DEO explained that,

“We first check on the hygiene of the schools, monitor pupils’ attendance and dropout levels, use of IMS materials. We then check if schemes of work and lesson plan, follow ups on the recommendations made by District inspectors, see if the school PTA, SMC are monitoring”.

Regarding supervision of teaching, only one DIS (KI- DS3) mentioned checking teachers’ schemes of work and lesson plans as well as observing lessons made and taught by teachers as one of the activities of their supervision, when he affirmed that,

“On some occasions we also sit and observe teachers while teaching and ascertain the quality of teachers’ preparation for and teaching. However, we do not have a tool and guidelines from MOES to help us see where teachers need improvement and we use this information to mentor our teachers on how to perform better”.

The findings show that the district education officials together with school administrators both carried out their professional roles. The once-a-month rate of supervision clearly indicates that the district officials do their part in offering supervision to schools although there is generally inadequate interaction with the teachers. While it seemed like the District Inspector of Schools (DIS) and District Education Officer (DEO) endeavored to do their mandate of supervising teachers “at any time, with or without notice in line with the Education Act (2008), the intention was not majorly on performance improvement. The inspection the inspection was conducted as flying visits with limited follow up inspections where inspectors provide improvement feedback to teachers in summarized observations as recommended by Aguti (2015). From the findings above we can conclude that supervision of the teaching and learning activities of teachers (key resultant area) is insufficiently done by the school authorities. In agreement with Darling-Hammond and Gardner (2017) this could have predisposed teachers to employing unproductive pedagogical practices. It was also evident that supervision was done mainly as a ritual to comply with the Ministry of Education policy rather than as a practice to improve teaching and learning. As in indicated by Metteet et al (2015), this has negatively affected the performance of pupils and achievement of other primary school education objectives.

The role support supervision has played in enhancing task accomplishment of teachers

The DEOs and DISs were asked to express their views on whether and how support supervision has affected the performance of the teachers in their areas. These leaders of teachers at the district level

said that supervision had improved preparation for teaching among teachers, competence of school managers, pupils' attendance, and parents' involvement in their children's education and teachers' presence in the schools. For example, informant KI-DE2 who is a DEO and has served in this capacity for about 12 years, said that teachers in my district, *"Prepare in time, have more confidence and are open minded as a result of the supervision we provide"*.

An informant KI-DS1 in charge of school inspection in the district also mentioned of teachers in the district,

"Having schemes of work and lesson plans, Records of work and Code of conduct. Teachers also use IMS and teaching Aids. This has been due the one-on-one approach, where head teachers draw a program with the teachers and they are guided by mainly deputy head teachers".

Generally, HTs indicated that due to support supervision, teachers are able to make weekly reports, do continuous assessment, show team spirit, motivate learners and also make better teaching aids, schemes of work and lesson plans. On this issue, Informant KI-HTre2 explained that,

"Teachers make research on their teaching and work in unity and work together and monitoring pupil. We send our teachers to seminars during holidays to learn new ways of teaching. We do encourage them to use them and this has helped a lot to improve their effectiveness".

The findings showed that while teachers were generally preparing schemes of work, but most of them did not prepare lesson plans. Though the schools provided some teaching / learning aids most teachers remained reluctant to use teaching/learning aids. This is in line with Pitsoe & Isingoma (2014) who say that teachers not expending effort to do some of their tasks is a sign of lack of passion, dedication and commitment for teachers to perform well. The teachers' lessons were also mostly observed by DOSs and the deputy head teachers because head teachers did not have the time to regularly supervise teaching due to heavy work load and their tight schedule.

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. Worse still, there is little or no variance in the pedagogical practices, they lack collegiality in planning and are not updated with the current changes in the curriculum. The above findings therefore point to the fact that there is ineffective teacher preparation in schools. However, the views of the head teachers who are immediate supervisors on the ground, seems to disprove their opinion since they reported that district officials mostly come to ascertain if teachers are fulfilling their responsibilities through checking the school hygiene and management of the scholastic materials provided by the ministry. It is very prudent here that little effort is made by district officials to ensure that teachers' practices in

and out of class are observed and supported, a factor teacher have attested in not involving learners in extra-curricular activities

According to Sudarjat et al. (2015), when head teachers are not able to check teachers’ pedagogic documents and students’ lesson notes, then they are likely to have little influence on teachers’ work performance. While teachers were committed to regular assessment of learners, there is improved records maintenance, but a good number of teachers do not pay attention to remediation and remedial teaching is inadequate in the schools. This is in support of Osae-Apenteng (2012) who said that supervision of post-teaching activities has a positive influence on teacher performance and neglecting this aspect may lead to low teacher and learner performance in the schools. Hence teachers were receiving minimal assistance and guidance from their leaders aimed at enabling them perform their teaching roles effectively. The supervisors had minimal time to review their practices so as improve their professional competence. Leaders both at school and district level did not look into teachers’ schemes and lesson notes to assess the challenges they may be facing in preparing for teaching.

What was needed to make support supervision more effective in primary schools in Uganda
The key informants mentioned challenges that were facing the effectiveness of support supervision in Uganda. It was revealed that the challenges were related to collaboration, engagement and coordination of activities among stakeholders (see matrix below).

Challenges affecting the effectiveness of support supervision

DEOs	DISs	HTs	CCTs
<ul style="list-style-type: none"> • Late funds • Lack of transport • Political interference 	<ul style="list-style-type: none"> • Limited staff • teacher motivation 	<ul style="list-style-type: none"> • Political interference • Lack of teacher motivation • Limited support from MOES 	<ul style="list-style-type: none"> • Low teacher motivation • Lack of facilitation

The information in the diagram above shows that, generally inadequate facilitation, insufficient monitoring, political interference and low teacher motivation had negatively affected collaboration, engagement and coordination among stakeholders, hence preventing support supervision from highly impacting on teachers’ Performance. For example, a head teacher who has served as head of various schools in Amuria, informant KI-HTAm1 intimated that,

“Am unable to discipline teachers who are drunkards, come late and regularly absent themselves because they have god fathers at the district local government. The DEO is also not able to give us support. My role of lesson reviewing teachers’ lesson preparation and instructional plans has been made very difficult”.

Another head teacher in Amuria, Informant KI-HTAm2 elaborated that,

“Politicians interfere with our work, especially in the transfer of teachers, because they want to please the voters hence making it very difficult to accomplish our responsibilities. We are not able to check frequently on how our teachers are organizing content”.

The HTs also complained that they give suggestions on how supervision can be made more effective but they are not implemented. Informant KI-HTAm2 intimated that,

“The suggestions of HTs on enhancing support supervision are not usually taken serious by the MOES. Also, teachers usually feel overworked due to large student numbers they need to assess and have little recreation to alleviate the pressures. So, it is up to individual teachers to work on improving their performance”.

Hence, the head teachers placed the low effectiveness of support supervision in primary schools to political interference that robbed them of their authority to enforce support supervision. They intimated that the interference from the local government politicians prevented them from strongly enforcing change and disciplining teachers. On the other hand, the CCTs placed the blame on teachers having very low motivation to change from old to more effective teaching practices and education managers in the district not listening to their suggestions. An experienced CCT, informant KI-CTs said that,

“Most teachers in my area do not have lunch and reference materials, so they feel neglected and thus have low motivation to do any professional development. we usually have many of our teachers needing comfort to cope with poor work relationships and health problems”.

Another CCT, Informant KI-CTAm intimated that, *“In most cases the recommendations we make as CCTs are not implemented by the districts or MOES and we have stopped giving any suggestions”.* They are in most cases unwilling to be helped. The CCTs also complained of the officials at the district not listening to their suggestions of improving the effectiveness of support supervision. On the other hand, DEOs and DISs indicated that the challenge was on inadequate facilitation and staff to do a good job of support supervision. For example, informant KI- DS4 who is a district inspector intimated that, *“The district takes long time to provide funds for supervision; it becomes difficult to work without money”.*

The informant KI-DE4 added that, *“As education department we only have two motorcycles and when one breaks it is difficult to move too hard to reach areas”.* The DEOs and DISs also complained of having thin staff to carry out support supervision. Informant KI- DS4 revealed that, *“We have only one DEO, two DIS to serve the so many schools in the district, they just can’t cope”.*

The key informants also indicated that sometimes the district programs compete with the central government programs and they are torn apart. They added that they place more emphasis on central government programs which may not even be targeting teacher performance. Hence the resources such as transport to run daily activities and movement within schools are scanty making it very difficult to visit schools a number of times. The Funds are released late delaying the supervision work amidst limited manpower. It is evident that low effectiveness of support supervision in primary schools resulted from political interference that robbed responsible persons on the ground of their authority to enforce support supervision. Interference from the local government politicians prevented them from strongly enforcing change and disciplining teachers. The district programs competed with the central government programs and more emphasis on central government programs which may not even be targeting teacher performance.

Hence the resources such as transport to run daily activities and movement within schools were scanty making it very difficult to visit schools a number of times. This is in line with Kayabwe et al (2014) who said that the monitoring of schools generally across all districts in Uganda doesn't ration to the obligatory standards and is caused by lack of adequate finances to facilitate transport, large number of schools allocated to inspectors who are already busy with administrative functions and also late remittance of allocated funds to districts (p.24). Whereas supervisors are mandated to carry out supervision roles in institutions, they always have limited understanding of the principles and philosophy of support supervision. Findings from this study agree with a research carried out in Jordan by Badah, AL-Awawdeh, Akroush, & Al Shobaki (2013) that revealed that supervisors confine themselves within classroom visits without monitoring planning and post-lesson processes and also exhibit low level of individual research on the modern supervision approaches in schools.

Enhancing the effectiveness of support supervision in the Teso sub region

The key informants also gave practical suggestions on how to increase the collaboration, engagement and coordination of support supervision activities so as enhance Teacher performance in the Teso sub region. The views are summarised in the matrix below.

Suggestions on improving the contribution of support supervision to Teacher performance

DEOs	DISs	HTs	CCTs
<ul style="list-style-type: none"> • MOES to be more involved • MOES clarity stakeholder roles • Increasing supervision funds 	<ul style="list-style-type: none"> • Guided Involvement of stakeholders • Providing resources and materials on time 	<ul style="list-style-type: none"> • Involvement of parents • Giving HTs more autonomy • Empowering HTs through training 	<ul style="list-style-type: none"> • Adequate monitoring of supervision • Supervision of supervision • Adequate funding

The information in the table above shows that, generally respondents wanted more *meaningful stakeholder involvement, adequate monitoring, adequate funding, “empowerment of supervisors and provision of necessary resources.* Informant KI-HTS1 along serving head teacher explained that, *“Parents should be given simple roles in supervising the activity of schools and teachers.”* HTs also wanted community workshops by the district and MOES to train parents on their role in support supervision. A HT from Amuria district advised that, *“Parents can be equipped with knowledge and skills of ensuring that teacher’s teacher their children well”.*

Another HT, informant KI-HTAm2 added that,

“We need training in how to do effective supervision, since some of our technique has become obsolete. All school administration staff (head teacher, deputies, HODs, DOS) should have the competence to be fully engaged and committed to Solidifying teachers’ success”

Informant KI-HTbu2 added that,

“The MOES should give us more authority to discipline; even using suspension teachers who fail to implement the suggested changes. Head teachers should be encouraged to have to take a leading role by first of being friendly to teachers so that they don’t feel like they are policing on them”.

Hence, HTs wanted the roles of different stake holders to be clarified and given autonomy and support to do their work. HTs advised that parents who are the major stakeholders in the education of children should be empowered to participate. But the HTs felt less able to do effective supervision and had limited confidence to perform this role. The CCTs advised that the Ministry of education should come down on ground, *monitor several supervisions, supervise with some HTs, DEOs and DIS* so that they get a feel of the challenges facing support supervision. Informant KI-CT Am added that, *“Regular involvement of MOES officials in support supervision would improve the importance of the activity in the eyes of teachers”.* This would and give more authority to HTs and DHTs in doing this work and ensure that the teaching and learning in primary schools is effectively supervised.

The DEOs and DISs advised that the government needs to provide the districts with more motor cycles to ease transport in difficult to reach areas. Informant KI- DS4 intimated that,

“Schools in hard-to-reach areas do what they want because they do not anticipate visits from MOEs and district officials. School need to have internal initiatives once a very term to help junior teachers maintain a positive attitude and energy”.

The DEOs also advised that they needed to train more associate assessors to act as back up to handle the supervision of the schools more regularly. Informant KI-DE4 suggested that,

“We need to have a joint workshop at a sub county level where by schools come together and discuss issues affecting their performance and get solutions. Experienced staff should also be brought on board to provide strategies junior teachers can use to have work-life roles balance to ensure high level of engagement in work at a quality standard”.

The key informants further suggested that teachers and parents should be sensitized on the importance of support supervision in the teaching and learning of pupils in order to for them to give wholehearted support to this activity. The DEOs and DISs further advised that the government and districts should improve on allocation of funds to cover all the schools in a given term. They also said that stakeholders should equally be sensitized like PTA, SMC and politicians to provide immediate feedback when they participate in supervision instead of just looking at the monetary benefits.

The major issues that were 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, team spirit by the head teachers. Generally, if the supervisors gained adequate knowledge and technical skills on their roles through research, they would be in position to make appropriate behavioral changes amongst teachers possible and also lay 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 findings have confirmed that Support supervision is critical in the performance of primary school teachers and learners. For primary school teacher teachers to effectively fulfill their tasks in the key result of Teaching, they need professional development-oriented support supervision. The support supervision in Teso sub region was not done to improve the professional competence of teachers but just as duty to satisfy the MOES. Supervision was irregular and was less developmentally inclined. While teachers registered some improvement in some of their teaching roles, it was not quality enough to significantly affect learner performance. Teacher did not produce learners who can explore, manipulate, experiment, question, and search for answers by themselves. Therefore, the experiential and professional development model should be infused into all primary schools done by Head teachers and heads of departments. Using this model will reduce inefficiencies in the current practices of support supervision that are largely based on theoretical orientations.

RECOMMENDATIONS

The study suggests the following policy changes to enhance the contribution of support supervision on teacher performance.

Government aided primary schools should carry out supervision and at the same time endeavor to find out and address the other factors affecting teacher performance and ensure conducive working condition for teachers to create job satisfaction so that teachers may be able to concentrate on their mother schools and improve their performance in the schools

Primary school administration and management should intensify supervision of actual teaching so as to improve teacher performance in the schools which will result in better learner' achievements desired by the public

Head teachers in the government aided primary schools should spare more time and in person conduct regular supervision of actual teaching in class and provide feedback to teachers to help them discover their areas of weaknesses and make adjustments for better performance in the schools

The Ministry of Education and Sports should organize regular workshops and seminars for head teachers to equip them with supervision skills in order to carry out effective and adequate supervision of teachers and in order to improve teacher performance.

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

This study was limited to investigating government aided primary schools only and left out the private primary schools that could provide useful information to enrich the study yet the outcry on teacher performance cuts across both the government aided and the private schools in the region.

The study only investigated the influence of support supervision of teaching on teacher performance in the government aided secondary schools yet there are several factors that influence teacher performance.

The study was also restricted to the period from 2015- in assessing performance but the performance issue continues to persist to date.

Suggestions for further research

This study looked at supervision of teaching and teacher performance in government aided primary schools. Therefore, other studies could investigate the private primary schools.

The study looked at the influence of supervision of teaching on teacher performance, other studies could consider investigating other factors influencing teacher performance.

Conflict of Interest

The authors declare no conflict of interest.

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