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**HEAD-TEACHERS' SUPERVISION ROLES IN ENHANCING TEACHERS'
EFFECTIVENESS IN SELECTED PUBLIC SECONDARY SCHOOLS IN KAMWENGE
DISTRICT, UGANDA**

A dissertation presented to

FACULTY OF EDUCATION

in partial fulfillment of the requirements for the award of the degree

Master of Education in Educational Administration and Management

UGANDA MARTYRS UNIVERSITY

**KAYIREBE Clairre
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Supervisor: William Musamba

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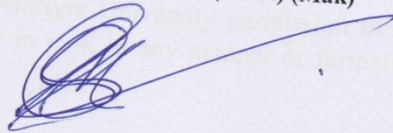
Master's Dissertation

Approval

This dissertation has been produced under my/our supervision and submitted for examination with my/our approval as the appointed academic supervisor/s.

Name of Supervisor (1): **William Musamba (Ph.D.) (Mak)**

Signature of Supervisor:



Date of submission: 05 September, 2025

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Researcher's signature: *ckayirebe*

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DEDICATION

I would like to dedicate this research to my entire family members for their endless support and prayers in every walk of life not forgetting my beloved children for their help. I cannot proceed without special dedications to all my academic friends and well-wishers who were always there for me in times of need.

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ABSTRACT

The study aims at examining the effect of head-teachers' supervision roles in enhancing teachers' effectiveness in selected public secondary schools in Kamwenge district, Uganda. The objectives included, finding out the functions under head-teachers' supervision role in selected public secondary schools, examining the effectiveness of teachers under supervision of head-teachers in selected public secondary schools, and finding out the effect of head-teachers' supervision role on teachers' effectiveness in public secondary schools in Kamwenge district. A descriptive research survey design was used to guide this study based on a non-probability sampling design. The study applied a qualitative approach. The total population included teachers, head-teachers, deputy head-teachers and directors of studies, totaling to 92 participants. An interview guide and focus group discussion guide were used in collecting data that was qualitatively analyzed. The study revealed that time management (in the form of scheduling, punctuality and time control); effective monitoring of: scheme of work, teachers' code of conduct, lesson plans, students' academic progress, and learning development; and formative feedback i.e. coaching, appraising of staff and induction of new teachers; these are the major functions under head-teachers' supervision role in selected public secondary schools in Kamwenge district.

The study also revealed that proper teachers' effectiveness can be observed by the performance of an individual teacher directly corresponding to the performance of students in National Examinations, lessons delivered on time, teachers' regularity and punctuality, and contents syllabus coverage. The study finally revealed that monitoring makes teachers comply with the lesson plan; makes teachers comply with the scheme of work; and makes teachers become punctual for classes effects of monitoring on teachers' effectiveness in teaching. Time scheduling has a bearing on the performance of teachers in selected secondary schools. The formative feedback helps teachers to keep on track as per the lesson plan. The study concluded that head-teachers' supervision roles influence teachers' effectiveness in selected public secondary schools in Kamwenge district. The study recommends that there is a need for streamlined coordination between school stakeholders to ensure proper flow of information, monitoring, and guidance during school supervision, thus able to achieve teachers' effectiveness.

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LIST OF ACRONYMS

| | |
|------|---|
| BOG | Board of Governors |
| CAO | Chief Administrative Officer |
| CPD | Continuous Professional Development |
| DEO | District Education Officer |
| DV | Dependent Variable |
| ICT | Information Communication Technology |
| IV | Independent Variable |
| MoES | Ministry of Education and Sports |
| PTA | Parent Teacher Association |
| SPSS | Statistical Package for Social Scientists |
| UCE | Uganda Certificate of Education |

CHAPTER ONE:

INTRODUCTION

1.0 Introduction

This study aimed at examining the aspects of head teachers' supervision roles (independent variable) in enhancing teachers' effectiveness (dependent variable) in selected public secondary schools in Kamwenge District, Uganda. This chapter presents the background to the study, statement of the problem, objectives of the study, and research questions. It further highlights the; scope, justification, significance, and conceptual framework of the study.

1.1 Background to the Study

Supervision is crucial for fostering a supportive, caring, and positive work environment, as it encourages regular communication, collaborative problem-solving, and improved teamwork (Wiskle, 2018). The interaction between head teachers and teaching professionals in supervision is a reciprocal process, enabling both supervisors and educators to learn and grow together. This type of supportive supervision emphasizes collaborative problem solving, mentoring, and effective two-way communication (Weku, 2019).

Furthermore, head teachers' supervision helps individuals gain insights that can assist them in maintaining and improving their effective practices (Tanya, 2019). It offers opportunities to reflect on and correct mistakes, preventing them from happening again in the future. As a result, this process can increase confidence and improve the quality of service delivery. The next part of the study will describe four sub-sections: historical, theoretical, conceptual, and contextual background, as detailed below.

1.1.1 Historical Background

The history of supervision in European schools, traces back to the late 1830s, marking the early half of the 19th century (Woodward, 2021). Head teachers' supervision has for long been recognized as vital for enhancing teachers' effectiveness, which can be assessed by factors such as punctuality, regularity, syllabus coverage, and academic performance (Kweku, 2019). In Japan, Kadushin (2020) references Dawson (1926), who categorizes head teachers' supervision into three

key aspects: administrative, educational, and supportive. The educational aspect emphasizes the development of each staff member, encouraging teachers to fully realize their potential. Kadushin further asserts that the purpose of head teachers' supervision is to eliminate ignorance and improve teaching skills. Globally, improving teaching quality and student achievement remains a critical objective, achievable through effective head teachers' supervision (Anton, 2021). Consequently, national authorities heavily rely on head teachers' supervision to maintain teaching quality, which includes training, guidance, counseling, and oversight of teaching standards (Hawkins et al., 2019). This aspect is essential for investigating the efficiency of head teachers' supervision and its impact on teachers' effectiveness.

In Sub-Saharan Africa, the roots of head teachers' supervision are linked to missionary education, which was particularly emphasized in missionary schools. This practice began in Nigeria and became a governmental focus in 1882 (Kadushin, 2020). The goals of head teachers' supervision include promoting teacher attendance, evaluating students' assignments, ensuring quality work, and achieving expected academic outcomes. In Nigeria, schools under effective head teachers' supervision are reported to have improved teachers' attendance and better content coverage (Obilade, 2019). For example, the Director of Education and the Inspectorate Division in Nigeria are tasked with ensuring teachers create proper lesson plans and schemes of work. Indicators of teachers' effectiveness have been observed in many secondary schools where educational stakeholders, including head teachers and division education officials, participate in regular supervisory practices (Kweku, 2019). However, these improvements often remain anecdotal and lack systematic validation, prompting further research in this area.

At the East African level, head teachers' supervision roles have progressed through continuous professional development initiatives. This involves guidance and counseling aimed at enhancing teachers' skills in evaluating students' work, ensuring punctuality, and maintaining updated lesson plans (Wanzare, 2015). Educational stakeholders generally regard head teachers' supervision in public schools as essential for monitoring teaching staffs' performance and ensuring adherence to the established protocols. Wanzare emphasizes that effective supervision practices, not only contribute to teacher effectiveness, but also enhance teaching quality, and allow institutional supervisors to monitor instructional work. Furthermore, improved head teachers' supervision in Uganda involves the establishment of clear policies, provision of

resources, and consistent feedback and support, particularly noted in schools in the mid-1990s. According to Obilade (2019), head teachers' supervision should be viewed as a supportive relationship, where supervisors guide and assist teachers in achieving their goals. The performance of educational personnel, including teachers and supervisors, has led to a reassessment of supervision practices in the region. Notably, there has not been a singular evidence-based solution attributed to these widespread concerns, which this research study aims to explore further.

1.1.2 Theoretical Background

Theory X is the underlying framework for this study. This Theory, proposed by Douglas McGregor in the 1960s, states that most workers inherently dislike working; they do it because they need the money, because it provides some security, or because it helps them feel safe (Jeremy, 2015). McGregor considers Theory X to refer to an authoritarian management style. If the school manager believes that followers (teachers) dislike their work and have little motivation, then, according to McGregor, the manager will likely need to use an authoritarian management approach (McGregor, 2021). This method is very “hands-on” and often involves micromanaging employees’ tasks to ensure proper completion. Theory X assumes that people dislike work, pay less attention, and are unwilling to take responsibility. Managers holding this view, motivate their followers with a rigid “carrot and stick” method, rewarding good performance and penalizing poor performance (Carson, 2018). As a supervisory model, Theory X advocates for motivating staff, fostering teamwork, providing refresher training, and closely monitoring employees, emphasizing that managers (head teachers) should constantly encourage their staff, especially teachers, to perform more effectively and efficiently.

1.1.3 Conceptual Background

Supervision, according to Gordon (2023), includes improving both the learning climate and teachers’ instructional capacity. Improving the learning climate involves assisting teachers to create a safe, supportive, respectful environment; develop shared beliefs; and assume collective responsibility for student learning. Anton(2021)believes that supervisionincludes planning, discussing, teaching, and providing feedback. Nwaogu(2016) viewsschoolsupervisionas anactofsupporttoteachersinordertoperform better.

This study considers Kweku's (2019) definition of effectiveness, which focuses on love for the subject, knowledge of the subject, and a variety of teaching materials, caring about the success of students.

Whitmore (2002) a performance coach, defines effectiveness as "achieving the desired outcome." He emphasizes the importance of setting clear goals, providing feedback, and empowering individuals to take ownership of their work to achieve optimal results.

1.1.4 Contextual Background

In Uganda, Mutsiko (2020) states that headteachers' supervision in the modern era focuses on improving the teaching-learning environment to benefit both teachers and students. It helps identify teachers' strengths and weaknesses, and guides follow-up activities aimed at addressing those weaknesses. It also provides recognition and fosters a friendly working atmosphere based on good human relations. Headteachers' supervision offers opportunities for teachers to improve through critical study of instructional processes and classroom interactions, enabling them to perform their teaching duties in line with the professional codes of conduct (David 2013). Insufficient supervision can negatively impact students' performance and hinder the achievement of educational goals. Therefore, various supervisory techniques should be used to ensure quality service delivery by teachers (Nakpodia, 2016). Consequently, headteachers' supervision is essential for supporting teachers'; effectiveness and ensuring all students receive high-quality instructions, which helps in developing fair and useful measures of teacher effectiveness. When supervision is strengthened, academic performance can be better monitored, as it remains a priority area for the Ministry of Education and Sports (Kweku, 2019).

In addition to the above, Ssemanda (2020) states that the purpose of head-teachers' supervision is shown through the following elements: the teaching-learning situation, improvement of teaching, the human relationship between the supervisor and the supervisee, and the improvement and implementation of educational activities. All in all, the main functions of head-teachers' supervision are advising, guiding, refreshing, encouraging, stimulating, improving, and overseeing teachers, so that teaching and learning are improved (Solangi 2016). In short, head-teachers' supervision helps the teaching staff to become more competent (effective) in teaching, diagnose and find remedies to teaching difficulties, and protect the professional staff (teachers) from unwarranted negative

criticism(Kweku,2019). However,cases of low content and syllabus coverage,teachers' irregularity and late coming,failure to mark students' work,and sometimes teaching without lesson plans,have continued to arise and have been witnessed in secondary schools.

Moreover, head-teachers have done their best in trying to supervise curriculum activities in schools so that teachers' effectiveness can be improved in Kamwenge district(Mutsiko,2020). This has been backed up by the head-teachers with the support of District Education Officials,the Resident District Commissioner(RDC),the Inspectors of Schools,the District LCV Chairperson and other school stakeholders who do regular follow-up in most of these secondary schools. Besides, according to Ssemanda(2020),the classroom teachers visited six schools in Bulambuli District, in 2018, to see the effectiveness of the teaching;and it was revealed that content syllabus coverage is still lacking,punctuality and regularity of teachers is not at the required standards, and classroom teachers fail to mark student's classwork and assignments. Some classroom teachers report to school late at around 10:00am(Mutsiko,2020).

Still,secondary schools are characterized by classroom teachers' failure to cover the syllabus content, failure to mark students' work/assignments,and the punctuality and regularity of teaching staff were lacking(Mutsiko,2020). Yet, empirical studies into the dynamics of head-teachers' supervision in the Ugandan context, Kamwenge district particularly remain scanty. The main thrust for the study, therefore, was to evaluate the roles of head-teachers' supervision on teachers' effectiveness in selected public secondary schools in Kamwenge district. The policy and practice recommendations arising out of the study shall contribute to the enhancement of head-teachers' supervision roles in public secondary schools in Kamwenge district.

1.2 Statement of the Problem

The effectiveness of teachers in Secondary schools is closely linked to several key performance indicators, including student achievement in National Examinations, timely lesson delivery, teacher regularity and punctuality, and comprehensive syllabus coverage (Ssenyonga, 2020). The Government of Uganda, through the Ministry of Education and Sports (MoES), has continuously promoted head-teacher supervision as a strategy to enhance teacher effectiveness in the classroom (Ssemanda, 2020). To facilitate this, head-teachers are provided with the necessary resources to conduct regular and effective supervision in schools.

In addition, the establishment of the Directorate of Education Standards (DES) under the MoES has empowered head-teachers with the authority to oversee educational quality through ongoing supervision. These initiatives are aimed at boosting teacher performance. However, there remain challenges, as many teachers have exhibited neglect towards their responsibilities. Issues such as irregular attendance, punctuality concerns, job dissatisfaction, and a tendency to seek alternate employment opportunities have emerged.

Furthermore, recent statistics indicate a troubling trend in student performance in the Uganda Certificate of Education (UCE) within Kamwenge district. In 2022, data revealed that only 10.3% of students achieved grade one, 39.6% obtained grade two, and 19.4% secured grade three. This performance showed a slight decline in 2023, with 10.6% attaining grade one, 38.8% achieving grade two, and 19% earning grade three, reflecting a worrying trend in academic outcomes (Kamwenge District Reports, 2023).

This decline in student performance has been partially linked to insufficient head-teacher supervision in schools. Teachers in Kamwenge district frequently fail to adhere to their scheduled work plans, which hinders their ability to meet educational objectives. Several observed challenges within student academic activities can be largely attributed to inadequate supervision by head-teachers (Ssenyonga, 2021). Therefore, this study aims to explore the roles of head-teacher supervision in enhancing teacher effectiveness in selected public secondary schools in Kamwenge district, which could provide valuable insights for improving educational outcomes.

1.3 Purpose of the Study

The study examined the influence of head-teachers' supervision roles on teachers' effectiveness in selected public secondary schools.

1.4 Objectives of the Study

The study was guided by the following objectives:

1. To examine the influence of head-teachers' supervision roles on the teachers' ability to prepare teaching materials in Kamwenge district.
2. To investigate the role of teamwork in enhancing the teachers' ability to explain course expectations for the students in Kamwenge district.

3. To assess the impact of head teachers' instructional capacity on teachers' ability to motivate the learners in Kamwenge district.

1.5 Research questions

1. What is the influence of head-teachers' supervision roles on the teachers' ability to prepare teaching materials in Kamwenge district?
2. What is the role of teamwork in enhancing the teachers' ability to explain course expectations for the students in Kamwenge district?
3. What is the impact of head teachers' instructional capacity on teachers' ability to motivate the learners in Kamwenge district?

1.6 Scope of the Study

In this section, the researcher dealt with the geographical scope, content scope, and time scope of the study as discussed hereunder:

1.6.1 Geographical Scope

The study was carried out in selected public secondary schools in Kamwenge district. This particular area was chosen for this study because it experiences declining teachers' effectiveness as indicated by a high rate of absenteeism, 20% per week, and a high rate of students' dropout, rated at 11.5%, at the end of the secondary level (Kamwenge District Teachers Appraisal Forms, 2023). (See map under Appendices pg.77)

1.6.2 Content Scope

The study concentrated on the role of head-teachers' supervision roles on teachers' effectiveness in selected public secondary schools. Specifically, the study aimed at examining the influence of head-teachers' support supervision on the teachers' ability to prepare teaching materials in Kamwenge district. It also focused on investigating the role of teamwork in enhancing the teachers' ability to explain course expectations for the students in Kamwenge district. Lastly, it was intended to assess the impact of head teachers' instructional capacity on teachers' motivation in Kamwenge district.

1.6.3 Time Scope

The study used secondary information sources between the years 2015 to 2024. This timeframe was selected because it was the period when Kamwenge district started experiencing declining teachers' effectiveness (Kamwenge District Teachers Appraisal Forms, 2023). Therefore, data collection was also based on gathering information from respondents who have practiced or experienced school supervision within this timeframe.

1.7 Justification of the Study

A considerable number of studies have been conducted on the role of head teachers' supervision in enhancing teachers' effectiveness in public secondary schools (Hawkins & Shohet, 2019; Obilade, 2019; Weku, 2019; & Jeremy, 2020). However, these studies were conducted in different geographical settings and not specifically in Kamwenge District. Concerns regarding teachers' effectiveness in this area remain significant. Effective teaching and learning in public secondary schools in Kamwenge District have been noted to be lacking, as evidenced by declining academic performance among students, high rates of teacher absenteeism, and low completion rates (Ssemanda, 2020).

If these issues are not addressed, the education system in secondary schools in Kamwenge District, and Uganda as a whole, risks a considerable decline. Moreover, it is becoming increasingly clear that the roles of head teachers' supervision could be contributing to the diminishing effectiveness of teachers in this region. It is on this background therefore, that the need for this study is justified, as it calls for serious investigations into the factors influencing teachers' effectiveness in Kamwenge District, and suggests possible solutions/ interventions to the relevant authorities, in order to restore/ improve academic performance in secondary schools in the region.

1.8 Significance of the Study

The study aims at generating; new knowledge, ideas, and literature that will be of significant importance to various stakeholders, including teachers, Boards of Governors (BOG) in individual secondary schools, Parents Teachers Associations (PTAs), head teachers, and District Education Officials, the Ministry of Education and Sports, and the Government of Uganda at

large. Each of these groups, stands to benefit from the findings of this study in the following ways:

Head Teachers; The findings may assist head teachers in secondary schools to enhance their supervisory roles within selected public secondary institutions. By employing the study's findings, conclusions, and recommendations, head teachers can implement effective supervision practices that improve teacher effectiveness and ensure the smooth operation of the school. This information can serve as a critical reference point for identifying potential gaps in their supervisory practices.

Parents Teachers Association (PTA) and Board of Governors (BOGs); Members of the PTA and BOGs can utilize the study's findings to implement existing policies and regulations aimed at reinforcing head teachers' supervisory roles and improving teacher effectiveness. Based on the study's results, actionable policies can be designed and formulated to ensure viable measures are in place.

District Education Officials; The findings will provide District Education Officers with a clearer understanding of the impact of head teachers' supervisory roles on teacher effectiveness within selected secondary schools in Kamwenge District. This understanding can help them develop appropriate management strategies in areas where gaps may exist.

Ministry of Education and Government; Both the ministry and the Government, will rely on the findings of this study, to come up with relevant policies and amendments in the current laws guiding the management and operation of secondary schools in the country, for purposes of ensuring an improved working and learning environment for teachers and students respectively, as well as bringing on board enforcement guideline for effective supervision to the heads of secondary schools in the country.

Theoretical Contributions; The study is expected to present novel insights and perspectives that can enhance existing theories regarding the roles of head teachers in supervision and their influence on teacher effectiveness, not only within Uganda but also in other developing countries in the East African region and beyond.

Teachers; The findings of this study are anticipated to assist teachers, in identifying and addressing the causes of ineffectiveness, thereby enhancing their teaching capabilities.

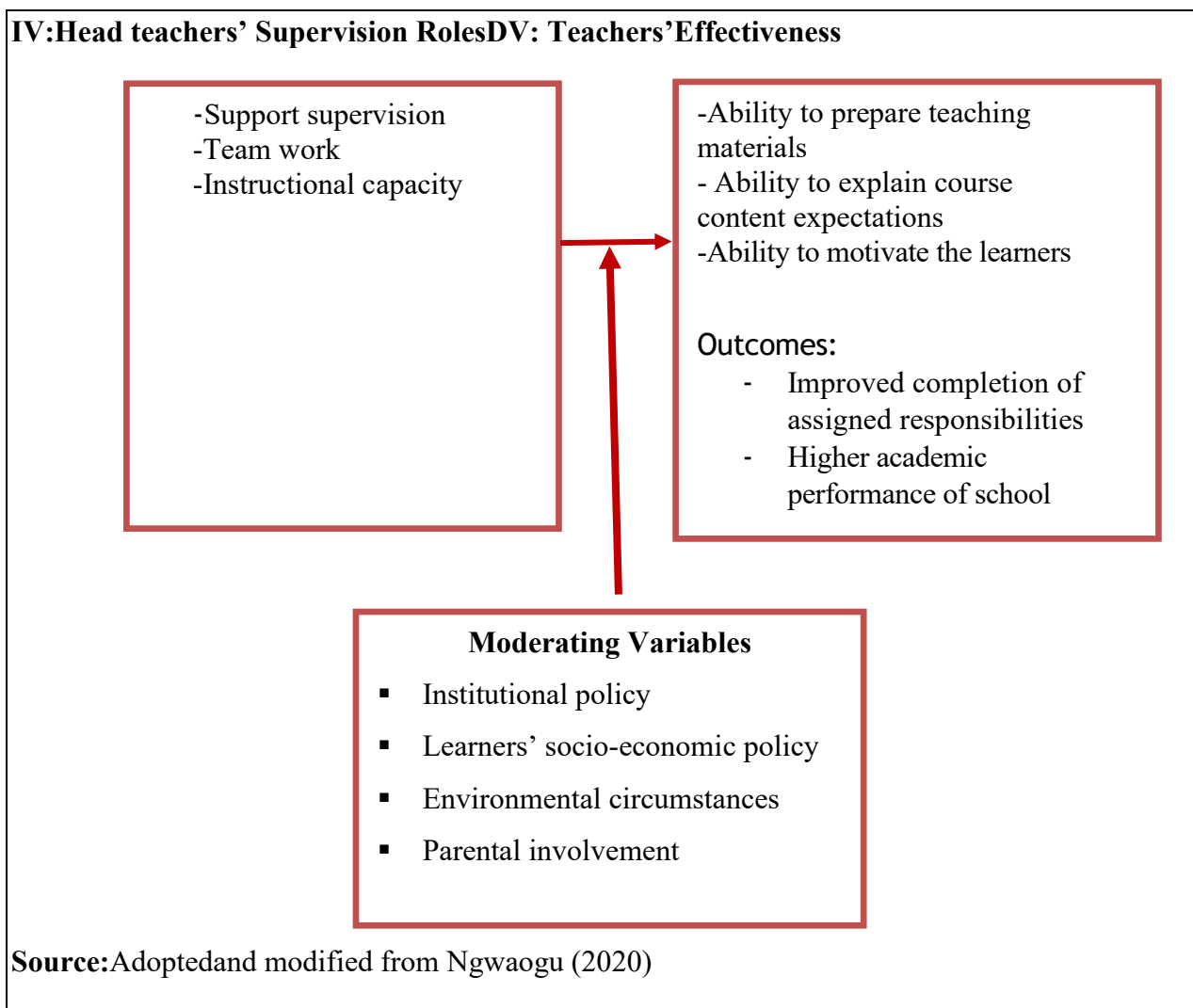
Future Researchers and Library Users; Future researchers and library users will benefit from the study by having access to thorough analyses and potential solutions to the identified problems. Moreover, the findings will contribute to the researcher's pursuit of a master's degree.

Overall, the study seeks to foster a richer understanding of educational dynamics and provide workable insights for improving educational practices in the targeted schools. By addressing the challenges faced by teachers and identifying effective supervisory roles of head teachers, the research aims at contributing positively to the educational landscape not only in Kamwenge District but in Uganda as a whole. The study findings will lead to better support systems for teachers, ultimately enhancing student outcomes and promoting a more effective learning environment. This comprehensive approach not only addresses immediate concerns but also lays the foundation for a sustainable educational improvement trajectory in the region.

1.9 Conceptual Framework

Figure 1.1 below shows the concepts related to the two study variables namely head-teachers' supervision roles as an independent variable and teachers' effectiveness as a dependent variable. The figure depicts how the independent variables do affect the dependent variable.

Figure 1.1: Conceptual Framework



In the conceptual framework (Figure 1.1), the independent variable is head-teachers' supervision roles and the dependent variable is teachers' effectiveness. Head-teachers' supervision was operationalized as; Support supervision, Team work, Instructional capacity; whereas, teachers' effectiveness was conceptualized as the Ability to; prepare teaching materials, explain course content expectations, and motivate the learners. It's anticipated that when the school experience appropriate head-teachers'

supervision, the teachers' effectiveness in the school shall improve and this shall lead to improved completion of assigned responsibilities and finally there will be Higher Academic performance of the school. Other factors influencing teachers' effectiveness remaining constant, the moderating variables include majorly institutional policies, Environmental circumstances, Learners' socio-economic policy and Parental involvement.

1.10 Definitions of Key Terms

Monitoring is the systematic process of collecting, analyzing and using information to track a program's progress towards reaching its objectives and to guide management decision (UN Women Report, 2020). Particularly in this study, monitoring is defined as the process of observing and checking the progress or quality of education over a period of time.

Formative feedback involves a continuous way of checks and balances in the teaching learning process (Lam, 2018; Jeri, 2018). This is a strategy of engaging teachers to constantly reflect on how they can approach, orient, and evaluate teaching and learning which leads to successful learning outcomes.

Time management according to Tanya (2019), refers to self-management with focus on time in deciding what to do; on how much time to allocate to the activities; on how many activities can be done more efficiently and when is the right time for particular activities. Time management involves scheduling, punctuality and controlling the available time.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the related literature from previous studies on the influence of head-teachers' supervision roles on teachers' effectiveness in selected public secondary schools. It encompasses various perspectives from different writers, researchers, and authors, reflecting their views, opinions, perceptions, and ideas. The literature review is divided into theoretical and empirical sections, highlighting the insights of scholars and researchers relevant to the study topic.

2.1 Theoretical Review

The Theory X framework serves as the theoretical foundation for this study. Proposed by Douglas McGregor, Theory X posits that most workers inherently dislike work; they engage in it purely for financial compensation, security, or a sense of safety (Jeremy, 2015). McGregor associates Theory X with an authoritarian management style. If school managers believe that their followers (teachers) harbor a dislike for their work and possess minimal motivation, they are likely to adopt an authoritarian style of management (McGregor, 2021). This approach is typically hands-on and often involves micromanaging to ensure tasks are completed properly. Under Theory X, it is assumed that employees generally dislike their jobs, lack focus, and demonstrate an unwillingness to take responsibility. Managers operating under this premise often rely on a rigid "carrot and stick" approach, rewarding good performance while penalizing poor performance (Carson, 2018). As a supervision model, Theory X advocates for motivation, teamwork, refresher training, and close monitoring, suggesting that managers (head teachers) should continually encourage their staff, particularly teachers, to work more effectively and efficiently.

On the contrary, Theory X managers tend to adopt a pessimistic outlook regarding their followers, assuming they are naturally unmotivated and have an aversion to work. In schools managed with this mindset, work can become monotonous, and teachers may be motivated primarily by a "carrot and stick" approach (Carson, 2018). Performance appraisals and remuneration are often predicated on tangible outcomes, such as the completion of daily tasks,

adherence to schedules, and time management, functioning primarily as mechanisms for oversight (McGregor, 2021). This management style presumes that teachers dislike their work, avoid responsibility, require constant supervision, and need to be controlled at every turn. As a result, teachers are often coerced and pressured to complete their assignments with minimal intrinsic motivation or ambition, requiring external rewards to achieve their goals.

According to McGregor, organizations that adopt a Theory X approach typically feature multiple tiers of managers and supervisors overseeing school personnel (teachers). Authority tends to be centralized, with little delegation occurring (McGregor, 2021). Despite being less popular among recent school administrators, Theory X remains prevalent in larger organizations or environments where work tends to be repetitive and performance-driven. In such scenarios, workers often struggle to find reward or fulfillment in their tasks, making a “carrot and stick” approach more effective in motivating them (Carson, 2018). Therefore, understanding the context within secondary schools in Kamwenge district is essential.

By placing supervisors and managers in nearly complete control of work processes, Theory X fosters more systematic and uniform work outputs. This theory can be advantageous in settings that operate like assembly lines or manual labor (McGregor, 2021). Applying this theory enables school workers (teachers) to specialize in specific areas, enhancing both the effectiveness and quality of educational delivery. The underlying assumption of Theory X is that teaching staff will do the bare minimum whenever possible; hence, school managers and administrators must strive to keep teachers motivated and productive (Jeremy, 2015). This approach also promotes professional competence, ensuring that students receive effective education services while helping teachers recognize their strengths, identify areas for improvement, and increase their self-awareness.

However, the restrictive nature of Theory X can potentially lead to teacher demotivation and non-cooperation if applied too stringently. Such a management style may result in high teacher turnover, frequent absences, and long-term damage to the school's reputation. McGregor identifies two contrasting methods for implementing Theory X: the hard and soft approaches (McGregor, 2021). The hard approach relies on strict supervision, intimidation, and immediate punishment, which can cultivate a hostile environment with minimal cooperation and increased resentment among staff. In contrast, managers operating under the soft approach, implement

more lenient rules, aiming to foster high morale and cooperation among teachers. However, an overly soft system could lead to entitlement and decreased productivity among the workforce (Carson, 2018).

McGregor argues that both extremes are too rigid for effective real-world application. He suggests that a balanced approach—situated between hard and soft strategies—would yield the most effective implementation of Theory X. In essence, Theory X is grounded in negative assumptions about typical teaching staff, presuming that teachers possess minimal ambition, evade responsibility, and are primarily self-interested. Consequently, Theory X managers believe their employees are less intelligent, lazier, and driven solely by the need for a stable income. This perspective promotes an environment where punishments and rewards are the key motivational tools (McGregor, 2021). Given these assumptions, Theory X concludes that a hands-on management style is necessary for optimizing workplace efficiency. Managers relying on this approach believe all actions should be traceable to individual teachers, allowing for a direct connection between outcomes and either rewards or reprimands (Carson, 2018). This style may prove effective in environments where workers lack inherent motivation. However, the existing concerns regarding the inadequate utilization of supervisory roles in secondary schools in Kamwenge district motivated the researcher to conduct this study.

2.2 Empirical Literature Review

The literature review was structured around the key themes derived from the study's objectives. These themes include: the functions associated with head teachers' supervisory roles in secondary schools, the effectiveness of teachers under the supervision of head teachers in these institutions, and the relationship between head teachers' supervisory roles and teachers' effectiveness in public secondary schools. Additionally, the review includes a comprehensive summary of the empirical literature, which highlights potential research gaps identified throughout the investigation.

2.2.1 The influence of head-teachers' support supervision on the teachers' ability to prepare teaching materials

The various forms, types, or models of supervision encompass; clinical, developmental, inspectorial, laissez-faire, democratic, communicative, and coercive approaches, among others (Behlol et al., 2021). In most education systems, school supervision predominantly involves

inspectional, production, clinical, and developmental types. Specifically, inspectional supervision entails a thorough investigation of schools to ensure compliance with established guidelines. This process includes questioning how policies are adhered to and demanding the implementation of school directives according to these policies. In essence, formative feedback represents a continuous mechanism of checks and balances within the teaching and learning process (Lam, 2018; Jeri, 2018). This strategy encourages teachers to consistently reflect on their approaches to, orientation of, and evaluation of teaching and learning, ultimately leading to successful learning outcomes. Consequently, it is imperative that teachers adhere to established rules and standards (Behlol et al., 2021). However, this study aims to determine the applicability of these practices among secondary schools in Kamwenge district.

Malunda (2018) emphasizes that formative feedback assists schools and teachers in concentrating on student learning while enhancing their understanding of students' knowledge limitations and identifying ways to facilitate improvement. School supervision serves as a constructive process that provides teachers and head-teachers with valuable feedback on school and teacher performance, enabling them to identify and act on areas needing improvement (Ololube & Major, 2019). By assessing what students have mastered and what remains unclear, teachers can more effectively adapt their instruction to meet the learning needs of their students. Teacher supervision represents a facet of professional development, often conducted through coaching and training initiatives (Malunda, 2018). Alongside coaching and induction, refresher training serves as another important aspect of this development. This study employed a two-method research design (triangulation) utilizing both questionnaires and interviews for data collection, while previous studies may have exclusively analyzed data using qualitative methods.

In addition, Macharia & Kiruma (2019) argue that formative feedback should be provided following assessments, with the emphasis on delivering this feedback during instruction. Such timely feedback enables teachers to identify gaps in student understanding and correct errors in real time. Kweku (2019) highlights that this approach can mitigate misconceptions regarding a teacher's progress by providing access to real-time data. Formative feedback fosters greater teacher involvement in monitoring and regulating their own performance, helping to clarify uncertainties and correct any misconceptions or inappropriate instructional strategies. The goal of formative feedback is to enhance teachers' pedagogical methodologies, their capacity to meet

students' educational needs, and their skills in classroom and school management. Unfortunately, these benefits have largely remained anecdotal, i.e. without systematic evidence to support them, prompting the current researcher to pursue this inquiry, to augment the available literature on the subject matter.

Furthermore, Browne (2016) noted that teacher monitoring is a form of formative supervision aimed at improving punctuality, regularity, and syllabus coverage. The purpose of formative supervision is to inform and enhance school practices and policies while identifying areas for improvement among the teachers and students (Perry, 2018). External inspectors conduct school monitoring to evaluate performance and effect improvements across various factors, impacting both the school work forces'(teachers') and the supervisors' (head-teachers') behaviors, thereby reinforcing effective teaching and learning activities. One of the primary objectives of school supervision and inspection is to monitor teaching and learning for ongoing improvements. School inspectors or supervisors evaluate schools to assess human resource strengths, verify teacher qualification appropriateness, and inspect school facilities (Ololube & Major, 2019). Notably, no singular dimension of school supervision has emerged as solely responsible for the observed deficiencies/ literature gap that this seeks to explore.

Jana et al. (2015) further emphasized that, monitoring constitutes an ongoing evaluation of progress, identification of strengths and weaknesses, and the provision of remedial and corrective measures. Continuous monitoring of teachers' activities within schools heightens adherence to lesson plans and schemes of work, ensuring timely syllabus completion. Monitoring is defined as the structured process of collecting, analyzing, and utilizing information to track program progress, towards achieving objectives and guiding management decisions (UN Women Report, 2020). In the context of the said study, monitoring is specifically understood as observing and assessing the progress or quality of education over time. However, it is important to note that the study was conducted outside Uganda, not entirely focusing on secondary schools, and was carried out nearly four years ago. These factors highlight gaps justifying the need for a similar study within Uganda.

Moreover, while this literature review does not encompass all forms of supervision, Ojelabi (as cited in Olole, 2015) identifies several additional types, such as clinical visits, creative visits, follow-up visits, full inspections, investigative inspections, preventive visits, routine visits,

sampling, survey visits, and special visits. Glikman (1981) and Gebhard (2019) offer directives regarding the use of different supervisory styles—directive, non-directive, and collaborative—to effectively engage different teachers in various school contexts. The directive style is particularly suited for less committed teachers/ educators/ instructors, whereas a non-directive approach is tailored for the highly committed ones. Collaborative supervision typically benefits groups of teachers capable of adapting to change and independently developing problem-solving strategies (Glikman 1981 as referenced in Behlol et al., 2021). Gebhard (2019) expands upon these three styles to include alternative and creative approaches. Each of these educational supervision forms is implemented with specific rationales, all geared towards enhancing teacher effectiveness and improving educational standards. According to Behlol et al. (2021), supervision should adopt a democratic stance to foster effective leadership qualities in teachers, promote open dialogue for sharing teaching challenges, and acknowledge the unique contexts of different teaching environments. Given these factors, the researcher has developed a keen interest in understanding the dimensions of school supervision within selected secondary schools in Kamwenge district.

2.2.2 The role of teamwork in enhancing the teachers' ability to explain course expectations

According to Harris (2018), effectiveness in teaching extends beyond merely examining teachers' behavioral aspects; it can also be evaluated through managerial and pedagogical lenses. Teachers and head teachers often struggle to assess their own skills and abilities, creating a need for supervision to help address this challenge (Ololube & Major, 2019). Effective school supervision is essential for enhancing the efficiency and effectiveness of both teachers and schools. The assessment of teacher effectiveness primarily focuses on student outcomes alongside the behaviors and classroom processes that contribute to better student achievements (Ko et al. 2016). Ololube and Major (2019) suggest that high-quality educational service delivery and superior student performance serve as significant indicators of teacher effectiveness, often influenced by school supervision. However, their study employed a cross-sectional survey methodology, analyzing data with SPSS version 21, utilizing both inferential and descriptive statistics, which contrasts with the current study that is grounded in a descriptive survey method.

Danielson (2018) presents a framework for teaching that includes four key domains essential for measuring teaching effectiveness: planning and preparation, classroom environment, instruction, and professional development. Teacher evaluation can be conducted by assessing how teachers manage classrooms, deliver instruction, plan and implement curricula, collaborate with colleagues, and employ modern teaching methods (Ololube et al. 2019; Tambari & Ngor, 2016; Ko et al. 2016). Ko et al. (2016) identify several indicators of effective teaching, such as establishing clear instructional goals, possessing a deep understanding of curriculum content and effective teaching strategies, communicating expectations to students, making effective use of instructional materials, monitoring student understanding, and accepting responsibility for student outcomes, among others. The current study shares a similar design with previous case studies but differs in sample size and geographical scope, opting for a smaller group to enhance manageability and accuracy.

Furthermore, the assessment of teacher effectiveness from a school supervision perspective can be approached through various methods, tailored to the specific dimensions of teacher effectiveness being measured (Bogere & Mukaaru, 2016). According to Kweku (2019), effective teaching is characterized by teachers' involvement in organizing materials, thorough class preparation, utilization of diverse teaching resources, a commitment to student success, motivation, and a willingness to receive feedback from students. The effectiveness of teaching can be evaluated based on behaviors, styles, skills, and models, as particular qualities and competencies are essential for effective teaching (Harris, 2018). This literature emphasizes the importance of school monitoring, guidance and counseling for teachers, and refresher training programs as vital approaches to enhance teachers' effectiveness, noting that the study's focus is on selected secondary schools in Uganda.

In addition, Derlinger (2018) highlights that teachers often struggle to complete the syllabus on time, with low content syllabus coverage in many secondary schools. Feng (2020) observed that inadequate syllabus coverage in schools from developing countries, coupled with ineffective delivery by instructors, results into poor subject performance. While the secondary school curriculum is structured to be completed in four years with designated school terms, many institutions fall short of meeting these benchmarks. Conversely, Ekundayo and Yusuf (2020) emphasize that timely syllabus coverage fosters opportunities to enhance students' self-efficacy

and mathematical self-concept, which are critical for building confidence and improving overall academic performance for both teachers and students. Preparing well and efficiently utilizing class time are considered essential for achieving favorable examination outcomes, highlighting the need for empirical studies to address the teachers' ineffectiveness observed in secondary schools within Kamwenge district.

Ferguson (2020) asserts that the primary role of a scheme of work is to enable teachers to plan and sequence their lessons ahead of time. Adhering to a scheme of work and lesson plans empowers teachers to cover subject content or syllabi as efficiently as possible, ensuring that the entire course material is taught before the academic year concludes and that the objectives of the National Curriculum are met. This perspective aligns with Hajian-Tilaki (2014), who defines a scheme of work as a structured plan outlining all the learning, planned to be addressed over a specified period. Teacher effectiveness is further indicated by their regular attendance and punctuality, reflecting their commitment to the assigned roles. Considering the context of school supervision, the researcher aims at gaining insights into the indicators of teaching effectiveness in selected public secondary schools in Kamwenge district.

2.2.3 The impact of head teachers' instructional capacity on teachers' ability to motivate the learners

Evidence suggests a positive relationship between teacher supervision roles as a management element and effective teaching (Yousaf, Usman, & Islam, 2018). For instance, a study conducted in Nigeria by Obakpolo and Osakwe (2015) tested supervision as a determinant of teacher effectiveness in public secondary schools. Effective teaching is a cornerstone of educational improvement and can be assessed through both school and teacher supervision (Ko, Sammons, & Bakkum, 2016). Essentially, supervision aims to assist teachers in enhancing the teaching and learning process (Behlol et al., 2021). It serves to stimulate professional growth and development in teachers, thereby improving their performance. However, studies indicate that many teachers in Ugandan government schools lack sufficient time for proper supervision, motivating the need for this study.

Jahanian et al. (2018) argue that the primary purpose of school supervisors is to provide the necessary professional assistance to help teachers develop desirable capacities, which ultimately benefit student development and enhance overall satisfaction with the education system. This supervisory process provides valuable feedback to the teacher and school performance, enabling identification and action on areas requiring improvement (Ololube & Major, 2019). Effective school supervision can significantly enhance teacher effectiveness through structured guidance. Ko et al. (2016) define teacher effectiveness as a measure of student outcomes and teacher behaviors that foster better student performance. School supervision positively influences the modification of teaching and learning processes, which leads to improved teacher performance and effective school functioning (Jahanian et al., 2018). However, the aforementioned study was conducted outside Uganda, focusing on tertiary institutions nearly three years ago, revealing gaps that warrant similar research in Uganda.

Ololube and Major (2019) further highlight that supervision ensures that teachers meet essential standards, effectively follow curricula, and maintain discipline, thereby providing a comprehensive oversight of educational quality. The rationale behind supervision is to enhance teacher effectiveness. Ololube (2019) asserts that inadequate supervision results in teachers' inability to demonstrate sufficient knowledge and skills in their teaching disciplines. School supervision is expected to foster self-evaluation and improvement among both teachers and administrators, leading to enhanced educational conditions (Ololube & Major, 2019). The study they conducted utilized a quantitative research design, employing questionnaires for data collection, which contrasts with the current study that employs a mixed-method approach, involving content and thematic analyses.

Moreover, education supervision is known to improve teachers' classroom management, planning capabilities, and effective use of teaching methodologies, while also enhancing teamwork skills among educators (Ololube & Major, 2019; Ko et al., 2016). A study conducted in Ghana revealed that teachers perceive educational supervision to significantly impact their professional development, encompassing areas like teaching experience, diverse methodologies, curriculum development, classroom management, learner assessment, and identifying teacher needs, thus positively influencing their teaching experiences (Esia-Donkoh & Ofosu-Dwamena,

2019). These attributes contribute to overall teacher effectiveness, reinforcing the purpose of examining the situation in Kamwenge district.

Obanya (2022) posits that monitoring through school supervision ensures quality assurance, promoting teachers' regularity, efficiency, and timely syllabus coverage. Monitoring is guided by standard educational measures, as informed by research (Jana et al., 2015; Obanya, 2022). Quality dimensions of educational supervision include basic infrastructure, teaching materials, classroom environment, teacher preparation, management, community support, and learners' assessment, among others. Monitoring focuses on assessing educational inputs such as student-teacher ratios, school population, and available resources, as well as processes like classroom interactions and student learning activities (Onwapa, 2020). The current study in Kamwenge district employed a qualitative research approach for its investigation.

Consistent with the aforementioned authors, Ololube (2018) emphasizes that school supervision is more of a monitoring process than that of evaluation. Effective monitoring increases punctuality among teaching staff and adherence to lesson planning, enabling teachers to fulfill educational assignments in a timely manner. Behlol et al. (2021) assert that educational supervision constitutes a continuous process of formative assessment, allowing teachers to showcase their qualities for positive improvement. Proper monitoring is essential to achieving effectiveness in teaching. For example, lack of adequate supervision may lead to challenges such as insufficient teaching staff and learning materials (Ololube, 2018). However, studies regarding this issue have primarily taken place outside of Uganda, highlighting the need for research within the Ugandan context, particularly in public secondary schools.

Furthermore, monitoring is an ongoing process that provides consistent feedback on performance and identifies areas for improvement (Jana et al., 2015). It enables teachers to learn from their own and each other's experiences, thus helping them enhance the implementation of teaching plans, policies, and practices (Jana et al., 2015). Effective school monitoring also reduces teacher absenteeism and fosters commitment, consequently improving performance (Tambari & Ngor, 2016). As such, monitoring is crucial to ensuring that adequate human and material resources are effectively utilized to achieve educational standards. This study aims to understand the impact of monitoring on teachers' effectiveness in teaching students in selected public secondary schools in Kamwenge district.

Ssemanda (2015), notes that formative feedback helps keep everyone aligned within school activities, benefitting all parties involved. It facilitates clear communication among team members, minimizing the risk of errors and providing opportunities for improvement. Mutsiko (2015) asserts that formative feedback nurtures honesty and trust among stakeholders within the school environment. Although typically uncomfortable for many teachers, constructive criticism delivered appropriately can facilitate professional growth. This study contributes valuable insights, as it was conducted in Uganda, focusing entirely on public secondary schools, providing essential context for future research.

Jahanian et al. (2018) further emphasize the role of formative feedback in promoting personal and professional teacher development. Feedback fosters active listening and thorough analysis, guiding teachers toward better performance. It also helps identify areas requiring improvement, such as content syllabus coverage, and boosts teacher confidence in complying with lesson plans and employing various teaching methods. Formative feedback positively influences teacher preparation quality, teaching methodologies, and learner assessments (Malunda, 2018), motivating the examination of conditions in secondary schools within Kamwenge district concerning formative feedback's role in teacher effectiveness. This study plans to sample 400 staff from a population of 1100 using random sampling for participant manageability.

In the context of supervision, Nwaogu (2016) argues that weaknesses in supervisory practices lead to ineffective administration. The literature demonstrates that teachers who neglect their responsibilities risk falling behind. Effective teachers are those who consistently fulfill their obligations on time, while those who fail are often seen as being poorly supervised. King (2022) reinforces the notion that efficient school supervision and time management are intertwined; both are crucial for fostering teacher commitment. However, it is essential to recognize that effective supervision alone does not guarantee enhanced teacher effectiveness. Therefore, further exploration of the influence of school supervision on teacher effectiveness in Kamwenge district secondary schools is warranted.

Komakech & Osuu (2019) contend that formative feedback helps teachers become self-regulated professionals. Such feedback pushes teachers to reflect on their work for personal development. It fosters a culture of self-regulated learning, encouraging teachers to enhance

their critical thinking skills in preparation for their professional lives beyond teaching. Harris (2018) notes that various factors beyond school supervision, such as teachers' traits, styles, resilience, and life satisfaction, may also impact teacher effectiveness. While these studies address formative feedback in educational settings, they predominantly reflect circumstances outside Uganda, further justifying the relevance of this study in Kamwenge district.

Finally, Ngwaogu (2020) emphasizes that formative feedback fosters both personal and professional growth among teachers. It offers constructive criticism and highlights areas for improvement, making it an essential aspect of educational leadership. Ololube & Major (2019) assert that constructive feedback enhances communication, interaction, and teamwork among school stakeholders. In light of this, the current research aims to investigate the impact of formative feedback on teacher effectiveness during the teaching process in selected public secondary schools in Kamwenge district.

2.3 Summary of Literature Review

Based on the literature review, it is concluded that head teachers' supervisory roles play a critical role in enhancing teachers' effectiveness in public secondary schools. The researcher introduces relevant management theories that provide a framework for understanding this area of study. Observations from the review indicate that inadequate school supervision can hinder the timely implementation of educational goals, causing schools to lag in development and overall progress.

The review process is centered on identifying the gaps in existing literature, alongside a thorough analysis of studies related to records management practices and school management decisions. Despite the significant attention given to head teachers' supervisory roles and their impact on teachers' effectiveness, a critical analysis reveals an absence of clarity regarding the specific ways in which head teachers' supervisory practices influence the effectiveness of teachers in selected public secondary schools.

This gap underscores the necessity for further investigation, particularly in the context of Ugandan public secondary schools. The literature also indicates that while related studies have explored head teachers' supervision roles and their effects on both academic and non-curricular activities, none have focused explicitly on Kamwenge district. This lack of localized research highlights an important area requiring attention.

Consequently, the researcher is compelled to conduct a study aimed at assessing the head teachers' supervision roles as they relate to the effectiveness of teachers in selected public secondary schools. This research seeks to fill the existing gap, providing valuable insights that are applicable to the unique educational environment of Kamwenge District. By addressing this oversight, the study aims to contribute to the body of knowledge regarding effective school management and teacher performance in Uganda.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains the research design, research approaches, area of the study, study population, sample size determination, sampling procedure, data collection methods, research instruments, validity and reliability of instruments, data presentation and analysis; and ethical considerations.

3.1 Research Design

A research design is a systematic plan that helps solve a scientific problem (Kothari, 2014). The study employed a descriptive design that involved selected public secondary schools in Kamwenge District. A descriptive research survey design was used to guide this study basing on a non-probability sampling design. The descriptive research survey design was used because it was relatively quick and easy to conduct, data on all variables is collected once and it provides an opportunity for studying a wide range of respondents (Tumuhimbise, 2017). A descriptive research design was also useful for formulating concepts, which are an important aspect of theory construction. The concepts used in qualitative research had higher conceptual validity than concepts to be used in quantitative research. This type of design was used to generalize the study results on the entire target population within a shorter time and at a lower cost possible. The purpose of a descriptive research design was to answer a research question by conducting an in-depth investigation of a contemporary, real-life phenomenon in its context.

3.2 Research Approaches

The study applied qualitative approach. Qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research. Jain (2023) Qualitative research is the opposite of quantitative research, which involves collecting and analyzing numerical data for statistical analysis. Qualitative research is commonly used in the humanities and social sciences, in subjects such as anthropology, sociology, education, health sciences, history, etc.

It is also a naturalistic study of social meanings and processes, using interviews, observations, and the analysis of texts and images. The qualitative used interview guide and Focus group discussions to cover areas where some variables cannot be easily quantified. Thus, in-depth individual interviews and focus group discussions were used to produce narrative data. Qualitative research was typically used to answer questions about the complex nature of phenomena, often with the purpose of describing and understanding the phenomena from the participants' point of view.

3.3 Sampling Procedure

Sampling is a process or technique of choosing a sub-group from a population to participate in the study; it is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected (Kenpro 2012). There are two major sampling procedures in research.

The study employed purposive sampling to select the respondents. Purposive sampling is a non-probability sampling method. Non probability sampling is used in some situations, where the population may not be well defined. In other situations, there may not be great interest in drawing inferences from the sample to the population. The most common reason for using non probability sampling procedure is that it is less expensive than probability sampling procedure and can often be implemented more quickly (Kenpro, 2012). It includes purposive, convenience and quota sampling procedures. In purposive sampling procedure, the researcher chooses the sample based on who he/she thinks would be appropriate for the study. The main objective of purposive sampling is to arrive as at a sample that can adequately answer the research objectives. The selection of a purposive sample is often accomplished by applying expert knowledge of the target population to select in a nonrandom manner a sample that represent a cross-section of the population (Kenpro, 2012).

However, it has a major disadvantage of this method is subjectivity since another researcher is likely to come up with a different sample when identifying important characteristics and picking typical elements to be in the sample. Given the subjectivity of the selection mechanism, purposive sampling is generally considered most appropriate for the selection of small samples often from a limited geographic area or from a restricted population definition. The knowledge and experience

of the researcher making the selections is a key aspect of the “success” of the resulting sample (Kenpro, 2012). A case study research design for instance, employs purposive sampling procedure to arrive at a particular ‘case’ of study and a given group of respondents. Key informants are also selected using this procedure.

Therefore, Purposive sampling was used to sample key informants on the assumption that these were predefined groups of people the researchers sought being well-informed about the subject matter being investigated. These included: Head-teachers, deputy head-teachers, and directors of studies in selected secondary schools in Kamwenge district. The information from the key respondents helped analyze the validity of the research problem at hand (Creswell, 2018).

3.3.2 Simple Random Sampling

Simple random sampling provides the base from which the other more complex sampling methodologies are derived. To conduct a simple random sample, the researcher must first prepare an exhaustive list (sampling frame) of all members of the population of interest. From this list, the sample is drawn so that each person or item has an equal chance of being drawn during each selection round (Kenpro, 2012).

This study's sample size was guided by the principle of data saturation. In my study, I focused on reaching this point of saturation, rather than adhering to a predetermined number of participants (teachers), ensuring that the data I gathered was comprehensive and rich. While I planned to initially interview 52-60 participants, I remained flexible and adjusted the sample size as necessary, based on the saturation point. This approach allowed me to thoroughly explore the head-teachers' supervision roles on teachers' effectiveness in selected public secondary schools, and ensured that my findings are both rich and well-grounded. Supporting this approach, Sheperis & Young (2009) demonstrate that saturation can often be reached with as few as 10-15 interviews in studies with a relatively homogenous population. Similarly, Creswell (2018) suggests that 5-25 participants are typically adequate in phenomenological studies, though the expected number may vary depending on the complexity of the research topic. Following McNabb (2010) recommendation, I aimed to gather information – rich cases that provide valuable insights into head-teachers supervision roles on teachers' effectiveness in selected public secondary schools, rather than focusing solely on sample size.

3.4 Instruments of Data Collection

For the purpose of this study, the focus group discussion guide and interview guide were used as discussed below.

3.4.1 Interview Guide

Interview guide was employed to obtain data from selected headteachers, deputy headteachers, and directors of studies to give additional information on the influence of school supervision on teachers' effectiveness in teaching. Interviews were used to find out the causes of declining teachers' effectiveness in their teaching, and how teachers' supervision has contributed to it, and strategies to avert the scenario under study. This helped the researcher to get first-hand data since the participants were answering for themselves, compared to the questionnaire method. It also involved meeting respondents face-to-face and collecting information from the selected participants (Tumuhimbise, 2017).

3.5 Area of the Study

The study was carried out in selected secondary schools in Kamwenge district. This particular area was chosen for this study because it experienced poor teachers' performance, a high rate of absenteeism, 20% per week, and a high rate of students' dropout, rated at 11.5%, at the end of the secondary level (Kamwenge District Teachers Appraisal Forms, 2023).

3.6 Study Population

The target population is defined as all the members of a real or hypothetical set of people, events, or objects to which a researcher wishes to generalize the results of the research study (Moore, McCabe & Craig, 2012). According to Amin (2005), the population is the entire group of people that a researcher wishes to investigate. All (10) public secondary schools in Kamwenge District were considered in this study. In these ten (10) schools, a total population of 100 was considered in this study. These comprised: ten (10) headteachers, twenty (20) deputy headteachers, ten (10) directors of studies, and sixty (60) class teachers (Kamwenge District Personnel Office Report, 2023). These were selected to obtain reliable and valid information required for this study.

3.7 Sample Size Determination

'Sample size' is a market research term used to define the number of individuals included in research. Researchers choose their sample based on demographics, such as age, gender, or physical location. The term can be vague or specific.

For example, you may want to know what people within the 18-25 age range think of your product. Or, you may only require your sample to live in a given place, giving you a wide population range. The total number of individuals in a particular sample is the sample size.

Sample size determination is choosing the correct number of observations or people from a larger group to use in a sample. The goal of figuring out the sample size is to ensure that the sample is big enough to give statistically valid results and accurate estimates of population parameters, but small enough to be manageable and cost-effective.

In many research studies, getting information from every member of the population of interest is not possible or useful. Instead, researchers choose a sample of people or events representative of the whole to study. How accurate and precise the results are can depend a lot on the size of the sample. Fleetwood, (2025)

The total population of teachers in the selected ten (10) secondary schools was one hundred (100). For qualitative participants, ten (10) head-teachers, twenty (20) deputy head-teachers, and ten (10) directors of studies were considered. While for quantitative participants, the researcher based herself on Krejcie & Morgan's (1970) table to determine sample size from a given population a total sample of 52 respondents (teachers) were selected from 60 target population (teachers). These helped to give the researcher valuable and professional views that made the findings more credible and dependable.

Table 3.1: Showing Respondents' Category and Size

| Category | Population | Samples | Selection | Tool |
|----------------------|-------------------|----------------|------------------|-------------|
| Headteachers | 10 | 10 | Purposive | Interviews |
| Deputy head teachers | 20 | 20 | Purposive | Interviews |
| Directors of Studies | 10 | 10 | Purposive | Interviews |
| Teachers | 60 | 52 | Snow ball | FGDs |
| Total | 100 | 92 | All | |

Source: Kamwenge District Personnel Office Report (2023); guided by Krejcie & Morgan (1970) table

3.9 Data Collection Methods

3.9.1 Interview method

The interview schedule was utilized in this study to enhance the reliability of the responses obtained from different respondents during one-on-one discussions. This approach allowed for a more in-depth exploration of the participants' perspectives, complementing the information gathered through the focus group discussions. By using both methods, the study aimed at achieving a comprehensive understanding of the subjects under investigation

3.9.2 Focus Group Discussions

Participants were carefully selected to engage in focus group discussions based on their alignment with the research objectives. This strategic selection aimed to ensure that their insights would significantly enhance the analysis.

3.10 Validity and Reliability of Instruments

Error control was ensured through proving the validity and reliability of the research instruments. According to Sekaran (2003), validity refers to the degree to which results obtained from analysis of the data actually represents the phenomenon under study. In order to establish the validity of instruments, the researcher employed a technique known as triangulation to examine how data was collected to answer the questions

under study from different perspectives and this involved comparing responses from interview guide. According to Cronbach (1946), reliability on the other hand refers to the measure of the degree to which a research instrument yields consistent results or data after repeated trials. Reliability is the dependability and is the degree to which the instrument consistently measures what it is measuring.

The research ensured credibility, transferability, dependability and confirmability through practical measures being applied at each stage of collecting primary data and analysis. To establish credibility, I conducted member checks by sharing preliminary findings with head-teachers, teachers and other school stakeholders in Kamwenge district for their feedback and validation, ensuring the interpretations reflect their lived views and experiences.

More so, transferability was achieved by providing a detailed contextual description of the Kamwenge district, including time management, formative feedback and effective monitoring, allowing future researchers to assess the applicability of my findings to similar settings. Transferability was achieved by providing a detailed contextual description of the Kamwenge district, including time management, formative feedback and effective monitoring factors, allowing future investigators to assess the applicability of my findings to similar settings.

Similarly, dependability was ensured through the use of a detailed audit trail, where I documented the entire research process, including data collection methods, instruments of data collection, field notes and analytical decisions. This provided transparency and allowed for the research process to be reviewed for accuracy and consistency. Finally, confirmability was ensured through data triangulation, where I compared findings from interviews, and focus group discussions. Cross-referencing these sources to ensure that the basic conclusions being drawn are grounded in the data rather than in researcher bias. These practical strategies ensured the rigor and validity of my study.

3.11 Data Collection Procedure

The proposal was submitted to the university supervisor for vetting before being submitted to the Faculty of Education for a review by Uganda Martyrs University in order to obtain an introductory letter to Kamwenge District authorities. The letter was obtained to help the investigator to establish a rapport with the participants. Preceding data collection, informed consent

from respondents was obtained. The printed consent forms were sent to the participants by the researcher through the headmasters of these selected schools. Additionally, research assistants were employed to help the researcher in data collection. The research assistants were trained by the researcher on how to collect data. Research assistants helped in administering tools to selected participants. The principal researcher conducted the key informant interviews. This kind of division among the data collectors was done in order to eliminate the possibility of intimidating the respondents. The KII took place in a free, realistic but humble atmosphere between respondents and the investigator. Any explanations needed by respondents during the process were addressed by data collectors. The filled tools were kept in sealed packets to guarantee confidentiality.

3.12 Data Management and Analysis

Data was analyzed qualitatively. Qualitative analysis often aims at providing thorough and comprehensive descriptions of the areas under study (Moore, McCabe & Craig, 2012) especially when using KIIs. According to Moore, McCabe & Craig (2012), data analysis in qualitative research is an iterative process involving data reduction, data display, and drawing conclusions or verification. The method chosen for data analysis should align with the research objectives and the nature of the collected data. Creswell (2018) emphasizes that qualitative data analysis often involves organizing raw data, coding, categorizing and identifying themes to interpret the underlying meanings and patterns. The researcher used qualitative data analysis methods to turn the qualitative data obtained from the field into meaningful insights. In this study, I used thematic analysis and content analysis.

Additionally, I used thematic analysis to identify, analyze and interpret key themes and patterns within the qualitative data gathered from selected public secondary schools in Kamwenge district. This method involved identifying patterns and themes in the data for easy understanding, interpretation and presentation in a logical manner. While, thematic analysis is particularly suited for this study because it enables a detailed exploration of complex and a nuanced cultural practice, while allowing the investigator to remain closely grounded in the data (Tumuhimise, 2017). This method also allows for flexibility in organizing and describing the data set in rich detail, focusing on the most significant aspects related to the research objectives. While conducting the interviews, a tape recorder was used to record the interview which was

then transcribed and described onto a text document (Tumuhimbise, 2017); in English format using both thematic and verbatim. During the thematic content analysis, every response was summarized into similar themes to make evaluation and analysis of the data easier. The researcher used direct quotations i.e. the clear and precise responses that were obtained from the respondents.

3.13 Ethical Considerations

There are several reasons why it is important to adhere to ethical norms in research. First, norms promote the aims of research, such as knowledge, truth, and avoidance of error (Moore et al. 2012). The ethics framework is essential as it entails the voluntary informed consent of the participants. The researcher observed several ethical considerations to ensure a dutiful research that not only benefits the involved communities but also builds integrity and reliability.

Ethical clearance was sought from Uganda Martyrs University and from the Faculty of Education to conduct research. Permission to carry out the study in Kamwenge district was sought from the District Education Officer (DEO), and Headteachers of the selected secondary schools. The researcher adhered to the ethical considerations of privacy and anonymity of respondents, as their names and responses were not disclosed and this left both the researcher and the respondents in clear terms and conditions which allowed for the smooth conducting of the research and the data collection exercise.

The researcher observed the ethical principle of obtaining informed consent from all participants. Official permission from head teachers and participants were obtained in advance before the start of the data collection exercise (interview). A consent form was signed by participants (see Appendix II) so that they contribute to the study from an informed ground. Additionally, the researcher fairly involved different categories of people to ensure justice, fairness and equality. Informed consent forms that elaborate on the purpose of the study were filled and signed by all those who participated in the study. In some cases, verbal consent was also obtained from the participants to enhance confidentiality of the research which increased their participation. The respondents and participants were also informed that participation in the study was voluntary and they had a right to accept or decline to participate or withdraw from the study any time.

Besides, the investigator ensured confidentiality and anonymity of the information given to him by the research participants. Since the study deal with head-teachers' supervision role aspects which are in most cases sensitive to certain individuals, the researcher anonymized the information especially if participants wished so. In addition, the information given by the research participants were only used to satisfy the demands of the study i.e. answering the research questions. In trying to protect participants' confidentiality, each participant's record was given a unique identity number. Participants were given a written consent before participating and confidentiality and anonymity were emphasized at every stage. Data identifying individuals subjects were restricted to those who were involved in the study.

More so, participants were adequately informed about the procedures in data collection and the survey remains anonymous (no provision for identifying the participant was indicated on the survey questionnaire). Names and other identifying information from subjects were obtained for quality assurance purposes only and no individual was identified in the study report.

The questionnaires were safely stored in private places whereas the electronic ones were password protected. Integrity is another ethical issue that was adhered to and this involved acknowledging the sources of information. This process ensures that participants can make autonomous decisions about their participation, fostering trust and transparency. Lastly, all the sources of literature were acknowledged throughout the whole study through proper citations and referencing.

3.14 Study Limitations

There are very few studies that have been done with reference to the school supervision in Uganda and teachers' effectiveness in teaching in selected secondary schools. This means that there was very limited secondary material to refer to but all the possible efforts were undertaken so as to overcome this challenge.

Non-response. The researcher experienced a problem of non-response from respondents who were given the questionnaires to fill. Some respondents were suspicious of the intentions of the study. Some respondents were not understanding the terminologies that were used in the questionnaire. The researcher had to guide some of the respondents and this waste time

consuming.

In this study, Creswell (2018) note that qualitative research often, relies on small samples size, due to its in-depth, time-intensive nature. This limitation applied here, as the focus on in-depth interviews with the Kamwenge district limited the extent to which findings can be generalized to broader populations or other indigenous groups. However, Moore et al. (2012) emphasize that establishing trust with participants is critical, but even with rapport, there were still be administrative and work ethical boundaries that restrict information sharing. Since the study was limited to qualitative methods, I enhanced the robustness of findings by employing multiple qualitative techniques such as triangulating interviews with interviews and documentary reviews.

The study was also affected by the researcher's interpretative lens. According to Moore, McCabe & Craig (2012), researchers' biases can shape data interpretation, which is a challenge in descriptive or ethnographic or culturally embedded research. Although, I strived for reflexivity, my interpretations were still influenced by personal or cultural biases that could affect the authenticity of the analysis.

The study faced limitations in terms of time and resources. Fieldwork involving immersion in the Kamwenge district requires significant, time and resources and limitations in either could constrain the depth of data collection and analysis.

Furthermore, as Sheperis & Young (2009) note, challenges in data triangulation across various sources could affect the reliability of findings especially when working with different types of data (e.g. interviews, focus group discussions, archival materials). Despite these limitations, I aim to mitigate their impact by employing strategies like prolonged engagement, member checking and triangulation to enhance the study's credibility and rigor. Creswell (2018) emphasizes the value of narrow, context specific research in qualitative studies as it allows for in-depth understanding. Additionally, the study delimits itself to particular types of data sources: interviews, participant's observations and documentary reviews.

CHAPTER FOUR

PRESENTATION, INTERPRETATION, ANALYSIS AND DISCUSSION OF RESULTS

4.0 Introduction

The study examined the effect of head-teachers' supervisory roles on teachers' effectiveness in selected public secondary schools in Kamwenge district. This chapter details with the detailed presentation, analysis and discussion of primary results highlighting the purpose as well as which was answered by the respective objectives. This chapter highlights the data presentations and analysis, as well as discussion of research findings. The presentations are done according to the research objectives. Participants interviewed were head teachers, deputy head teachers, directors of studies and teachers from different public secondary schools.

Research results being presented in narratively. Interview findings were obtained to further explain qualitatively how the ways head-teachers' supervision roles affect teachers' effectiveness in selected public secondary schools in Kamwenge district in form of verbatim and narrative individual statements as per participants' views and opinions in line to each research objectives. The results of the research are presented, and this is done in accordance with the stated research objectives that is to say: finding out the functions under head-teachers' supervision role in selected public secondary schools, examining the effectiveness of teachers under supervision of head-teachers in selected public secondary schools, and finding out the effect of head-teachers' supervision role on teachers' effectiveness in public secondary schools. The narrative descriptions have been presented in form of thematic and content analyses and they answer the research questions was also presented.

4.1 The influence of head-teachers' support supervision on the teachers' ability to prepare teaching materials in Kamwenge district.

The first objective was also set to find out the functions under head-teachers' supervision role in selected public secondary schools in Kamwenge district. The interviews managed to solicit adequate information from the administrators (head teachers, deputy head teachers and directors of studies), and teachers considered. These participants were fully involved and participate in answering the interviews.

In interviews, it was showed that the road to success in social life passes through effective and efficient working which is only possible via time management; in fact, one of the head teachers explained that;

“...the usage of time by teachers in higher education institutions is related to their daily routines and activities. Employee time on task can also affect stress level of students as they need to cope with their tasks and their personal achievements. Teachers always draw lesson plans and schemes of work in order to be guided on what to teach and in which period of time....” (Head teacher C from School F)

This clearly indicates that time management plays a vital role in improving teachers’ workplace performance and job completion. Each and every teacher should have time management ability which includes using employee time on task mechanism, being organized in using time. This concurs with Akinade(2020) argues that time management is only possible through self-motivation; performance, ability and motivation, henceforth high teachers’ completion of assigned tasks. However, Alemayehu(2018) opines that in case of poor time management, teachers still fail to teach all what they plan for in the lesson plans and schemes of work and thus affect students' learning and performance. He further argues in case of low time management, most of the school activities lag behind which may result into low performance of everyone in the school.

The study also showed that most head teachers in secondary schools, plan class assignment; in fact, one of the director of studies explained that;

“... headteachers always set up standards for the lesson, plan the objectives and helpful resource materials for the lesson covered. Head teachers always mention a detailed lesson plan details, create lesson assignments or activities, have plans for a quick self-evaluation, and create lesson plan notes. Therefore, creating a lesson plans a vital part of the classroom. Head teachers always use lesson plans to guide them through the teaching processes so they know exactly what they are going to teach and how, and for how long. This prevents on the fly teaching and makes sure students get the most out of subject or a class....” (Director of Studies F from School C)

This implies that; classroom teachers engage in five core levels of planning, including; daily, weekly, unit, termly and yearly. Teachers mostly rely heavily on previous failures or successes.

Lesson plans provide a detailed outline for teachers to follow each class period and ensure that they have meaningful discussions in the classroom. It empowers classroom teachers to be ready with their materials and reduces on the fly teaching. It also allows teachers the time to come up with interesting teaching methodologies and learning activities.

The study findings also revealed that teachers in secondary school timely organize the day by prioritizing. Another deputy head teacher had these to say;

“.....time scheduling help classroom teachers in organizing their daily curriculum activities. It helps them to have a time table to follow on daily basis, weekly and even on termly basis. This keeps teachers organized and productive while ensuring they have plenty of time to finish assignments, lessons and enjoy or have time for their social life.....” (Deputy head teacher from School B)

This implies that time scheduling allows teachers to give their attention to tasks that are vital and urgent so that they can later focus on low priority tasks. Therefore, establishing priorities is important in order to complete everything that desires to be done. Thus, prioritization is vital because it will allow teachers to give their attention to tasks that are vital and urgent so that one can later give more time focusing on power priority tasks. Implying that task prioritization ensures that teachers allocate sufficient time to complete tasks and also make necessary changes in order to save time and become more productive at work.

Additionally, the study noted that formative feedback helps teachers to keep on track as per lesson plan. From the interviews one teacher explained that:

“.... formative assessments allow classroom teachers to use focused and highly targeted feedback to help their learners improve and ensure that knowledge gaps are being filled effectively. Formative feedback helps teachers to avoid deviation from the planned school activities. It guides classroom teachers to follow the lesson plan and scheme of work to effectively complete the content syllabus in specified period of time....” (Teacher from School A)

This implies that formative feedback positively affects the quality of teacher preparations and their teaching methodologies and assessments of learners. It helps create a more reciprocal learning process between teachers and learners. Simply put, formative assessments are designed

to help monitor learner learning and progress while providing helpful feedback to teachers so they can determine how learners are moving forward. This concurs with Ololube *et al.* (2019) who asserted that formative feedback can allow teachers to identify and address the strengths and weaknesses of their students. This tactic enables classroom teachers to provide timely and effective feedback and change their approach to help ensure that each learner is better able to learn and comprehend all of the necessary class material.

The study also noted that formative feedback provides teachers with the opportunity to improve the way of teaching. From the interview responses, the Director of Studies noted that:

“... formative assessments data allow teachers better determine the needs of their students. Formative feedback is always ongoing, and helps school or classroom teachers to focus on student learning and learners to better understand the limit of their own knowledge and how to improve. Thus, by determining what learners have learned and what is unclear, teachers can focus the class more effectively to meet the learning needs of the group.....” (Director of Studies D from School E)

This means that formative feedback provides teachers are given guidance on how to improve on their methods of teaching and this helps them adjust. Formative feedback can help to keep important knowledge fresh in teachers’ minds and reinforce and embed more complex school procedures and processes. This concurs with Baffour-Awuah(2021) who argued formative feedback help teachers in secondary schools to get equipped with skills thus able to employ more effective methods of handling their assigned responsibility. Similarly, Burant (2019) argues that teachers can acquire some effective teaching-tacts to teach so that they perform well at work. In addition to syllabus related content, the teachers are updated on skills and trends in education in the modern world.

Further, the study noted that monitoring make teachers comply with lesson plan, and one head teacher had these to say:

“...monitoring is one of the classroom management technique loosely defined as listening to the learners for their accuracy and fluency, or checking to see whether activities are going to plan and that the students are on ‘task’. There is always regular monitoring of teachers to make sure teaching-learning activities comply with the lesson plan...”(Head teacher from School C)

Here the results from both the interviews and focus group discussions showed that monitoring teachers' effectiveness makes them conscious and actively involved in lesson plans. Monitoring teachers' effectiveness helps them become conscious and more responsible in their lesson plans. This is due to the fear associated with authority and the consequences that may result from lack of efficiency. Monitoring tend to encourage teachers to complete the assigned educational activities within the scheduled time frame which foster proper lesson plan as ascertained by Nakauka(2018).

The study revealed that monitoring teachers' effectiveness helps them comply with scheme of work. From the interviews, the teacher commented that:

“.....teachers generate more ideas and are more creative when they are closely supervised by school administrators. These helps the teachers write better schemes of work and lesson plans. The teachers are also more punctual and consistent at work....” (Teacher R from School G)

On this item, the results showed that monitoring effectiveness helps improve the teachers' creativity in the preparation of schemes of work and lesson plans, hence their efficiency and effectiveness at work.

In interviews, it was revealed with monitoring, teachers always punctual for classes; in fact, one of the respondents explained that;

“.... punctuality is a vital quality and teachers should be punctual so as to be good role models for their students. Teachers are always punctual for classes so as to complete the syllabi in specified time scope. Classroom teachers always follow the schools' calendar in relation to vacations, in-service programs, holiday and daily starting and ending times.....” (Head teacher from School B)

This implies that classroom teachers must be in school every scheduled day for the full term of the assignment as well as be punctual and regular in attendance for effective classroom participation. This concurs with Akinade(2020) who argues that punctuality is more vital at the workplace and this because it is here that one get paid for the hours he/she put in; and teachers are expected to be punctual and dependable in order in order to meet the needs of their class, department and the school.

It was however revealed that in secondary schools, teachers adhere to routine tasks; in fact, one of the respondents explained that;

“.... when teachers are absent or tardy, work and service are interrupted and an additional burden is placed on secondary schools. Adherence to routine tasks is one of the vital factors in evaluating individual performance and continued employment. Many classroom teachers work from home these days (e-learning), to them routine tasks means being available online during office hours or teaching-learning time as well as completing syllabus in time.....” (Deputy head teacher from School C)

This implies that; teachers adhere to daily tasks allow them to quickly accomplish day-to-day tasks that are required of both the teachers and school managers. Teachers tend to be always punctual as well as adhere to daily workload. They always complete the assigned workload in specified time scope. This concurs with Danielson (2018) arguing that routine tasks create structure and promote physical, mental and mental health. Striving to meet deadlines helps establish teachers’ strong work ethic and their desire to be productive.

In the study, it was revealed that teachers always finish the curriculum in time; as one head teacher explained that;

“.... teachers being punctual with their work does not only increase their effective but also help them to finish the content syllabus in time. While school managers and directors know that teachers always complete their tasks on time, it could lead the way for more promotional opportunities as work as well as finishing curriculum content in time scope....” (Head teacher from School A)

This implies that; timely finishing of curriculum raises standards, improve knowledge and develop skills, closing the gap between the lowest and highest performers. Ultimately, it aims at nurturing young people as a successful learner, confident individuals, effective contributors and responsible citizens. More so, Egbo(2018) asserts that an effective curriculum provides teachers, students, school leaders and community stakeholders with a measurable plan and structure for delivering a quality education.

The study also revealed that;head teachers make sure that lesson delivery is always done in time. Another interviewed participant had these to say;

“.....teachers need to take measures to properly manage time for an effective

classroom environment. After teachers have their list of daily tasks down, they need to figure out what they should do. By working through teacher time management strategies, it is possible to keep up with the educational needs of every student, manage urgent situations immediately and avoid falling behind when unexpected event occurs....” (Deputy head teacher from School D)

Another interviewed participant had these to say;

“.....teachers can also add timing notes to their lesson plan to serve as a guide. For instance, if the lesson is set to begin at 9;00Am, teachers can note where they should be in that lesson five minutes in. they should always recognize the points where the lesson can go off-track and have a plan to keep it moving along....” (Director of Studies A from School H)

This implies that; teachers’ lesson delivery is always encouraged to be done in time with head teachers’ supervision. Effective time management allows teachers to complete more in less time, and this because their attention is more focused and they are not wasting time on distractions. This concurs with Esia-Donkoh et al. (2020) who asserted that component of lesson delivery is closely related to lesson preparation. Lesson delivery is all about holding true to the objectives of the lesson. Thus, time management is vital because it helps teachers prioritize their work.

4.2 The role of teamwork in enhancing the teachers’ ability to explain course expectations for the students in Kamwenge district

The second objective was also set to examine the effectiveness of teachers under supervision of head-teachers in selected public secondary schools in Kamwenge district. The interviews managed to solicit adequate information from the administrators (head teachers, deputy head teachers and directors of studies), and teachers considered. These participants were fully involved and participate in answering the interviews.

In interviews, it was showed that there is high quality service delivery in terms of scheme of work, lessons plan and timetable compliance attained with effective supervision of head teachers; in fact, one of the head teachers asserted that;

“.... teachers become more effective to comply with the scheme of work and lesson plan for effective teaching-learning process. This clearly makes teachers to comply with the

available time table to finish the syllabus and being able to attend to individual students' academic differences...." (Head teacher AfromSchool E)

This clearly indicates that with presence of head teachers, quality teachers' efficiency and effectiveness increases. Teachers timely finish the scheme of work, able to conduct their work in accordance to the lesson plan and timetable. This concurs with Hawkins & Shohet (2019) argued that teachers are able to attend to individual students' academic differences in time when they comply with time table and lesson plan.

Additionally, the study noted that the syllabus coverage in this school is satisfactory to the administration; and teachers in this school perform as per scheme of work to achieve the school targets. One of the interviewed participants had these to say;

".....the general syllabus coverage in secondary schools is satisfactory. Some teachers always arrive at school late and in most occasions when they are already exhausted courtesy of having part-time jobs, thus they could not have energy to complete the syllabus in the required time. Such teachers cannot effectively handle students' academic differences, mark students' class work, and always fail to finish syllabus in the specified period of time....." (Head teacher from School D)

One of the key participants had these to say;

".....assessment of learners is a key to the education. Teachers in this school are timely involved in assessment of students. Some of the teachers have time and ability to effectively mark and correct students' homework..." (Head teacher from School A)

Another key participant also noted that;

".... some teachers teach without schemes of work. Teachers have a tendency of teaching using their own methods they feel alike not minding about the curriculum designed for that specific subject content delivery. Some teaching staff tend to be rude and abusive to students and others have been spotted chasing students from their classes, which all explains why students' academic performance have remained low among secondary schools in this area....." (Director of Studies E from School F)

This implies that teachers' effectiveness in secondary schools have remained weak. All teachers in this school are always punctual and timely for classes. The regularity and time management

among teachers have remained a challenge among many secondary schools in Kamwenge district.

4.3 The impact of head teachers' instructional capacity on teachers' ability to motivate the learners in Kamwenge district

The third objective was also set to find out the effect of head-teachers' supervision role on teachers' effectiveness in public secondary schools in Kamwenge district. The interviews managed to solicit adequate information from the administrators (head teachers, deputy head teachers and directors of studies), and teachers considered. These participants were fully involved and participate in answering the interviews.

4.3.1 Time Management

In interviews, it was showed that with supervision, teachers timely mark learners' assignments; in fact, one of the head teachers asserted that;

“...teachers always mark students' assignments in time and give them feedback. This helps students efficiently direct their attention and energies; helps them avoid major errors and dead ends, and keeps them from learning thing they later imply in the future. Correcting mistakes or reinforcing answers in the flow of learning helps on three fronts-to make learning autonomous, self-directed and to better ended received information...” (Head teacher B, 2024)

This implies that timely marking students' assignments helps leaners in their understanding. Thus, after they have given input (i.e. chosen an answer) instant feedback serves to reinforce knowledge. It is no secret that feedback is a vital component of effective learning. Feedback improves students' confidence, motivation to learn and ultimately, a student's attainment as ascertained by Ssemanda(2020).

It was also revealed that all teachers in secondary schools set aside personal time for learning

with proper supervision; in fact, one of the deputy head teachers explained that;

“... teachers always set aside some time every day to work on their lesson plans. This shall help them stay organized and more focused throughout the school year. It shall also give them an opportunity to review their lessons before class starts...” (Deputy head teacher from School A)

This implies that teaching is a vital job that requires lots of energy and focus. It also takes a lot of planning and preparation under stringent supervision. It is vital to plan a head, and this implies that planning lessons, assignments and projects before one start teaching. Planning ahead helps teachers to stay organized and keep track of everything he/she need to do. Setting personal time is a crucial element among teachers, and it helps them to achieve success of an inclusive school. Thus, Tambari&Ngor(2016) argues that time scheduling helps improve instruction by allowing teachers to share best practices, look at students’ work, and plan curriculum and lessons together.

The study also noted that head teachers are able to supervise morning co-curriculum activities. One of the interviewed participants had these to say;

“.....time scheduling or teacher time on task promotes proper time demarcation which enables teaching staff to supervise morning co-curriculum activities like preps and hygiene practices. It is true, proper time scheduling enables good preparation of the classroom teacher before going to the class. It is true, lack of good preparation normally reveals the teaching staff weakness before the students like teachers’ fumbling and fidgeting with instruments or tools and this is a sign of improper teaching....” (Head teacher D, School A)

This means that teaching staff who value their time effectively tend to spare some of their time to supervise morning preps, in addition to supervision of general school cleaning on daily basis. This concurs with Salgong.,Ngumi&Kimani(2016) asserting that teacher time on task is a set of practices that work together, to help teachers get more value out of their time with the aim of improving the quality in their teaching-learning process, which is a great determinant of improved academic results.

The study further revealed that; the schools allow teachers to schedule time for research. Another interviewed participant had these to say;

“... teachers time on task give them ample time to reserve some time for getting

involved in self-revision and carry out research. They are able to carry out more research studies and consultations so as to get equipped with more subject knowledge and skills....” (Teacher F from School E)

This means that; a good teacher must make effective use of his time to have time for everything he plans to do, including consultations and self-revision. Thus, time scheduling is a vital input to their job commitment as ascertained by Osibanjo.,Akinbode.,Falola&Oludayo (2015).

Additionally, the study revealed that teachers always do have scheming before term begins. One of the interviewed participants also noted that;

“... timely scheming guides the classroom teachers in making a lesson plan. It checks the teacher’s pace of teaching. Scheming is useful during the transition when a teacher is transferred, the incoming classroom teacher shall easily take over from where he/she had reached avoiding repetition or omission.....” (Director of Studies C from School A, 2024)

This implies that; the vital function of a scheme of work is to help classroom teachers plan and sequence their lessons in advance. That way, they can make sure that all course content is taught before the school year ends, and that the National Curriculum aims are achieved as planned.

The study further revealed that with head teachers’ supervision, teachers always mark learners’ assignments in time. From the interviewed participants, one of them noted that;

“...timely marking of students’ assignments provide them with a clear and precise guide on how to improve their next piece of work and a clear expectation that they concentrate on improving this aspect as the next small step in making progress in their learning overall....” (Deputy head teacher from School C)

This implies that marking is a vital element of teaching, but when it is ineffective, it can be demoralizing and a waste of time for teachers and students. This concurs with Osibanjo et al. (2015) who noted that teachers who mark students’ academic work in time help them to have ample time for guiding them and making corrections.

The study further revealed that;head teachers always balance teachers’ time to avoid multi-tasking. One of the interviewed participants had these to say;

“.....multitasking can save teacher’s time by allowing them to combine separate

tasks. Doing separate tasks one at a time can lengthen the completion time of tasks and assignments. Multitasking may shorten the time to completion and enable them to create more time for other things. Thus, teachers who prepare a daily to-do list, multitasking enables them to cross more tasks off the list, which is also a strong motivator....” (Director of Studies C from School A)

This implies that; while it is an essential skill in the workplace, multitasking can be counterproductive, especially when some tasks take longer or produce undesired results. Even so, Perry (2018) noted that multitasking is a learnable skill that professionals can get better at with and constant practice. It makes them active, allowing them to avoid distractions as their mind is busy with other activities.

The study noted that;with head teachers’ supervision role, teachers timely handle individual students’ academic differences. One of the interviewed participants had these to say;

“.....it is vital for teachers to know variables such as intelligence, physical characteristics, ability, gender, intelligence, perception and learning styles which are individual differences of students. Thus, an effective and productive teaching/learning process can be planned by considering these individual differences of the students....” (Head teacher A from School C)

This implies that; addressing individual differences among students helps to understand the individual needs of the student and preparing the curricula by considering these individual differences which shall help the development of individuals. Thus, Onwapa (2020) asserts that if teachers take students’ academic differences into account, he/she educate with respect for diversity. Teachers understand these differences among the students that they are teaching; the better the chance students have in learning what is being taught.

The study noted that; with presence of supervision of head teachers, teachers are able to mark students’ academic work in time. Another key participant had these to say;

“...time scheduling enables teachers to mark learners’ assignments, finish content syllabus and mark students’ academic work. Such teaching staff spare some of their time to make sure student’s exercise books, tests and homework is marked in time as per required so as to have time for corrections and guiding them properly....” (Deputy head teacher, School E)

This means that; time scheduling enable teachers to give their work roles more of their time. They tend to make sure that their assigned duties are fulfilled and completed as per the planned schedule. More time is spent on handling their workload including marking and correcting students' academic work as ascertained by Ololube&Major (2019).

The study also revealed that supervision of head teachers, teachers always have time to effectively supervise morning co-curriculum activities. One of the interviewed participants also noted that;

“.....early arrivals of teachers help them to effectively supervise morning co-curriculum activities, including participating in general cleaning. Typically, co-curricular activities are carried out outside the normal classrooms, but they supplement the academic curriculum and help in learning by doing. These activities help learners to develop problem-solving, critical thinking, reasoning, creative thinking, communication and collaborative abilities.....” (Head teacher from School C)

This implies that; extra-curricular activities boost students' confidence to interact socially with colleagues, extend their social networks, and get equipped with new skills and abilities. This concurs with Ololube(2018) asserting that so-curricular activities not only help students discover their skills and shortcomings, but they also help them find something they like doing outside of school.

More so, it was noted that with head teachers' supervision, teachers finish content syllabus in time in secondary schools. One of the interviewed participants also noted that;

“.....teachers' completion of assigned tasks has been good in secondary schools where teachers' regularity and punctuality is good. In other words, proper time management by teaching staff leads to quick content syllabus coverage. Teachers have enough ample time to concentrate on teaching-learning process, thus leads to quick content syllabus coverage....” (Director of Studies C from School A)

This implies that proper teachers' time planning enables them to plan ahead and have a proper schedule for syllabus. Employee time on task plays a vital role in improving classroom teachers' workplace performance and job completion. In other words, Okoroma(2015) opines that effective timely planning makes execution very easy and improves the use of time. Teachers' time planned make execution of tasks much easier.

The study further revealed that;with proper head teachers’ supervision, teachers in secondary schools have ample time to pass through lesson plans. One of the interviewed head teachers had these to say;

“... employee time on task helps them to get ample time to pass through lesson plans and have up-to-date scheme of work. When teachers value their time well, they reserve some good time to look through lesson plans which make them to teach effectively and efficiently, without experiencing any form of anxiety....” (Deputy head teacher, School E)

This means that time management by the teachers has a significant impact on the content syllabus coverage as per their lesson plans, thus leading to high academic results to be obtained by students. In other words, Oketch (2020) argues that for quite often, teachers fail to make proper planning of their time, tasks are often not performed according to levels of priority, lessons and events are ill scheduled, and at times teachers procrastinate on events, and all these might have negative impact on the teachers’ job completion.

Another interviewed participant also noted that:

“...when teachers arrive at school early, they tend to have time for relaxation before starting their morning classes. This gives them more chances to feel relaxed and contented with what they are going to teach in class, thus able to handle individual learners’ academic differences to promote equal academic performance results....” (Director of Studies B from School A)

This implies that time scheduling enable teachers to have ample time to attend to all students, correct them where they are meeting academic challenges, in addition to entering classroom when they are relaxed or composed to effectively teach.

The study also noted that head teachers always emphasize punctuality on the side of the teachers and learners in secondary schools. One of the respondent in interviews, revealed that;

“.....the more frequently a teacher misses scheduled classes, the worse the student shall perform in standardized tests. Thus, punctuality in school life builds the path to success in a student’s life by enabling them to plan a head, making an efficient routine, and be prepared for their daily tasks. A punctual student is better equipped to deal with their day-to-day tasks than a person who leaves it for the last moment.” (Deputy head

teacher C from School B)

This means that head teachers always encourage punctuality for teachers and students by introducing a set of rules and expectations, leading by example, introducing a competition, reaching out and speaking to those who are always late for morning lessons. Teachers always lead by example. Punctuality is the only trait that shall be helpful throughout life. Okoroma(2015) argues that a punctual person never gives an excuse for a delay in work, and they always perform his/her work at the right time and never find an excuse for it. Punctuality and attendance are vital in the workplace and this because they uphold efficiency.

The study also noted that with supervision of head teachers, teachers always able complete class syllabus in time. Another interviewed participant had these to say;

“.....with presence of teachers’ punctuality, syllabus content coverage tends to be high. They always have ample time to effectively teach and complete the syllabus in the specified period of time. Punctuality is a sign of professionalism and helps teachers stand out as a reliable and trustworthy employee. If they don’t get their part of the syllabus completed on time, it keeps others from being able to finish their assigned tasks too.....” (Director of Studies E from School F)

This implies that with supervision of head teachers, teaching staff become punctual for classwork, and they motivate teachers to quickly complete the academic syllabus in time. A teacher who isn’t stressed about reaching late or has come in early enough to give him minutes to settle in before the fellow staff and students, and reinforces their time-management skills. More so, Nkechi&Egenti(2016) argues that team-focused teachers avoid extended lunch breaks, respond to emails in a timely fashion, mark homework in time, and avoid tardiness, making sure to carry their weight on the job. If they want their joss and colleagues (co-workers) to see them as a responsible team-centered worker, then be punctual.

The study further noted that the school administration pays attention to the time teachers arrive at school. Additionally, interviewed participants noted that;

“.... schoolmanagers always pay a lot of their attention to the arrival of teachers for classes. The school managerensures that work schedules, lesson plans and assessment frameworks are implemented, monitored and managed the delivery of the curriculum.

The head teacher provides decisive leadership to classroom teachers at the school as well as communicating that to the community....” (Deputy head teacher from School A)

This implies that head teachers have a duty of care to their workers. Head teachers should set the school’s values and strategic direction and communicate these to school stakeholders to create a healthy and safe space for teaching and keep to rules on equal opportunities and staff expectations. Sometimes, Ngwaogu(2020) stated that it is like their job security is based on punctuality. Punctuality demonstrates teachers’ willingness to get up early and make every effort to complete their work on time.

The study further revealed that head teachers always give teachers’ punctuality the attention it deserves in secondary schools. The interviewed participants noted that;

“.....planning on being early for classes, leaves time for any last minute things that need doing. Teachers feel like they are juggling a million things at once, and there may be days where turning up at all is an achievement, regardless of timekeeping. But, here possible, being organized and punctual is not only more considerable and productive but shall ultimately lower teachers stress levels....” (Head teacher from School B)

This implies that being punctual builds teachers’ self-confidence. Secondary schools have streamlined disciplinary measures in place to control and minimize the regularity and punctuality of teachers. Teachers always sign on the attendance register in the morning and departure time in the evening. More so, Mutsiko(2015) asserted that teachers have to sign in and out daily, and such register is used for performance appraisal. Those teachers found of late coming are either given punishment in accordance to school rules and regulations. Teachers always adhere to stringent school rules and regulation concerning their arrival, class time and departure time. This eventually motivates them to complete the academic assignments as well as content syllabus in the specified period of time.

It was however revealed that with supervision of head teachers, teachers always finish the work content coverage in time; in fact, one of the respondents explained that;

“.....teachers who are always punctual for classes, tend to give more of their time for teaching-learning process, thus, accelerating the completion of content syllabus coverage. When teacher arrive at school for classes early, they devote most of their time to class

lesson early thus able to complete their syllabus in specified period of time.....”
(Deputy head teacher from School C)

This implies that early arrival of classroom teachers facilitates them to start classes early and not exhausted. This early arrival of teaching staff motivates them to effectively teach and finish the content syllabus coverage quickly, thus facilitating students to have ample time for self-revision and discussions as ascertained by Nkechi&Egenti(2016).

The study further noted that with supervision of head teachers, there is adherence to teachers’ work standards and commitment to duties. One of the director of studies in interviews, revealed that;

“.....punctuality is very important for teachers, as it plays a defining role in helping them prioritize their tasks. With proper time management, a teacher can plan his/her preparation to effectively accomplish their assigned duties in time. Punctuality enhances teachers’ commitment to curriculum activities. They are able to get more committed towards completion of their daily academic work/assignments.....”
(Director of Studies F from School G)

This means that punctuality of teachers facilitates them to get committed and adhere to their work standards and commitment to daily academic assignments. They are able get more committed towards completion of their academic work. Understanding the vital of time and punctuality makes it easier to achieve success in today’s competitive world. Thus, Nkechi&Egenti(2016) opines that daily academic assignments get easily completed when teachers are punctual for classes, and this can be achieved with existence of head-teachers’ supervision.

4.3.2 Formative Feedback

The study revealed that formative feedback allows teachers to identify gaps and help them correct errors. The head teacher in the interviews stated that;

“.... formative feedback helps to highlights areas where the classroom teacher is going wrong, how to effectively finish the content syllabus coverage and follow scheme of work. It allows teacher to identify gaps and understanding at work, and help them correct their errors....” (Head teacher C from School H)

This means that formative assessments help in identifying teaching gaps, and allow teachers to

develop comprehensive plans to fill said gaps going forward, ensuring a more thorough mastery of the academic material by their learners. This is in agreement with Ssemanda(2020) who argued that formative feedback is to point out errors and encourage self-correction. Formative feedback helps teachers to be properly guided, thus able to errors experienced during teaching-learning process.

The study noted that formative feedback promotes professional growth of teachers. From the interviews, one head teacher explained that;

“..... formative feedback is all about listening actively, taking time to analyze and then think and apply the best strategy to perform better. It always provides positive criticism to teachers and allows to see what everyone can change to improve their focus and results...” (Head-teacher from School F)

This means that formative feedback brings teachers together and creates a health communication flow, thus enhancing team-work to effectively complete the academic syllabus in time. It builds long-term memory, it also offers an effective warm-up for teachers who have taken a break and keep co-teachers on the same page and makes teaching part of the culture. Formative feedback is conducted basing on the gaps or needs of the teachers as ascertained by Nkechi & Egenti (2016).

The study also noted that formative feedback builds and gives teachers’ confidence to use different teaching methods. In the interviews, one head teacher noted that:

“.....formative feedback helps to highlight areas where the teachers is going wrong, before they get apprised, meaning that they have an opportunity to improve their work and increase their participation in applying different methods of teaching. Ignoring knowledge gaps in areas such as new subject content for example, can lead to expensive mistakes for the schools. So, conducting formative feedback refresh knowledge and cover new topics in the workplace is essential....” (Head teacher from School D)

This implies that formative feedback helps teachers to make more sound informed decisions regarding their approach to teaching methods. These data-driven decisions can help ensure enhanced teachers success towards syllabus completion. Formative feedback helps build teachers’ confidence by equipping teachers with adequate content and the relevant methodology to deliver the content to the students. Teachers get equipped with new teaching skills and also get

to know of the new subject concepts, which eventually enhance their ability in teaching-learning process as ascertained by Macharia & Kiruma (2019).

The study noted that formative feedback empowers teachers with knowledge, skills and attitude. From the interviews, one head teacher stated that;

“.... formative feedback does not only improve and updates the knowledge of the teachers but also their skills and attitudes. Formative assessments allow teachers to use focused and highly targeted feedback to help their learners improve and ensure that knowledge gaps are being filled effectively. Formative feedback is usually an organized instruction in a certain skill or practice and is intended to bring changes in the way of doing things at the workplace, a change that can lead to improved teacher’s efficiency.....” (Head teacher H from School E)

This implies that formative feedback is emphasized to secondary schools so as to equip teaching staff with more skills and knowledge concerning their daily activities, able to correct them in case of errors and equip them with new skills where they are lacking. This concurs with Baffour-Awuah(2021) arguing that formative feedback facilitates skills updating and mostly the results are; increased commitment, well-being, and sense of belonging, thus directly strengthening the secondary school competitiveness.

The study further noted that formative feedback improves on teachers’ ability to use and have scheme of work, lessons plan and timetable compliance, thus enhancing learners’ education outcomes and improved grade. Here, the head teacher noted that:

“.....formative feedback involves setting teaching goals and measuring teachers’ progress, enhancing their motivation to move forward within the academic world. When teachers focus and understand the goals they are aiming for; their performance can improve dramatically...” (Teacher R from School A)

This means that formative feedback is responsible for updating the teachers teaching gaps, areas of improvement and action to be taken. So many developments have taken place in the working field and different sectors of working area. So, teachers should be updated enough to meet out the new emerging and developing generation. This is inline with Ololube (2019) who added that; teachers can utilize feedback provided by formative assessments to help them progress towards

their educational goals, enhance their academic achievement, and bridge any gaps between the current knowledge and what they need to know to move forward. It is a formative feedback of updating the teachers.

The study also noted that formative feedback help teachers become self-motivated teachers. One of the interviewed head teacher had these to say;

“...formative assessment involves setting teaching goals and measuring teachers’ progress, enhancing their motivation to move forward within the academic world. Giving teachers a constructive feedback motivates them. A friendly approach works well here, and one cannot help others see what they might be doing wrong, but also allow them to use this as a piece of advice, not judgment.....” (Head teacher from School F)

This implies that constructive feedback make teachers feel like you believe in them and just want to help them reach the school goals sooner. This shall make them even more motivated to do a good job. In other words, Danielson (2018) asserts that formative feedback being done by a professional and personal educational activity for teachers to improve their efficiency, ability, knowledge and motivation in their professional work. Secondary school leaders have emphasized formative feedback purposely to enable teachers to acquire new understanding and instructional skills to enhance their competence and ability at work.

The study further noted formative feedback helps teachers to improve relationships enhancing team work. One head teacher in the interviews stated that;

‘...formative assessments helps build team work among the teaching staff because it brings them together and bridges their working relationships. Refresher training equip teachers with new skills and knowledge that could boost their effectiveness at work; and this have enhanced on their teamwork and assignment completion’(Head teacher from School E)

This clearly indicates that;the willingness and ability of teaching staff towards working together for the common goal tend to be observed in schools with formative feedback. This concurs with Anton(2021) arguing that classroom feedback or face-to-face which is an interactive between head-teachers and teachers, enhance ability to ask questions and interactions among them, and

eventually enhancing teamwork.

The study noted that formative feedback helps to create a friendly work environment that facilitate syllabus coverage. In the interviews, the Director of Studies argued that:

“... openness to criticism and an urge to seek feedback are the other positive effects that save you big time. It’s not uncommon that the best ideas come from someone of the team who simply mentions solution to a problem or points out an issue that others have not noticed yet. Formative feedback is very vital in teacher development as it supports individual and collaborative learning among teachers and between teachers and learners”(Director of Studies from School B)

This means that formative feedback equips teachers with new teaching and management skills thus able to effectively collaborate with the colleagues and learners so as be able to handle individual learners’ academic differences thus enhancing better academic performance results. This concurs with Mutie & Ndambuki (2020) who noted that formative feedback plays a crucial role in teaching and learning process by helping adopt new skills and knowledge sooner and avoid repetitive mistakes.

The study finally noted that formative feedback provides teachers with positive criticism. One of the interviewed teachers had these to say;

“... with such positive criticism, teachers need to gain the ability to monitor and take responsibility for meeting their educational goals, which allows them to become self-regulated teachers. Formative feedback given to teachers, help them to understand what the schools intends, in order to establish, improve, maintain or extinguish performance as it relates to its business needs....”(Teacher F from School D)

This means that; formative feedback allows teachers to gain the ability to monitor and take responsibility for meeting their educational goals, which allows them to become self-regulated teachers; all these happens after positive criticism. Formative assessments also provide an opportunity for teachers to review and correct their work, allowing them to build their independence and become more autonomous thinkers.

4.3.3 Effective Monitoring

The study noted that; effectively monitoring teachers, encourages them to become punctual for classes. On this item from the interviews, the teacher noted in the interviews that:

“.....when teachers are closely supervised, they are encouraged to be very punctual for classes. They always arrival at school in time, prepare themselves before classes begins. This makes them to become effective and efficiency in teaching making them to complete the syllabus in time....” (Teacher R from School E)

This implies that monitoring encourages teachers to be more punctual and devote most of their time to work. This concurs with Duckworth,Quinn&Seligman (2019) arguing that punctuality of teachers helps them to get prior preparation before classes begins, which have accelerate teachers’ effectiveness.

The study also monitoring the quality of teaching enables them to teach effectively. Here, the responses from the interviews showed that besides monitoring, there could be other factors affecting teacher as one head teacher interviewed stated:

“....it is true that monitoring promotes teacher efficiency, but there are other factors such as good working conditions, availability of rewards and incentives. Monitoring encourage teachers to be well organized and effectively handle the teaching-learning process....”(Head teacher from School A)

This means that the quality of teaching-learning process tends to be improved with presence of monitoring. Classroom teachers are encouraged to do their work better, get corrected in case of any mistake, thus improving their ability to teach effectively. This concurs with Wanzare & DaCosta (2020) who asserted that monitoring activity is to collect information that shall inform and facilitate improvement in classroom practice. It is essential in recorded in an agreed, consistent manner which shall allow the results from different experiences to be sensibly collated.

The study further noted that monitoring makes teachers familiar with latest update issues about the school curriculum. From the interviews the DOS noted that:

“...internal school supervision does not necessarily update teachers on the recent developments in schools’ curriculum. This is due to the fact that the head teachers and deputy head teachers are more concerned with performance....”(DOS E from School E)

This means that monitoring help in providing a consolidated source of information showing the progress of the school. Monitoring of teaching gives a basis for both questioning and testing

assumptions. It should be an integral component of any particular school since it helps in planning.

The study also noted that monitoring encourages teachers to carry out extra-curricular activities for holistic child development. From the interviews on this item, the DOS revealed that:

“... there are many extracurricular activities timetabled on the school curriculum. These include music, dance and drama, and physical education. However, these are not usually given priority especially in the upper primary classes...” (DOS A from School F)

This implies that proper monitoring tends to encourage classroom teachers to get involved in carrying out extra-curricular activities and thus aim at enhancing holistic child development. Teachers tend to reserve time for extra curriculum activities especially remedial lessons, individual consultations and career guidance which eventually help to always have the best options in their life and academic career choices as ascertained by Kweku (2019).

The study also noted that monitoring drives teachers to develop self-motivation and positive attitude towards their class work. From the interviews on this item, one head-teacher revealed that:

“...teachers’ motivation and attitudes towards class work can be promoted by monitoring and supervision but there are other factors that affect them. These include teacher remuneration, school facilities and the general working conditions...” (Head teacher from School D)

This implies that progress monitoring gives teachers relevant information that can help them teach more effectively and make better decisions about the type of instruction that shall work best with the students. This concurs with Onwapa (2020) who argued that monitoring help teachers to make more informed instructional decisions and change their teaching style to improve the quality of their teaching.

The study noted that monitoring helps teachers to adopt and apply pedagogical methods of teaching which develop the students’ thinking skills and comprehension. From the interviews, the teacher stated that:

“...there is much emphasis on child friendly interactive methodology in promoting efficiency in instruction in primary schools. This is one of the areas emphasized in school inspection. It also gives teachers the opportunity to reflect on their own teaching

and assess the impact of the instructional strategies they use....” (Teacher S of School D)

This means that the benefit of monitoring students’ progress is that it allows the teacher to evaluate the effectiveness of their own teaching. It enables teachers to analyze student’s current performance level for a specific skill. As a result, teacher can provide students with assistance in achieving the personal academic goals. More so, Ololube., & Major (2019) argues that monitoring facilitates decision-making in terms of what to do next, whether to modify the original lesson plan, planning future lessons and giving feedback to students on their performance. In other words, monitoring being a continuous management function help to assess if progress is made in achieving expected results, to spot bottlenecks in implementation and to highlight whether there are any unintended effects (positive or negative) from an investment plan or intended program.

Lastly, the study noted that monitoring encourages teachers to use practical ways of diagnosing students’ strengths and weaknesses in their studies. The responses from the interviews were different, whereby the teacher stated that:

“.... through supervision teachers are encouraged to engage more with their learners hence they get to learn more about their strengths and weaknesses. This helps promote more efficiency in the instructional process....” (Teacher R from School D)

This implies that regular formal and informal assessments provide teachers with valuable information on the progress and achievements of their students. In other words, monitoring help to teachers to identify students at risk and provide intervention when required.

From the field study, different measures were suggested by the participants that should be adopted to improve on the teachers’; effectiveness through enhanced head-teachers’ supervisory role in selected public secondary schools in Uganda and Kamwenge district in particular so as it is clearly indicated this report at the end of chapter five.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The study established the head-teachers' supervision roles and teachers' effectiveness in selected secondary schools in Kamwenge District, Uganda. The chapter covers the conclusions of findings and pertinent recommendations basing on the research objectives and results presented in chapter four of this report. The areas of further research were also covered and equally presented.

5.1 Conclusions

The study conclusions were reached basing on the themes developed from the research objectives. This section concludes the key results in collaboration with the stated research objectives in order to formulate the recommendations of the study.

From the objective one; it is concluded that monitoring make teachers' comply with lesson plan; make teachers comply with scheme of work; and make teachers become punctual for classes effects of monitoring on teachers' effectiveness in teaching. Time scheduling has a bearing on performance of teachers in selected secondary schools. The formative feedback helps teachers to keep on track as per lesson plan; provides teachers with the opportunity to improve the way of teaching; allows teachers to identify gaps and correct errors; and builds and gives teachers confidence to use different teaching methods; these are the major effect of head-teachers' supervision role on teachers' effectiveness in public secondary schools in Kamwenge district.

From the objective two, the study concluded that time management (in form of scheduling, punctuality and time control); effective monitoring of: scheme of work, teachers' code of conduct, lesson plans, students' academic progress, and learning development; and formative feedback i.e. coaching, appraising of staff and induction of new teachers; these are the major functions under head-teachers' supervision role in selected public secondary schools in Kamwenge district.

Lastly From the objective three, it is evident that teachers compliance to scheme of work, lessons plan and timetable, ability to perform (curriculum/content syllabus coverage), teachers'

attendance and punctuality on duty, assessment of students, high levels of literacy and numeracy for learners, in lower classes, and learners' education outcomes and improved grade; these are the major effectiveness of teachers under supervision of head-teachers in selected public secondary schools in Kamwenge district.

5.2 Recommendations

Following the findings and conclusions of this study the following recommendations were suggested to be put in place by policy makers and all other stakeholders in education.

From objective one; The study recommends that there is need for streamlined coordination between school stakeholders to ensure proper flow of information, monitoring and guidance during school supervision thus able to achieve teachers' effectiveness.

On objective two; The study further recommends that there is need for cooperation and team work among the school stakeholders especially on the school management and administration. Teachers should be encouraged by such stakeholders to love and right their job, in addition to persuading them to work as per agreed work schedule or contract.

From objective three; The study also recommends that there is need for continuous staff development programmes targeting teachers because it builds instructional capacity of teachers' ability to motivate learners. This would equip them with knowledge and skills concerning time management thus able to encourage them to be effective and efficient at their place of work.

Others include; The study recommends that secondary school financial base should be increased to facilitate the timely supervision of schools. The government of Uganda should increase on their education budget and money allocated to each secondary schools so as to have adequate resources in place for effective and regular school supervision.

To the government; The study recommends that the government of Uganda through the Ministry of Education and Sports should encourage and emphasize timely release of funds to enable schools and supervisors carry out their supervision duties promptly and effectively.

To the school administrators; The study also recommends that there is need for better school management and administration to effectively and competently carry out school supervision.

Supervisors should be equipped with skills and knowledge on best supervision practices so as to achieve the supervision goals.

The study recommends that there is need for schools to have stringent measures (rules and regulations) governing teachers' time management. This would boost of the teachers' regularity, punctuality and completion of their assigned duties within the specified period of time.

The study recommends that more school inspection is desirable to boost teachers' time management. Various stakeholders especially Inspectors of Schools should pull-out their socks and do their role diligently.

5.3 Recommendations for Further Studies

The investigator carried this research in order to establish “Head-Teachers’ Supervision Roles and Teachers’ Effectiveness in Selected Secondary Schools in Kamwenge District, Uganda” but this research has not been extensively exhausted owing to several bottlenecks. More areas that need more research is vital in scope of:

1. Research should be conducted on teachers’ academic qualifications on teachers’ effectiveness in secondary schools in Uganda.
2. Research should be conducted on education stakeholders’ cooperation and teachers’ effectiveness in secondary schools in Uganda.
3. Research should be conducted on institutional policies and teachers’ effectiveness in secondary schools in Uganda.
4. The study was only confined in public and private secondary schools in Kamwenge District, Uganda. Related research needs to be done in all other schools especially primary schools in Uganda, thus able to identify other areas for improvement.

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APPENDICES

APPENDIX 1: Table for Determining Sample Size for a Finite Population

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

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

APPENDIX II: INFORMED CONSENT FORM

TITLE OF STUDY: HEAD-TEACHERS'SUPERVISION ROLES ANDTEACHERS'EFFECTIVENESS IN SELECTED PUBLIC SECONDARYSCHOOLSIN KAMWENGE DISTRICT, UGANDA

Principal investigator: Kayirebe Claire

Institution: Uganda Martyrs University, Nkozi

Introduction

I Kayirebe Claire is doing research entitled, "Head-Teachers'Supervision Roles andTeachers'Effectiveness in Selected Public SecondarySchoolsin Kamwenge District, Uganda". My study is aimed at fulfilling the requirements for the award of a Master's in Education Administration and Management.The aim of the study is to investigate the roles of Head-teachers'supervision onteachers'effectiveness in selected public secondaryschools in Kamwenge District, Uganda, then, make recommendations to schools. This informed consent document basically explains the nature of the study to you the respondent. In case you have any questions, they will be answered after the study has been explained to you. If you decide to participate in the study, you will be asked to sign a consent document, a copy of which you will be given a copy to keep.

The study is sponsored by the researcher (Kayirebe Claire)

Purpose of Study: The purpose of the study is to examinethepracticesofhead-teachers'supervisionroles onteachers' effectivenessin selected public secondary schools.

Study Procedures: Your participation in this study will involve a semi-structured individual interview which will involve experience sharing and your opinions regarding head-teachers'supervision roles andteachers'effectiveness in selected public secondaryschools. The individual interview will last about 15-20 minutes and will involve audio recording. These transcripts and audio records will be transcribed later for verification purposes and coding. Interviews will be scheduled based on your availability.

Who will Participate in the Study? The study will comprise head teachers, deputy head teachers, directors of studies, and teachers. Head teachers, deputy head teachers and directors

of studies will be interviewed from the ten sampled schools; while, only teachers will be asked to participate in FGDs.

Risks: This study poses no risks to you personally or your institution except the risk of inconveniencing you for your time during the interview or answering the FGD questions.

Benefits: There will be no direct benefit to you for participating in this study. However, we hope that the information obtained from this study may help schools to devise means of encouraging school stakeholders to adopt better head-teachers' supervision roles in schools. The school managers may request a copy of the final report for reference and in agreement with the principal investigator may request for a presentation to aid knowledge sharing sessions with the school management, teachers and other support staff.

Confidentiality: For the purposes of this research study, your comments will not be anonymous. Every effort will be made by the researcher to preserve your confidentiality including the following: assigning code names/numbers for participants that will be used on all research notes and documents, and keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher. Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents may include, but not limited to, incidents of abuse and suicide risk.

Contact Information or Questions: If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Primary Investigator, -----

Voluntary Participation: Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not

affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

Statement of Consent:

I grant consent that as a Head teacher, deputy head teacher, teachers and director of studies selected on account of my knowledge, skills, experience and willingness to communicate my opinions do accept that the information I share during my interaction may be used by Kayirebe Claire for research purposes.

I am aware that my discussions maybe audio recorded and grant consent for these audio recordings, provided that my privacy will be protected. I understand that by signing this form, I do not waive off my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate.

A copy of this will be provided to me.

Participant's Name: -----

Participant's Signature: -----

Researcher's Name: Kayirebe Claire

Researcher's Signature: -----

Date: -----

APPENDIX III: INDIVIDUAL INTERVIEW GUIDE

Head teacher, deputy head teachers and directors of studies)

Guiding Questions

1. In your view, what are the functions under head-teachers' supervision roles in your school?

2. How does head teachers' support influence teachers' ability to prepare teaching materials in your school?

3. In your view, what is the role of teamwork in enhancing the teachers' ability to explain course expectations for learners in your school?

4. In your view, what is the impact of head-teachers' instructional capacity on teachers' ability to motivate learners in your school?

5. How best do you want head-teachers' supervision roles to be improved in your school?

6. How best should teachers' effectiveness be enhanced in your school?

Thank You for your cooperation

APPENDIX IV: FGD Guide(Teachers)

Guiding Questions

1. In your view, what are the functions of head-teachers' supervision roles in your school?
2. How does head teachers' support influence teachers' ability to prepare teaching materials in your school?
3. In your view, what is the effectiveness of teachers under supervision of head-teachers in your school?
4. In your view, what is the impact of head-teachers' instructional capacity on teachers' ability to motivate learners in your school?
5. How best do you want head-teachers' supervision roles to be improved in your school?
6. How best should teachers' effectiveness be enhanced in your school?

Thank You for your cooperation

APPENDIXV: AUTHORIZATION LETTER

Uganda
Martyrs
University



making a difference

The Faculty of Education

Date: 06/11/2024

Re:



PERMISSION LETTER TO CONDUCT FIELD RESEARCH

Dear Sir/Madam,

Greetings from Uganda Martyrs University.

The Faculty of Education is delighted to introduce **KAYIREBE CLAIRE**, Registration number **2019-M313-20011**, a student pursuing a Master of Education degree of Uganda Martyrs University. She is undertaking research in partial fulfillment of the requirements leading to the degree award. Her research topic is: **HEAD-TEACHERS' SUPERVISION ROLES AND TEACHERS' EFFECTIVENESS IN SELECTED SECONDARY SCHOOLS IN KAMWENGE DISTRICT, UGANDA.**

We request that you offer her the necessary assistance in order to complete this research project. For further inquiry on this matter, please contact me at 0772-366156 or email: aodele@umu.ac.ug.

Thank you for your support and cooperation.

Sincerely,



Dr. Anne Odele

Head of Postgraduate Department

Faculty of Education

APPENDIXVI: MAP OF KAMWENGE DISTRICT

