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INSTRUCTIONAL SUPERVISION AND TEACHER COMPETENCE ENHANCEMENT IN SECONDARY SCHOOLS IN GREATER ARUA, UGANDA

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ABSTRACT

The development of teacher competence has been essential throughout history because the quality of every education system depends on the quality of its teachers. This study investigated the relationship between instructional supervision and teacher competence enhancement in secondary schools in Greater Arua, Uganda. Specific objectives were to examine the relationship between directive, collaborative and non-directive supervision and teacher competence enhancement in secondary schools in Greater Arua. The study hypothesised that there was no statistically significant positive relationship between directive, collaborative and non-directive supervision and teacher competence enhancement in secondary schools in Greater Arua, Uganda. The Positivist paradigm and a correlational design were adopted. The population comprised secondary school teachers (n=241) of selected secondary schools in Arua City and Arua District, Uganda. The data collection method was a survey. Study hypotheses were tested using the Pearson Correlation technique. The results revealed a positive relationship between directive supervision ($r = 0.144^{**}$ sig = 0.026), collaborative supervision ($r = 0.145^*$, sig = 0.024) and non-directive supervision ($r = 0.161^*$ sig = 0.012, and teacher competence enhancement. The study concluded that all three dimensions of developmental supervision (directive, collaborative and non-directive) have a positive relationship with teacher competence enhancement. As a recommendation, school-based supervisors should apply a supervisory approach according to the competence level of a teacher. Ministry of Education and Sports should organise regular workshops and seminars for school-based supervisors on the principles of instructional supervision.

KEYWORDS: Teacher Competence, Instructional Supervision, Non-directive Supervision, Collaborative Supervision, Directive Supervision

INTRODUCTION

Every educational system's worth depends on its teachers' competence (Angundaru et al., 2016). Enhancing teacher competence depends on school-based support mechanisms such as mentorship, coaching and supervision (Nyakundi, 2020). The development of teacher competence has been essential throughout history. Since the late 19th century, management theorists have devised a variety

of strategies for enhancing employee competence to achieve high production. Taylor was one of the earliest thinkers of the scientific management period to examine the relationship between professional competence and work performance through his time and motion research (Mulder, 2014; Sandberg & Pinnington, 2009). Taylor emphasised the significance of employee training, task analysis by managers to improve performance, maintaining cordial relationships with workers, and close supervision of workers to ensure timely and flawless execution of assigned duties (Huang et al., 2013). The tight relationship between competence and professional practice resulted in the international development of the competence movement and teacher assessment through supervision (Kasule et al., 2015).

From the time formal education was introduced by the European missionaries in the African continent, emphasis has been placed on the implementation of diverse management practices to increase employee competence. However, in most African nations, including Nigeria, contextual variance proved challenging for the transferability and universalization of these approaches (Olarewaju & Olusoji, 2014). As emphasised by Haas and Frankema (2016), human capital development was also negatively impacted by the uneven distribution of Western education in most African countries. In Uganda, Missionary education was introduced in 1877. Since then, the value of teacher competence has been a priority. Initially, the best students were recruited as teachers without undergoing formal teacher training courses (Ssekamwa, 1997). This implied that these teachers would teach without following the professional standards since they did not have the required teacher competence, to plan, deliver and assess students' learning outcomes. Over time, the missionaries established official teacher education courses to prepare those who would teach in their schools (Haas & Frankema, 2016). The work of these teachers was evaluated by missionary inspectors serving as external supervisors to assess and increase their competence through coaching. This was meant to increase the teachers' professional competence.

This research was underpinned by Douglas McGregor's Theory X and Theory Y. In the 1960s, Douglas McGregor, a social psychologist at the Sloan School of Management at the Massachusetts Institute of Technology (MIT), established these theories on human motivation. According to these theories, managers treat employees depending on their perceptions of their actions (Ha et al., 2023; Hattangadi, 2014; Stephen, 2020). Theory X postulates that employees are inherently lazy and tend to avoid work if given a chance. Therefore, theory X managers believe that these employees must be coerced, directed, controlled, and threatened with punishment to get them to put forth adequate effort (McGregor, 2006). Theory Y contrarily postulates that employees love work naturally as they enjoy play. In this case, employees will practice self-direction and self-control to attain organisational goals (Ha et al., 2023; Hattangadi, 2014; Stephen, 2020). Taking these assumptions into account, the manager feels that staff do not need close monitoring or to be coerced into completing assigned duties. As a result, these managers will employ collaborative and non-directive supervision.

This study focused on teacher competence and instructional supervision as its primary variables. According to Armstrong (2010), competence refers to a person's ability to accomplish a certain task or position at a predetermined level of performance tied to the organizational goal. This capacity to perform a task or job is dependent not only on one's level of knowledge and abilities in that task or job, but also on one's attitudes, values, motives, and beliefs. Muñiz-rodríguez, Alonso, & Rodríguez-muñiz (2017) define competence in education as the mix of knowledge, abilities, and attitudes that enables instructors to construct effective teaching practice at many levels. Moreover, a teacher's academic aptitude, teaching experience, and classroom conduct contribute to his or her competence (Nyakundi, 2020). From the above definitions, competence is conceptualised as the level of a teacher's leadership, professional learning, assessment, and technical competence (Caena, 2014).

According to Danasabe Umaru (2018), instructional supervision is the support rendered to a teacher through facilitating and guiding a teacher to improve his/her classroom instruction. Instructional supervision is the act of supporting teachers to overcome instructional challenges by applying either non-directive, collaborative or directive supervision, depending on the teacher's competence level (Glickman et al., 2010; Strieker et al., 2016). This study conceptualised instructional supervision as the act of applying the suitable supervisory approach as postulated by Glickman et al. (2010). The supervisor may either apply non-directive, collaborative or directive supervision, depending on the teacher's level of competence.

Statement of the problem

Despite efforts by the government and development partners, there have been repeated complaints regarding the competence of teachers in both public and private secondary schools located in Greater Arua. In these schools, there is evidence of teachers with weak leadership abilities, inadequate use of technology, and inadequate assessment of students (Angundaru et al., 2016; Lating, 2009; Malunda, 2018). There is evidence, however, that secondary school teachers in Greater Arua have insufficient content knowledge and inadequate practical teaching skills (Odama, 2019; Okunia et al., 2019). Many secondary school teachers in Greater Arua reportedly rarely use modern technology during teaching (Lating, 2009); many barely complete their syllabi, and many do not effectively prepare and deliver courses (Angundaru et al., 2016). These are indicators of low teacher competence despite the government's efforts to increase teacher competence through school administrators' training, mentoring, and instructional supervision (Wamala & Seruwagi, 2012). Could it be that the instructional supervision provided in the secondary schools of Greater Arua does not enhance teacher competence? If not addressed, the issue could result to the production of teachers with low self-efficacy and students who exhibit low educational attainments. Consequently, the study investigated the relationship between instructional supervision and teacher competence enhancement in secondary schools in Greater Arua, Uganda.

Specific objectives

This study was guided by the following objectives.

1. To establish the relationship between directive supervision and teacher competence enhancement in secondary schools in Greater Arua, Uganda.
2. To establish the relationship between collaborative supervision and teacher competence enhancement in secondary schools in Greater Arua, Uganda.
3. To establish the relationship between non-directive supervision and teacher competence enhancement in secondary schools in Greater Arua, Uganda.

Null Hypotheses

The following hypotheses were tested.

1. There is no statistically significant positive relationship between directive supervision and teacher competence enhancement in secondary schools in Greater Arua, Uganda.
2. There is no statistically significant positive relationship collaborative supervision and teacher competence enhancement in secondary schools in Greater Arua, Uganda.
3. There is no statistically significant positive relationship non-directive supervision and teacher competence enhancement in secondary schools in Greater Arua, Uganda

Significance of the study

The research is beneficial to multiple stakeholders. The study's conclusions might enhance the supervisory functions of school-based administrators and managers. The findings might aid school-based supervisors in matching the supervision strategy to the competence level of teachers. The findings can help in policy formulation on the establishment of the Uganda secondary school teacher competence profile. This might promote and support quality education in secondary schools when the information, skills, values, and attitudes for the appropriate teaching practices are defined. When teachers are equipped with a tool that supports their desire to enhance their professional practice, the quality of education might improve. Lastly, the findings might encourage academics to study the issue with other variables and in further scenarios. This might contribute to the existing body of knowledge on provision of quality of education.

Conceptual Framework

The conceptual framework postulates the relationship between the instructional supervisory approaches and the enhancement of teacher competence. The researcher adopted Glickman et al. (2010) developmental supervision model as presented in the figure below.

INSTRUCTIONAL SUPERVISION

TEACHER COMPETENCE

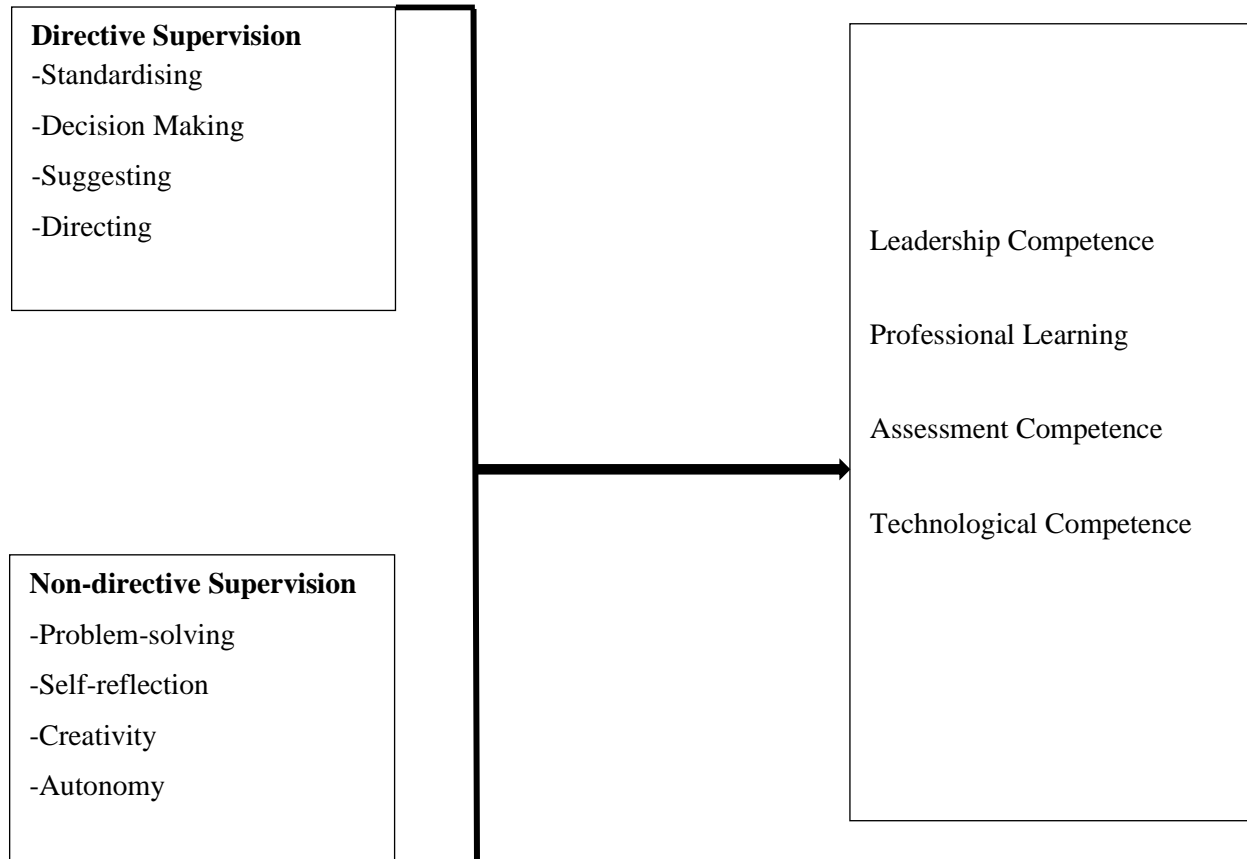


Figure 1: Conceptual Framework

Sources: Adapted from (Glickman et al., 2010; Caena, 2014)

As per Glickman et al. (2010) assertion, all teachers require differentiated support and assistance in the form of non-directive supervision, collaborative supervision and directive supervision in order to improve teaching and learning. On the basis of teacher support, mutual trust, and accountability, instructional supervisors may ultimately strengthen teacher competence by utilizing developmental approaches. This competence can be viewed in terms of how the teacher provides leadership during the teaching/learning process, engages in professional learning with colleagues, assesses his/her students, and utilizes technology. However, other characteristics which are not part of this study, such as age, teaching experience, academic credentials, and school structure, may impact teachers' competence.

LITERATURE REVIEW

Directive Supervision and Teacher Competence enhancement

Several studies have revealed a link between supervisory procedures involving direct help and teacher competence (Akcan & Tatar, 2010; Appiah, 2018; Engin, 2015; Ghavifekr & Sani, 2014; Karnati, 2019; Malunda, et al., 2016; Range et al., 2013; Sule et al., 2015; Usman, 2015; Wubbels et al., 2007). Directive supervision is the establishment of personal, continuing contact with particular teachers for classroom observation and assistance (Chen, 2018). Under directive supervision, the supervisor dictates the lesson observation's focal point. Direct support is provided to beginner teachers who may require more directive supervision, or to struggling teachers and require close monitoring or direction (Appiah, 2018). Ampofo et al. (2019), in a study assessing the influence of school heads' direct supervision on teacher role performance in public senior high schools, discovered that head teacher's direct supervision of lesson planning and delivery had a substantial impact on teacher's role performance. This therefore, teachers rely on supervisors' input to enhance their instructional delivery. In addition, Wubbels et al. (2007) and Perry, Scherie and Penny (2000) highlighted that instructional activities enhance teacher motivation, inspiration, and trust, hence enhancing teacher performance. Consequently, it may be realistic to anticipate a positive association between some characteristics of instructional supervision and effective learning (Mohammed et al., 2015). Appiah (2018) found, in a cross-sectional survey, that principals favoured directive control above other supervisory methods. It was also revealed that relatively new teachers who want support from their supervisors receive direct assistance. However, most of these researchers, employed cross-sectional survey designs with questionnaires and interview guides. Additionally, participation included teachers and principals. The current study collected data from head teachers, the deputy in charge of academics, and teachers via interviews, non-participant observation, document analysis, and survey.

In a study to determine supervisors' and school administrators' opinions and teachers' expectations of supervision according to Glickman's developmental supervision model, Ozyildirim (2016) found that a greater proportion of respondents preferred directive informational supervision in situations where teachers had a low level of competence than either non-directive or collaborative supervision. This contrasts with the findings of Strieker et al. (2016), who discovered that a greater percentage of supervisors employed non-directive and collaborative supervision to improve teacher candidates' teaching skills. A limited sample size may have contributed to the existence of the conflict. Strieker and colleagues' study was limited to university supervisors, but Ozyildirim's study may have suffered from contextual restrictions, since the situations and teaching behaviours may have been understood differently based on the organizational culture of each participant.

The above researches underline the significance of directive supervision. However, Miller's study focused on student teachers, whereas Glanz and colleagues investigated the impact of supervision on students' academic success and Ampofo and colleagues investigated the impact of supervision on teacher role performance. The role of supervisors in teacher competence has not been discussed. Second, each of these studies is conducted outside of Greater Arua and Uganda in general.

Collaborative Supervision and Teacher Competence enhancement

The vast majority of studies indicated a correlation between collaborative supervision and teacher competence (Appiah, 2018; Glickman et al., 2010; Karnati, 2019; Thobega & Miller, 2008; Tyagi, 2010). The collaborative model of supervision occurs when the supervisor collaborates with the teacher to solve educational issues without providing direction (Silva, Yendol & Dana, 2001). The primary objective of this supervision strategy is to build a connection that permits decision-making toward mutually specified goals (Chen, 2018). Together, the teacher, supervisor, or group of teachers solve a problem in the instructor's classroom.

Karnati, (2019) discovered that teachers viewed the implementation of a collaborative supervisory technique to enhance their professional competence favourably. Similarly, Appiah, (2018) found a positive correlation between collaborative supervision and teacher job performance. In collaborative supervision, choices are made together by clarifying, listening, reflecting, presenting, problem-solving, negotiating, and standardizing. Thobega and Miller (2008) found that student teachers favoured the collaborative model over the others. Consequently, supervisors and teachers must engage in collaborative and collegial interactions during the supervision process. The aforementioned studies are similar to the present investigation, except the descriptive survey study conducted in a developed nation and focusing on student teachers by Thobega and Miller (2008). Key participants in this concurrent parallel mixed-methods study in a developing nation are teachers, the director of studies, deputy head teachers, and administrators.

Non-Directive Supervision and Teacher Competence enhancement

Numerous studies have examined the connection between non-directive supervision and teacher competence (Karnati, 2019; Appiah, 2018; Mudzofir & Mudawali, 2017; Dawursk, 2011; Thobega & Miller, 2008). Non-directive supervision is when teachers determine their personal plans, with some aid from the supervisor, through the use of behaviors such as presenting, clarifying, reflecting, encouraging, and problem-solving (Karnati, 2019; Appiah, 2018). Therefore, teachers build their action plans since they are already capable of self-analysis, self-criticism, and the implementation of workable answers.

In the study on the implementation of academic supervision by the principal to enhance the competence of primary school teachers in Indonesia, most of the teachers believed that non-directive monitoring enhances their competence (Karnati, 2019). Thobega and Miller (2008) evaluated the attitudes and preferences of student teachers about the supervision they received from university supervisors and cooperating teachers. According to their findings, most of the student instructors chose non-directive supervision. This indicates that the student instructors desired to participate in supervisory decision-making alongside their supervisors. Similarly, Appiah (2018) found that the majority of teachers prefer non-directive supervision to direct support.

Mudzofir and Mudawali, (2017) discovered a moderate association between nondirective supervision and teacher performance. According to their findings, supervisors allowed their teachers to find the best practice for their classrooms; allowed teachers to select the most suitable plan for them; supported teachers' suggestions; and used this approach with teachers who could independently solve problems. However, it is unknown which types of supervision are employed and preferred by teachers in secondary schools found in Greater Arua, Uganda.

METHODOLOGY

This study adopted a positivist paradigm. Positivism according to Dawadi et al. (2021) considers knowledge established by the senses as true knowledge. Positivists further advocate for objectivity whereby knowledge is obtained through collection of objectively provable facts using quantitative methods. So therefore, the use of quantitative methods facilitated the collection of replicable and generalizable data on how different dimensions of instructional supervision were related to the enhancement of secondary school teacher competence in Greater Arua, Uganda.

The quantitative approach was employed. From many respondents, the quantitative method facilitated the collection of huge volume of data. This aided generalization of study results. In this study, a correlational design was utilized. In a correlational design, the relationship between two or more variables is examined to determine if a relationship exists (Ghanad, 2023). As suggested by Devi et al. (2023), correlational design enabled the researcher to examine the relationship between non-directive, collaborative and directive supervision without manipulating the variables.

Population and Sampling techniques

The study targeted all teachers of both private and government aided secondary schools in Greater Arua. Records from the office of Education officers of Arua City and Arua district revealed that there are 900 teachers serving in the 30 secondary schools located in the Greater Arua. Out of the parent population of 900 individuals, 270 teachers were sampled to take part in the study. A sample is a part of the target population that has been formally selected to be representative of the entire population (Creswell, 2009).

This study used a random sample (Kumar, 2014), where each member had an equal opportunity of being sampled (Creswell, 2009). In order to get representative sample, the study adopted Mugenda and Mugenda (2009) proposal to sample 10% of a large population and 30% of a small population. The study consequently employed a 30% sample size for all respondents. Out of the 30 secondary schools found in Greater Arua, 30% of the schools (10) were sampled. A stratified random sampling technique was used to select 270 teachers out of 900 teachers. In each school, teachers were grouped into three groups according to their years of experience. The first group constituted novice teachers who had served for less than five years, the second group comprised average teachers who served for six to ten years and experienced teachers who had served for eleven years and above. Simple random sampling

was then used to sample research respondents from each category. This enabled generalization of the findings to the entire population.

Data Collection Methods

The data collection method employed was a survey, with the questionnaire as the primary instrument for data gathering. This facilitated data collection from a large, literate population, making it affordable and efficient; it allowed for the representation of a broad population of interest; and it collected standardised data that were used for generalisation (Ingleby et al., 2012). To increase the validity of the research instruments, specialists in the field of instructional supervision validated the tools. Using the formula $CVI=R/n$, where R is the number of relevant items and n is the total number of items in the instrument, the test of content validity was determined by independent evaluation by two research professionals. To guarantee the tools' validity, they were piloted with teachers from secondary schools in Koboko municipality and Koboko district. This was because they share similar characteristics with Greater Arua as the study site. Pilot testing as a preliminary survey assisted in identifying any instrument flaws (Kothari, 2004).

The reliability and validity of the instruments were maintained. According to (Dawadi et al., 2021), reliability is when an instrument produces consistent results. This was determined using SPSS version 27 and Cronbach's Alpha, after completing a pilot study in selected secondary schools in Koboko that share similarities with Greater Arua. Following Cronbach (1950), a coefficient of 0.7 or higher is deemed acceptable. The CVI was 0.83 which is above the 0.7 threshold. This implied that the instrument was valid.

Data Analysis

Quantitative data was analysed using descriptive statistics and inferential statistics (Pearson r-correlation (IV and DV) and regression (strength of the relationship and their roles). Data on objectives one, two and three which sought information on the relations between directive, collaborative and non-directive supervision was edited, coded and entered into a computer with the help of SPSS version 27. The univariate data was analysed using descriptive statistics and presented in a frequency table along with calculations for percentages, mean and standard deviation. Multiple linear regression was employed to examine the link between the dimensions of instructional supervision and teacher competence enhancement (Wiersma, 2005).

Ethical Consideration

Research ethics were observed by seeking ethical approval from Gulu University Research Ethics Committee (GUREC) and the Uganda National Council for Science and Technology (UNCST). In order to access the research sites permission was sought from the head teachers of selected secondary schools in Arua City and Arua District. Furthermore, the purpose of the research was clearly explained to all the respondents. To gain voluntary participation in the research, consent was sought from all the research respondents. Confidentiality was maintained in order to protect the rights of the respondents.

RESULTS AND DISCUSSION

In the study, demographic information was collected which provided a basis for understanding the key findings of the study. The information on demographics consisted of data on the school status, school location, age of participant, sex of participant and teaching experience. The study participants were 270 (100%). Out of this, 241 (80.1%) responded to the survey. Out of the respondents, a majority (61%) were from Arua city while 39% were from Arua district. This data represents a fair distribution of teachers.

Findings on the Relationship between Instructional Supervision and Teacher Competence Enhancement

The three objectives that is, the relationship between directive, collaborative and non-directive supervision on administrative teacher competencies enhancement was done using Pearson’s correlation coefficient index and finally multiple linear regression. Results are offered in the proceeding tables.

Objective One: The Relationship between Directive Supervision and Teacher Competence Enhancement in Secondary Schools in Greater Arua, Uganda

The first objective of the study was to establish the relationship between directive supervision and teacher competence enhancement in secondary schools in Greater Arua. To apply Pearson, an index called Directive supervision was created. Similarly, an index called Teacher Competence was also created. These indices were correlated using the Pearson correlation technique as presented in Table 1.

Table 1: Pearson’s correlation between Directive supervision and teacher competencies enhancement

		Teacher competence	Directive supervision
Teacher competence	Pearson’s correlation	1	0.144**
	Sig 2-tailed		0.026
	N	241	241
Directive supervision	Pearson’s correlation	0.144**	1
	Sig 2-tailed	0.025	
	N	2451	241

Correlations significant at 0.05 level 2-tailed

Source: Primary data, 2023

Table 1 shows Pearson’s correlation coefficient index $r = 0.144^{**}$ sig = 0.026 less than 0.05. This implied that directive supervision had a positive significant relationship with teacher competence

enhancement in Greater Arua. Thus, the null hypothesis which stated that directive supervision had a negative relationship with teacher competence enhancement in secondary schools in Greater Arua was rejected. Instead, the research hypothesis was re-stated that directive supervision has a positive significant relationship with teacher competence enhancement. This hence suggests efforts to direct and guide teachers lead to high competencies on the job.

Objective Two: The Relationship between Collaborative Supervision and Teacher Competence Enhancement in Secondary Schools in Greater Arua, Uganda

The second objective of the study was to establish the relationship between collaborative supervision and teacher competence enhancement in secondary schools in Greater Arua. To apply Pearson, an index called Collaborative supervision was created. Similarly, an index called Teacher Competence was also created. These indices were correlated using Pearson correlation technique. Table 2 presents the results.

Table 2: Pearson’s correlation coefficient on collaborative supervision and teacher competence enhancement

		Teacher competence enhancement	Collaborative
Teacher competence enhancement	Pearson’s correlation	1	0.145**
	Sig 2-tailed		0.024
	N	241	241
Directive supervision	Pearson’s correlation	0.145**	1
	Sig 2-tailed	0.024	
	N	241	241

Correlations significant at 0.05 level 2-tailed

Source: Primary data, 2023

Table 2 shows Pearson’s correlation coefficient index collaborative supervision and teacher competence enhancement $r = 0.145^*$, $sig = 0.024$ less than 0.05. This implied that there was a significant positive relationship between collaborative supervision and teacher competence enhancement in selected secondary schools in Greater Arua. Thus, the null hypothesis which stated that collaborative supervision had a negative significant relationship with teacher competence enhancement in secondary schools in Greater Arua was rejected. Instead, the research hypothesis was re-stated that collaborative supervision has a positive significant relationship with teacher competence enhancement. These findings implied that as supervisors encourage collegiality the greater they are likely to improve teacher competence.

Objective Three: The Relationship between Non-Directive Supervision and Teacher Competence Enhancement in Secondary Schools in Greater Arua, Uganda

The third objective was to establish the relationship between non-directive supervision and teacher competence enhancement in secondary schools in Greater Arua. To apply Pearson, an index called Non-directive supervision was created. Similarly, an index called Teacher Competence was also created. These indices were correlated using the Pearson correlation technique as presented in Table below.

Table 3: Pearson’s Correlation Coefficient on Non-directive Supervision and Teacher Competence Enhancement

		Teacher competence enhancement	Non-directive supervision
Teacher competence enhancement	Pearson’s correlation	1	0.161*
	Sig 2-tailed		0.012
	N	241	241
Non-directive supervision	Pearson’s correlation	0.161*	1
	Sig 2-tailed	0.012	
	N	241	241

Correlations significant at 0.05 level 2-tailed
 Source: Primary data, 2023

The table above shows Pearson’s correlation coefficient index between non-directive supervision and teacher competence enhancement $r = 0.161^*$ $sig = 0.012$, less than 0.05. This implied that there was a positive significant relationship between non-directive supervision and teacher competence enhancement. Hence the null hypothesis which stated that non-directive supervision of teachers had a negative significant relationship with teacher competence enhancement in secondary schools in Greater Arua was rejected instead the research hypothesis was re-stated that non-directive supervision has a positive significant relationship with teacher competence enhancement. To confirm these findings, a Multiple Linear Regression Analysis was computed and the findings are provided below.

Regression analysis for Instructional Supervision and teacher competence enhancement

A regression analysis was computed and the following are the findings as presented below.

The model summary for instructional supervision and teacher competence enhancement.

Table 4: Model Summary for instructional supervision and teacher competence enhancement.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.250 ^a	.063	.051	.50845

a. Predictors: (Constant), NDsuper, DSuper, Collabo

Source: Primary data, 2023

Table 4 shows that the coefficient of determination $R^2 = 0.063$, which means that the study predictors (DSuper, Collabo and NDsuper) explain 6.3% of the variability in teacher competence, and 93.7% of the variation is caused by factors other than DSuper, Collabo and NDsuper. Adjusted $R^2 = .051$ means that predictors other than those of this study explain 5.1% of the variability in teacher competence, making the regression model fit the data set.

To examine whether the overall regression model is a good fit for the data, an Analysis of Variance (ANOVA) was generated and the results are presented in Table 5 below.

Table 5: ANOVA for instructional supervision and teacher competence enhancement

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.097	3	1.366	5.282	.002 ^b
	Residual	61.270	237	.259		
	Total	65.367	240			

a. Dependent Variable: LTcomp

b. Predictors: (Constant), NDsuper, DSuper, Collabo

Source: Primary data, 2023

The results in Table 5 indicate the calculated p-value of .002^b, which is less than 0.05. Therefore, the regression model was found to be statistically significant. ($F = 5.282$, $df = 3$, $p\text{-value} = 0.002$). This means that instructional supervision has a statistically significant relationship with teacher competence enhancement.

Finally, a test was carried out on how each of the instructional supervision aspects relate to teacher competence enhancement. The results are presented in Table 6 below.

Table 6: Regression coefficients for instructional supervision and teacher competence enhancement

Coefficients		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.662	.289		5.761	.000
	DSuper	.150	.063	.150	2.389	.018
	Collabo	.107	.053	.129	2.021	.044
	NDsuper	.175	.081	.138	2.153	.032

a. Dependent Variable: LTcomp

Source: Primary data, 2023

From Table 6 above, all three explanatory variables (directive supervision, non-directive supervision and collaborative supervision) have a significant relationship with the dependent variable (teacher competence). Therefore, directive supervision with a p-value of $0.018 < 0.05$, Non-directive supervision with a p-value of $0.032 < 0.05$ and collaborative supervision with a p-value of $0.044 < 0.05$ are individually valuable parameters in the prediction of teacher competence. However, from the results of the standardized coefficients (beta weights), the highest contributor to teacher competence is directive supervision ($\beta = 0.150$), followed by NDsuper ($\beta = 0.138$) and least Collabo ($\beta = 0.129$).

The above findings imply that most school-based supervisors in secondary schools in Greater Arua rely on directive supervision to support new teachers and those seeking help for improvement.

DISCUSSION

Objective One: The Relationship between Directive Supervision and Teacher Competence Enhancement in Secondary Schools in Greater Arua, Uganda

The first objective of the study was to establish the relationship between directive supervision and teacher competence enhancement in secondary schools in Greater Arua. The study had hypothesised that there was no significant relationship between directive supervision and teacher competence enhancement.

From the findings, Pearson’s correlation coefficient index $r = 0.144^{**}$ sig = 0.026 which is less than 0.05. This implied that directive supervision had a positive significant relationship on teacher competence enhancement in Greater Arua. Thus, the null hypothesis H_0 – *there is no statistically significant relationship between directive supervision and teacher competence enhancement in secondary schools in Greater Arua* was rejected. Alternative hypothesis H_1 = *there was statistically significant relationship between directive supervision and teacher competence enhancement in Greater Arua* was proposed. This hence suggests that efforts to direct and guide teachers lead to high

competencies on the job.

Directive supervision is a type of supervisory approach used to supervise new teachers and those seek help for improvement. During conferencing, the supervisor ensure that the teacher follow suggestions to improve teaching (Ibrahim, 2018). During the discussion, the supervisor makes the final decision on instructional areas that needs improvement. The final solution to solve the instructional problem is made by the supervision and the teacher is directed on how to apply them under direct monitoring by the supervision or delegated senior teacher.

This is in line with the findings by Hoque, Banu, Kenayathulla, Subramaniam, and Islam, (2020) who found a positive relationship between directive supervision and teacher performance. Similarly, Comfort, (2017) attributed student academic performance to the directive nature of supervision given to teachers to improve their competence. There is a belief by the behaviourists that in order for teachers to learn, the supervisors should guide, direct and model relevant example for teachers to emulate (Wiyono & Rasyad, 2021). The findings is in tandem with the philosophical orientation of the theory X managers who believe that teachers who are new and demonstrating low self-efficacy should be closely supervised in order to improve their competence and overall instructional performance (Oyeyemi, 2013).

Objective Two: The Relationship between Collaborative Supervision and Teacher Competence Enhancement in Secondary schools in Greater Arua, Uganda

The second objective of the study was to establish the relationship between collaborative supervision and teacher competence enhancement in secondary schools in Greater Arua.

From the findings, Pearson's correlation coefficient index collaborative supervision and teacher competence enhancement $r = 0.145^*$, $sig = 0.024$ was less than 0.05. This implied that there was a significant positive relationship between collaborative supervision and teacher competence enhancement in selected secondary schools in the Greater Arua. Thus, the null hypothesis H_0 – there was no statistically significant relationship between collaborative supervision and teacher competence enhancement in secondary schools was rejected. Alternative hypothesis H_1 = there is statistically significant relationship between collaborative supervision and teacher competence enhancement in Greater Arua was proposed. These findings implied that as teachers supervise together in a collegial manner, the greater they are likely to improve on their competence.

The results of the current study is in congruence with the findings of Wiyono and Rasyad (2021) who found a positive relationship between collaborative supervision and teacher-performance learning. The study revealed that when supervisors intensified collaborative supervision, the level of teacher competence in applying performance-based learning increased. The purpose of collaborative supervision is for the supervisor and supervises to find out solutions to instructional challenges as a team (Hoque, Bt Kenayathulla, et al., 2020). During collaborative supervision, implementing the

collaborative approach go through stages of presenting, explaining, listening, solving problems and negotiating in order to agree on the common solutions to instructional challenges (Karnati, 2019).

Contrary to the above, Hoque, Bt Kenayathulla, et al. (2020) found that there was no significant relationship between collaborative supervision and teacher performance. This implied that principal's supervision did not increase teachers' ability to perform in lesson planning, delivery and assessment of learning. In a bid to improve teacher competence and performance, the study recommends that supervisors should embrace developmental supervision where supervisory approaches are matched with teacher competence level and level of motivation.

Objective Three: The Relationship between Non-directive Supervision and Teacher Competence Enhancement in Secondary Schools in Greater Arua, Uganda

The third objective of the study was to establish relationship between non-directive supervision and teacher competence enhancement in secondary schools in Greater Arua. According to Ozyildirim (2016) non-directive supervision is when the supervisor allows teachers to explore and generate alternatives and select the most appropriate plan for them; encourages teachers to be creative and innovative in their classroom teaching and supporting teacher's suggestions to improve classroom teaching.

The findings as revealed by Pearson's correlation coefficient index between non-directive supervision and teacher competence enhancement $r = 0.161^*$ sig = 0.012, was less than 0.05. This implied that there was a positive significant relationship between non-directive supervision and teacher competence enhancement. Hence the null hypothesis H_0 – there was no statistically significant relationship between non-directive supervision and teacher competence enhancement in secondary schools was rejected. Alternative hypothesis H_1 = there is statistically significant relationship between non-directive supervision and teacher competence enhancement in Greater Arua was proposed.

The current finding is in line with the results presented by Okia, Kasule, and Naluwemba (2021) who found a moderate positive influence of non-directive support supervision on teacher performance. This implied that when teachers are mandated to make decisions on performance improvement, they gained more knowledge and skills that enables them improve their performance. Similarly, the sub-variable of team planning had a positive significant influence on teacher instructional effectiveness (Ntege et al., 2023), implying that teacher competence is enhanced when they are encouraged to solve instructional challenges through self-reflection. Thus, increasing their problem-solving skills.

However, Hoque, Bt Kenayathulla, et al., (2020) found a negative relationship between non-directive and teacher performance. Similarly, Ntege et al. (2023) found sub-variable of consultation not significantly related to non-directive inspection. The variation could be a result of how supervisors' interface with teachers during the supervision process. According to Glickman et al., (2010), for

effective non-directive supervision, the supervisor should listen keenly, clarify misconceptions and encourage the teacher to effect areas of improvement.

CONCLUSION

The study concluded that a positive relationship ($r = 0.144^{**}$ sig = 0.026) existed between directive supervision and teacher competence enhancement. The final solutions to solve the instructional problem is still made by the supervision and the teacher is directed how to apply them under direct monitoring by the supervisor, as postulated by theory X. Similarly, it was concluded that a positive relationship ($r = 0.145^{*}$, sig = 0.024) existed between collaborative supervision and teacher competence enhancement in selected secondary schools in Greater Arua. This implied that supervisors collaborate with the teacher to solve educational issues without providing direction to build a connection that permits decision-making toward mutually specified goals, as postulated by theory Y. Finally, it was concluded that a positive significant relationship ($r = 0.161^{*}$ sig = 0.012) existed between non-directive supervision and teacher competence enhancement. This is an indication that teachers in secondary schools in Greater Arua prefer a non-directive supervision approach where teachers can determine their plans, with some aid from the supervisor, through the use of behaviours such as reflecting and problem-solving, as postulated by theory Y.

Limitations of the Study

The study had some limitations. The study was conducted in the context of Greater Arua city and Greater Arua district. This could have limited the generalisation of findings to other districts of Uganda.

The study also concentrated on the three dimensions of developmental supervision. This could have affected the richness of the data. Thus, there is a need to investigate other dimensions of supervision. The challenges affecting instructional supervision were not investigated. Further study could investigate the challenges affecting instructional supervision in secondary schools in Uganda.

RECOMMENDATIONS

1. Supervisors should apply supervisory approaches depending on the developmental level of the teachers.
2. Workshops and seminars for school-based supervisors on instructional supervision by the Ministry of Education and Sports.
3. Schools should conduct regular refresher workshops and seminars to enhance teacher technological and assessment competence which appear to be low in most secondary teachers.

Suggested Areas for further Research

- The relationship between supervisor's training and the quality of supervision in secondary schools in Uganda.

- The relationship between teacher competence and learner performance in secondary school in Uganda.

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