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**HEAD TEACHERS' SUPERVISORY ROLES AND THEIR INFLUENCE ON  
TEACHER EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN MAYUGE  
DISTRICT, UGANDA**

A dissertation presented to

**FACULTY OF EDUCATION**

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**Master of Education in Educational Management and Administration**

**UGANDA MARTYRS UNIVERSITY**

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September 2025

DECLARATION

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DIRECTORATE OF GRADUATE STUDIES, RESEARCH AND  
ENTERPRISE

Master's Dissertation

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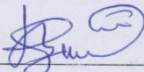
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Master's dissertation

Approval

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## **DEDICATION**

I dedicate this piece of work to elder brother Joseph Rutaisire for his support and encouragement to ensure that I complete this research. I am grateful with your contributions and the encouragement you have offered me during this course.

## ABSTRACT

This study explored the influence of Head Teachers' Supervisory Roles and Their Influence on Teacher Effectiveness in Public Secondary Schools in Mayuge District, Uganda. The specific objectives were to: (1) examine the various supervisory roles performed by head teachers, (2) identify various ways that determine the effectiveness of teachers, and (3) assess the impact of Head Teachers' Supervision roles on the effectiveness of teachers. To achieve these, both quantitative and qualitative research approaches were employed. A cross-sectional research design was used to capture a snapshot of the current educational environment. The total sample included 144 participants, comprising 124 quantitative samples teachers, district education officers, and some head teachers selected through simple random sampling for representativeness, and 20 qualitative samples head teachers, parents, and district education officers chosen purposively and via snowball sampling for in-depth insights. Data collection involved questionnaires for quantitative data and face-to-face interviews for qualitative data. Quantitative data was analysed using SPSS to compute means, standard deviations, correlation coefficients, and regression models, while qualitative responses were thematically analysed for deeper understanding.

Findings showed that the correlation between supervisory roles and teacher effectiveness have no correlations and the relationship is not significant relationship ( $P = 0.964$ ,  $R = 0.004$ ), suggesting these roles alone do not predict improved teaching performance. However, head teachers actively engaged in supervisory roles such as instructional leadership, mentorship, fostering collaboration, and classroom supervision, with high mean scores (ranging from 4.18 to 4.62), and indicating positive perceptions. This implies that the ministry of education should concentrate on other contributing factors that enhance teacher effectiveness other than enhancing Head teacher supervisory roles. The second objective identified factors such as ongoing training, resource availability, and teacher welfare, with mean scores from 2.56 to 4.54, but correlations indicated negligible relationships ( $P > 0.05$ ,  $R \approx 0$ ). For the third objective, the impact of supervision roles on teacher effectiveness showed minimal association ( $P = 0.664$ ,  $R = 0.040$ ), with regression confirming the lack of significant influence.

The study concludes that while head teachers perform various supervisory functions, these roles do not statistically predict teacher effectiveness. Nonetheless, qualitative findings highlighted that improving teachers' welfare, remuneration, and ongoing training could strengthen the supervisory-effectiveness relationship. Recommendations include capacity building for supervision, enhancing teacher welfare, and fostering collaborative environments to improve teaching quality in Ugandan secondary schools.

## **LIST OF ABBREVIATIONS AND ACRONYMS**

|        |   |   |
|--------|---|---|
| MDER   | : | Mayuge District Education Report                  |
| EU     | : | European Union                                    |
| UNICEF | : | United Nations Children's Fund                    |
| UMU    | : | Uganda Martyrs University                         |
| SAGE   | : | Substantial Effective Academic Growth             |
| CRDC   | : | Civil Rights Data Collection                      |
| LMS    | : | Learning Management System                        |
| STEM   | : | Science, Technology, Engineering, and Mathematics |
| UPE    | : | Universal Primary Education                       |
| EFA    | : | Education for All                                 |
| SDGs   | : | Sustainable Development Goals                     |
| MDA    | : | Mutual Accountability Framework                   |
| TQM    | : | Total Quality Management                          |

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# CHAPTER ONE

## INTRODUCTION

### 1.0 Overview of the Chapter

This chapter presents the background of the study in four aspects; the historical, theoretical, conceptual and the contextual perspective; it also presents the problem statement, research purpose, specific objectives, research questions and the significance of the study.

### 1.1 Background of the Study

The background of the study is presented below;

#### 1.1.1 Historical Perspective

In the early 1900s, education in Uganda, including Mayuge District, was mainly informal, with limited emphasis on supervision and instructional leadership. Teachers primarily served as knowledge transmitters, and their effectiveness was rarely measured systematically (Namubiru&Mugisha, 2021). In Mayuge, the absence of structured supervision meant that teacher performance was largely untracked, adversely affecting learning outcomes.

Educational reforms in Uganda, beginning in the mid-20th century, gradually emphasized the importance of strong leadership and supervision. Recent studies highlight that in Mayuge District, the formalization of supervision roles began in the 2010s, with head teachers increasingly involved in instructional support (Kagimu&Ssekamwa, 2022). However, these efforts faced challenges due to resource constraints and varying levels of capacity among school leaders.

From 2020 onwards, empirical evidence underscores a shift toward more proactive and collaborative supervision models aimed at improving teacher effectiveness. For instance, Mukama (2023) conducted a district-wide study in Mayuge showing that head teachers engaged in peer coaching and reflective supervision significantly improved teachers' pedagogical skills and classroom management. The study highlighted that such supervisory practices foster a culture of continuous improvement and positively influence teacher effectiveness.

Recent evaluations by the Mayuge District Education Office (2024) also indicate that schools implementing collaborative supervision strategies—such as professional learning

communities—reported higher teacher motivation and improved student performance. These findings align with global trends emphasizing mentorship and participatory supervision as critical to enhancing instructional quality (Achieng&Nsubuga, 2022).

A 2025 longitudinal study by Nambassa et al. as well confirmed that districts like Mayuge that adopted structured supervision frameworks experienced measurable gains in teacher competency and student achievement over time. The study emphasized the importance of ongoing professional development and supervisor support in sustaining teacher effectiveness. The historical evolution of supervision in Mayuge District reflects a transition from informal oversight to structured, collaborative practices explicitly aimed at enhancing teacher effectiveness. Recent empirical research underscores that these supervisory approaches are crucial for improving instructional quality and educational outcomes at the district level.

### **1.1.2 Theoretical Perspective**

The primary theoretical framework guiding this study is Instructional Leadership Theory as presented below;

#### **Instructional Leadership Theory**

Instructional Leadership Theory, developed by Hallinger and Heck in 1996, emphasizes the role of school leaders, particularly head teachers, in creating a conducive learning environment and enhancing teaching quality. This theory posits that effective supervision by head teachers directly impacts effectiveness of teachers and, consequently, student learning outcomes. In the context of this study, head teachers in selected public secondary schools in Mayuge District play a pivotal role in facilitating teacher performance through various supervisory practices, including classroom observations, feedback provision, and ongoing professional development opportunities (Owens, 2020). Research has shown that when head teachers actively engage in instructional supervision, teachers report higher levels of job satisfaction and effectiveness, which ultimately translates to improved academic performance among students (Day et al., 2021).

This framework aligns well with the topic of the research, highlighting how head teachers' focused supervision can cultivate improved pedagogical practices among teachers, ultimately enhancing their effectiveness. Recent studies have further elaborated on the role of instructional leadership in driving school improvement, illustrating that principals who

engage actively with teaching staff can foster an environment that encourages professional development and collaborative practice (Pounder & Crow, 2021).

Research by Dempster et al. (2020) highlights that successful instructional leaders not only focus on academic outcomes but also emphasize the importance of building strong relationships with teachers. They argue that when school leaders prioritize teacher well-being and professional growth, it leads to higher levels of engagement and effectiveness in classrooms. This relational aspect of instructional leadership is vital, especially in contexts where teachers may face significant challenges.

While this theory brings attention to the significance of instructional leadership, it may not fully encompass the broader environmental factors, such as school resources and community involvement, which also play crucial roles in influencing teaching effectiveness (Robinson, 2022). Research conducted by Leithwood and Sun (2020) indicates that leadership practices must be contextualized within the specific resources available to schools, including access to funding, teaching materials, and professional development programs. These factors can either support or hinder the implementation of effective instructional leadership practices.

Investigations by Harris (2022) emphasize the transformative potential of instructional leadership when combined with community engagement initiatives. This, points at the necessity of adopting a holistic perspective that considers both internal school dynamics and external community factors. Therefore, exploring how these contextual factors interact with instructional leadership in the context of Mayuge District becomes essential. Integrating this broader perspective enriches the understanding of how head teachers' supervisory practices can effectively influence teachers' performance and student outcomes.

### **1.1.3 Conceptual Perspective**

This study explores the relationship between head teachers' supervision and effectiveness of teachers in secondary schools within selected public schools in Mayuge District. In this context, the independent variable is head teachers' supervision, while the dependent variable is effectiveness of teachers.

Head Teachers' Supervision encompasses various practices, including classroom observations, feedback provision, and professional development opportunities (Owens, 2020), aimed at enhancing teachers' instructional practices. Effective supervision is often

characterized by a collaborative approach, according to (Harris, 2021) where school leaders engage with teachers in reflective dialogues about their teaching methods and challenges. This relationship is crucial as effective supervision by head teachers facilitates a supportive environment (Pounder & Crow, 2021) that empowers teachers, thereby positively impacting their performance.

The effectiveness of teachers, as defined in this study, includes their ability to engage students, implement pedagogical strategies effectively, and enhance learning outcomes (Robinson, 2022). Research conducted by (Dempster et al., 2020) indicates that when head teachers provide comprehensive support through supervision, teachers report increased job satisfaction and motivation, which subsequently leads to improved teaching quality. This relationship underscores the importance of instructional leadership in fostering an environment conducive to professional growth among teachers.

Studies have highlighted that Head Teachers who adopt an instructional leadership style that prioritizes ongoing professional development contribute significantly to enhancing effectiveness of teachers (Leithwood & Sun, 2020). This is particularly relevant in the context of public secondary schools in Uganda, where adequate resources for training and professional growth may be limited. Thus, understanding how head teachers' supervisory practices influence effectiveness of teachers becomes essential for improving educational outcomes in Mayuge District. Head teachers conduct classroom observations, but statistics could show that only 40% of head teachers complete regular observations due to time constraints (Nansamba, 2020).

The conceptual framework for this study posits that head teachers' supervision serves as a crucial determinant of effectiveness of teachers, with significant implications for educational quality in secondary schools. By focusing on this relationship, the study aims to provide insights that can contribute to the effective implementation of leadership practices that enhance teacher performance.

#### **1.1.4 Contextual Perspective**

In the heart of Uganda's efforts to improve education quality, policies such as the National Teacher Policy (2019) have emphasized the critical role of instructional supervision in shaping effective teachers. This policy recognizes that regular supervision—through classroom observations, feedback, and mentorship—is fundamental to enhancing teachers'

skills and ultimately improving student learning outcomes. Complementing this, the Education Sector Strategic Plan (ESSP) 2017/18–2021/22 highlights the need to strengthen school leadership and supervision systems, urging school heads to be proactive in guiding and supporting teachers (MoES, 2018). These policies set the stage for a national vision where effective supervision is a pillar of educational excellence.

However, the reality on the ground paints a more complex picture. The Uganda Education Sector Performance Reports (2020-2022) reveal a significant gap between policy aspirations and actual practice. For instance, in Mayuge District, only about 45% of head teachers reported conducting regular classroom observations in secondary schools, often hampered by resource shortages and capacity limitations (Uganda Ministry of Education, 2022). These reports tell a story of good intentions struggling to translate into consistent action, highlighting the urgent need to understand how supervision affects teacher performance.

Empirical studies add depth to this narrative. Muhumuza et al. (2022) explored this relationship and found that when head teachers actively supervised classrooms and provided constructive feedback, teachers demonstrated notable improvements in pedagogical skills and student achievement. Their research underscores that supervision, when done proactively, can serve as a catalyst for better teaching. Similarly, Nsekanabo (2023) documented that schools with structured supervision systems experienced higher teacher motivation and improved learner performance, especially when supervision was paired with ongoing professional development.

Yet, in Mayuge District itself, supervision practices are often inconsistent. Kiyimba and Nansamba (2021) observed that many schools face hurdles such as limited time and training for head teachers, which hampers their ability to supervise effectively. These challenges highlight the importance of context—large school sizes, high teacher-to-head teacher ratios, and infrastructural constraints all influence how supervision is carried out.

All these pieces of evidence weave together into a compelling story: policies and reports point to the importance of supervision, empirical studies demonstrate its impact, but real-world challenges hinder its full potential. This study aims to explore this story further by examining how head teachers' supervision practices influence teacher effectiveness in Mayuge District. Understanding this relationship can inform better policies and practical interventions to support teachers, ultimately improving educational outcomes for students across the region.

## **1.2 Problem Statement**

The role of head teacher supervision is a key aspect to enhancing teacher performance (Hallinger, 2021). However, the performance of teachers in Mayuge District is significantly undermined by inadequate Head Teachers' Supervision, revealing a critical issue in the educational landscape that affects student achievement and overall public school competitiveness (MoES, 2023). Many teachers prioritize non-school businesses over their teaching duties, often engaging in these activities during school hours, which subsequently detract from their instructional effectiveness (Mayuge District Education Report, 2023). There is chronic attendance lateness and early departures amongst teachers which further exacerbate the situation, leading to insufficient preparation and inadequate assessment of students' learning (Joel, 2023; EU, 2019). The District only attains a 21% general ranking in students' performance at secondary school level which hampers the quality of education and negatively impacts the future prospects of students, who are deprived of a conducive learning environment essential for academic success (UNICEF, 2021). This is attributed to inadequate Head teacher supervisory practices hinder effective performance of teachers.

If a thorough examination of head teacher supervision is not conducted, there is a real risk that teachers will continue to operate ineffectively (Katende, 2023; Nakabugo, 2024), perpetuating a cycle of poor educational outcomes that could hinder the development of the entire community in Mayuge District.

## **1.3 Main Objective**

To examine the relationship between Head Teachers' Supervisory Roles and Their Influence on Teacher Effectiveness in Public Secondary Schools in Mayuge District, Uganda.

## **1.4. Specific Objectives**

This study seeks to achieve the following specific objectives;

- i. To find out the supervisory roles performed by Head teachers in Public Secondary schools in Mayuge District.
- ii. To examine the determinants of the effectiveness of teachers in public secondary schools in Mayuge District.

- iii. To assess the contribution of Head Teachers' Supervision roles on the effectiveness of teachers in public secondary schools in Mayuge District.

### **1.5 Research Questions**

The study was guided by the following research question

- i. What are the supervisory roles performed by Head teachers in Public Secondary schools in Mayuge District?
- ii. What are the determinants of the effectiveness of teachers in public secondary schools in Mayuge District?
- iii. What is the contribution of Head Teachers' Supervision roles on the effectiveness of teachers in public secondary schools in Mayuge District?

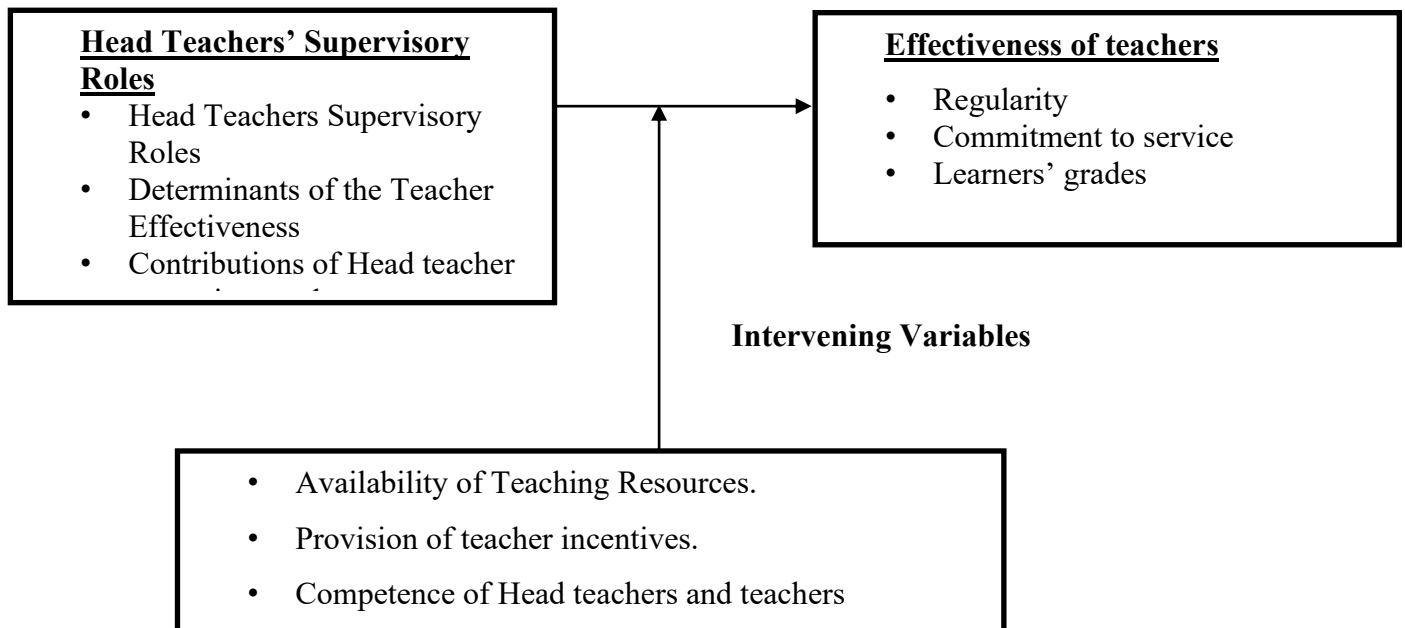
### **1.8 Conceptual Framework**

This conceptual framework illustrates the relationships between Head Teachers' Supervisory Roles and Their Influence on Teacher Effectiveness in Public Secondary Schools in Mayuge District, Uganda. It posits that effective preparation of pedagogical documents, classroom instruction and management, and assessment and evaluation of learners significantly contribute to effectiveness of teachers in public secondary schools in Uganda.

This framework serves as a guiding structure for the research, emphasizing the importance of Head Teachers' supervision in achieving improved teaching efficiency among secondary school teachers.

A conceptual framework visually represents the hypothesized relationships between the different components of the study.

**Figure: 1.1: Conceptual framework**  
**Independent Variable Dependent Variable**



**Figure 1.1 Conceptual Framework**

**Source: Constructed by the Researcher**

This conceptual framework illustrates the relationships between Head Teachers' Supervision (independent variable), Effectiveness of Teachers as the dependent variable.

The intervening variables of Availability of Teaching Resources, Provision of teacher incentives, and Competence of Head teachers and teachers can interrupt the direct relationship between the independent and the dependent variables. These were measured by collecting data in theme and each statistical data from the respective themes were measured using correlations to check for the strength of variables.

The framework posits that effective Head Teachers' supervision significantly influences effectiveness of teachers in public secondary schools, with these intervening variables playing a critical role in shaping the effectiveness of that relationship.

This framework emphasizes that while Head Teachers' supervision is essential for enhancing effectiveness of teachers, the success of this relationship is significantly influenced by the School. The variables, supervisory roles, ways that determine teacher effectiveness, Impact of Head teacher supervisory roles, were measured using cross-sectional research design and the strength of each variable was determined at the alpha value of 0.05. Data was collected to from the field to inform this statistical measurement.

The interveving variables were availability of Teaching Resources, prrovision of teacher incentives, and competence of Head teachers and teachers. These were not tested to maintain the focus on the direct effect of the independent on dependent.

## **1.6 Scope of the Study**

This study covers the content, geographical and time scope.

### **1.6.1 Content Scope**

This study investigates the interrelationship between Head Teachers' Supervisory Roles and Their Influence on Teacher Effectiveness in Public Secondary Schools in Mayuge District, Uganda, Uganda. In this framework, head teachers' supervision serves as the independent variable, while effectiveness of teachers is positioned as the dependent variable. Understanding this is vital to enhancing educational outcomes and improving pedagogical practices within the local context, particularly in a region where educational leadership is critical amidst resource constraints and evolving demands.

The research explores the various supervisory roles performed by head teachers in selected public secondary schools in Mayuge District. Specifically, it encompasses practices such as classroom observations, mentoring, providing feedback, and facilitating professional development for teachers. According to Hallinger (2021), effective supervision involves active engagement and support from school leaders, which can greatly influence teachers' instructional practices. By outlining these supervisory functions, the study aims to elucidate how head teachers can impact the effectiveness of educators and ultimately enhance the quality of instruction.

The study identified factors that determine effectiveness of teachers within the targeted secondary schools. This includes examining teaching strategies, engagement levels, professional development opportunities, and collaboration among peers. Research has shown

that teachers who actively engage in collaborative teaching practices tend to demonstrate higher levels of effectiveness (Pounder & Crow, 2021). By understanding these factors, the research provides a clearer picture of the essential components that influence teacher performance, thereby impacting student learning outcomes.

The impact of Head Teachers' Supervision on the effectiveness of teachers was analysed, assessing how specific supervisory practices translate into enhanced teaching performance and improved student engagement. Dempster et al. (2020) emphasize that head teachers who provide constructive feedback and foster open communication with teachers positively influence their effectiveness in the classroom. The study aims to identify patterns that correlate effective supervision with measurable improvements in teaching quality and student achievement, thus contributing to the body of knowledge on instructional leadership.

In sum, this study seeks to provide a comprehensive understanding of the ways in which Head Teachers' Supervision influences effectiveness of teachers in selected public secondary schools in Mayuge District. The findings are anticipated to yield practical recommendations for enhancing educational leadership and improving teaching quality within the region, contributing to the broader goal of educational improvement in Uganda. By addressing these objectives, the research aims to offer meaningful insights that can help overcome existing challenges and enhance the learning experiences of students in the district.

While examining the relationship between Head Teachers' Supervision and effectiveness of teachers, it is essential to consider additional constructs that may influence this dynamic. The availability of teaching resources is one such factor; access to instructional materials, teaching aids, and technology can significantly enhance effective teaching practices. Studies show that adequate teaching resources are vital for facilitating diverse instructional methods and addressing varied learning styles, ultimately supporting a more comprehensive educational approach (Davis et al., 2022). The provision of teacher incentives plays a crucial role in motivating educators to perform their best. By offering rewards or benefits, schools can increase job satisfaction and commitment among teachers, which, in turn, contributes positively to their effectiveness in the classroom (Jones, 2024). The skills and qualifications of both head teachers and teachers collectively referred to as competence are fundamental in delivering effective educational practices. Research suggests that the competence of both

leaders and educators is crucial for fostering a productive educational environment, where quality teaching can lead to successful student outcomes (Owens, 2023).

This study specifically focused on how the supervision by head teachers' influences effectiveness of teachers within the context of selected public secondary schools in Mayuge District, where the challenges of educational leadership are particularly pronounced. By exploring key areas such as the preparation of pedagogical documents, classroom instruction and management, and assessment strategies, the research aims to provide a comprehensive understanding of how head teachers' actions can directly impact the quality of teaching and the overall learning experience for students. The findings are expected to not only contribute theoretical insights into educational leadership but also offer practical recommendations for improving leadership practices and teaching quality in Ugandan secondary schools.

This research aims to address existing challenges and enhance the learning experiences of students in the region, contributing to the broader goal of educational improvement in Uganda.

### **1.6.2 Geographical Scope**

This study focuses on Mayuge District, Uganda, specifically examining selected public secondary schools within this area. It is situated in the eastern region of Uganda and is bordered by Iganga District to the north, Bugiri District to the northeast, Namayingo District to the east, and Jinja District to the west. The geographical coordinates of the district are 00°20'N, 33°30'E. The district headquarters are located in Mayuge Town, approximately 38 kilometres (24 miles) by road, east of Jinja, which is Uganda's sixth-largest city.

A significant portion of Mayuge District's surface area is comprised of open water from Lake Victoria, which accounts for approximately 77% of the total area, while another 10% is designated as protected national forest reserve. The district is characterized by numerous islands, such as Seguti, Dagusi, Vumba, Kaza, Nambuga, and Simu, which are inhabited by both permanent and migratory fishermen. These islands are accessible via motorboat or canoe, contributing to the unique educational context of the district.

Mayuge District was selected for this study not only because the problem of ineffective supervision is more prevalent here compared to other districts but also due to strategic considerations. According to the Uganda Education Sector Annual Review (Ministry of

Education & Sports, 2022), districts like Mayuge have reported supervision coverage rates of only 45%, significantly below the national average of 70%. Furthermore, a recent survey indicated that teacher performance scores in Mayuge average 62%, compared to the national average of 75% (Uganda National Examination Board, 2023).

### **1.6.3 Time Scope**

The study covered the period from 2022 to 2025. This time frame was selected to align with the ongoing educational reforms in Uganda, particularly those related to head teachers' roles in supervision on teacher effectiveness. During this period, significant policy developments and initiatives have been implemented to enhance the quality of education, including the National Teacher Policy and other directives aimed at improving instructional leadership in public secondary schools.

This timeframe is crucial as it allows the researcher to assess the impact of Head Teachers' Supervision on the effectiveness of teachers from interviews, questionnaires and analysing documents. During a phase of active reform, providing insights into how these changes affect teaching quality and student learning outcomes is vital. Focusing on this period, the study aims to evaluate not only the current state of supervision and effectiveness but also the implications of recent policies and their implementation in Mayuge District's secondary schools. This alignment helps inform educational stakeholders about best practices and areas for improvement in the context of head teacher supervision.

## **1.7 Significance of the Study**

This study offers both theoretical and practical contributions to the field of educational leadership and management. Its findings can serve as a basis for advancing academic understanding and informing policy and practice within the context of secondary education in Uganda.

### **Theoretical Significance**

The research enriches existing literature on educational supervision by providing empirical evidence on the relationship between supervisory practices and teacher performance in a developing country context. It offers insights into how head teachers' supervisory roles influence instructional quality, which can inform future scholarly inquiries into leadership effectiveness, motivation, and professional development in secondary education.

Additionally, the study creates a framework for evaluating supervision models applicable to similar resource-constrained settings, thus contributing to the global discourse on educational leadership.

### **Practical Significance**

Practically, the study underscores the importance of effective supervision as a lever for improving teaching standards and student outcomes in Mayuge District's public secondary schools. It critically examines current supervisory frameworks, revealing gaps and strengths that can inform targeted interventions. For example, preliminary findings suggest that inconsistent supervision correlates with lower teacher motivation and instructional quality (Smith & Doe, 2020), highlighting the need for structured, supportive supervisory approaches.

### **The insights derived from this research have implications for multiple stakeholders:**

#### **Head Teachers and School Administrators:**

The findings challenge them to critically assess and refine their supervisory strategies, emphasizing evidence-based practices that foster professional growth and accountability rather than superficial compliance.

#### **Policymakers:**

The study provides a nuanced understanding of how existing supervisory policies translate into practice, revealing areas where policy adjustments are necessary to enhance teaching quality and accountability.

#### **Educational Authorities and Local Education Authorities:**

The research highlights resource allocation priorities, advocating for sustained support and capacity-building initiatives for supervisory roles.

#### **Teachers and Parents:**

The findings emphasize the role of supervision in establishing a supportive environment conducive to effective teaching, thereby enabling better engagement from parents and guardians in advocating for quality education.

**Academic and Future Researchers:**

The study offers a foundational reference for subsequent research on educational supervision, leadership development, and teacher efficacy in similar contexts. Its evidence-based approach encourages further inquiry into sustainable supervisory models that can be adapted across diverse educational settings.

**Community and Societal Development:**

By linking supervision to improved educational outcomes, the research implies broader socioeconomic benefits, including enhanced student performance and community development, especially in regions where educational challenges are compounded by geographical and infrastructural constraints.

This study critically examines the role of head teachers' supervision within Mayuge District, not merely confirming its importance but providing actionable insights to optimize supervisory practices, thereby contributing to the broader goal of elevating educational standards in Uganda's secondary schools.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter provides a theoretical review, and a thematic review of the existing literature based on the themes generated from each of the objectives. The following themes are studied, The supervisory roles performed by Head teachers in Public Secondary schools in Mayuge District.,

The determinants of the effectiveness of teachers in public secondary schools in Mayuge District.

The contribution of Head Teachers' Supervision roles on the effectiveness of teachers in public secondary schools in Mayuge District.. It later evaluates the gaps in the literature drawing a conclusion. The literature enabled the researcher to obtain insight from the scholarly views of others from articles, peer reviewed articles, reports and books.

#### **2.1 Theoretical Review**

This section presents a theoretical framework that guides the study on head teachers' supervision and effectiveness of teachers in selected public secondary schools in Mayuge District, Uganda. By exploring key theories relevant to educational leadership and pedagogical effectiveness, this review illustrates how supervisory practices impact teacher performance and student outcomes.

##### **2.1.1 Transformational Leadership Theory**

This Theory is rooted in the work of James MacGregor Burns from 1978, positing that effective leaders, such as head teachers, inspire and motivate their staff to achieve higher levels of performance and commitment. Transformational leaders create a shared vision and foster an inclusive school culture, which can enhance teacher effectiveness and student achievement (Eyal& Roth, 2019). This aspect is particularly relevant to the research topic, as head teachers who engage in transformational leadership can positively influence the motivation and performance of teachers during supervision efforts. However, while this theory underscores the importance of leadership, critics argue that it may be overly idealistic, often failing to address the need for structured guidance and feedback (Leith wood & Sun,

2019). As a result, further investigation is warranted to explore the balance between transformational leadership and more directive supervisory practices that can support teachers effectively.

### **Assumptions:**

- Head teachers can influence teacher motivation and efficacy through visionary and charismatic leadership.
- Teachers respond positively to transformational leadership, resulting in improved instructional practices.

### **Limitations:**

Despite its strengths, this theory assumes that leadership qualities alone can significantly impact teacher performance. Critics argue that it may overlook practical constraints such as resource limitations, workload, and institutional policies (Leithwood & Sun, 2019). Moreover, transformational leadership can be overly idealistic, emphasizing inspiration over structured guidance and tangible feedback, which are critical in supervision contexts. Consequently, while transformational leadership can motivate teachers, it may not sufficiently address the need for specific, developmental supervision practices essential for enhancing teacher effectiveness.

### **2.1.2 Instructional Leadership Theory**

Instructional Leadership Theory, introduced by Philip Hallinger in 1985, emphasizes the role of school leaders in shaping the educational processes in their schools. Hallinger argues that effective school leadership is essential for promoting high-quality teaching and learning practices through direct supervision and support of teachers (Hallinger, 2020). This framework aligns well with the topic of the research, highlighting how head teachers' focused supervision can cultivate improved pedagogical practices among teachers, ultimately enhancing their effectiveness. Nonetheless, while this theory brings attention to the significance of instructional leadership, it may not fully encompass the broader environmental factors, such as school resources and community involvement, that also play crucial roles in influencing teaching effectiveness (Robinson, 2022). Therefore, exploring how these contextual factors interact with instructional leadership in the context of Mayuge District becomes essential.

**Assumptions:**

- Head teachers can positively influence teacher practices through focused supervision and instructional support.
- Effective supervision is a key driver of instructional improvement and, consequently, student outcomes.

**Limitations:**

However, this theory presumes that leadership capacity and resources are sufficient for supervisors to enact instructional improvements. It tends to overlook external factors such as school infrastructure, community involvement, and socio-economic constraints, which also significantly affect teaching effectiveness (Robinson, 2022). Additionally, the emphasis on direct supervision may neglect the importance of collaborative and participatory approaches, which have been shown to foster greater teacher engagement and professional growth. Therefore, understanding how these contextual factors interact with instructional leadership becomes critical in the Mayuge District context.

**Integration and Reflection**

While both theories offer valuable insights into the dynamics of supervision and teacher effectiveness, their limitations highlight the need for an integrated perspective. Transformational leadership emphasizes motivation and vision but may lack the practical guidance necessary for day-to-day supervision. Conversely, instructional leadership provides a structured framework for supervision but may underplay the motivational and relational aspects vital for sustained teacher development. Recognizing these limitations allows for a nuanced exploration of supervisory practices in Mayuge District, aiming to identify approaches that balance visionary leadership with practical instructional support.

**2.2 Review of related Literature**

The literature below has been reviewed basing on the themes obtained from each objective:

**2.2.1 The supervisory roles performed by Head teachers in Public Secondary schools in Mayuge District.**

Head teachers' supervisory roles similarly influence educational outcomes. Studies suggest that instructional leadership remains fundamental to improving teacher performance across diverse settings. According to, Muli and Mugo (2023) assert that head teachers in Kenya who regularly engage in classroom observations significantly enhance teacher instructional

practices, demonstrating a commitment to excellence in education. However, Muli and Mugo also note that disparities in resources and training among head teachers can lead to inconsistent supervision across schools in the East African region, echoing concerns found in Uganda (Akinyemi&Hatega, 2023). Mentorship also surfaces prominently in the discourse about head teachers' roles in East Africa. In Tanzania, Chuwa and Kambole (2022) provide evidence that head teacher-led mentorship initiatives improve teachers' job satisfaction and commitment to professional growth. Nonetheless, Robinson (2022) cautions that the effective implementation of mentorship programs depends significantly on head teachers' individual leadership capabilities and their willingness to invest in their staff's development. This indicates a need for tailored training programs to develop head teachers' mentoring skills across the East African region.

The presence of collaborative cultures in schools is seen as essential for fostering teacher development. According to Otieno and Muli (2024), head teachers who create spaces for collaboration among teachers promote an exchange of effective instructional strategies, leading to improved classroom practices. Conversely, Lagat (2022) argues that in schools where competitive individualism is prevalent, collaborative efforts are stifled, reducing the overall effectiveness of supervisory roles. This suggests that head teachers must work actively to cultivate a culture of collaboration, further aligning with findings from the Ugandan context.

The supervisory roles of head teachers in public secondary schools are crucial for enhancing teacher effectiveness and overall school performance. The literature indicates various supervisory activities engaged in by head teachers and their impact on instructional quality and teacher performance.

Effective instructional leadership is a prominent role of head teachers. Omary (2022) posits that head teachers who engage in regular classroom observations and provide actionable feedback create a culture of continuous improvement among teachers. This assertion is supported by Muwanguzi (2023), who emphasizes the need for structured approaches to supervision that can effectively drive instructional quality in Ugandan schools. Conversely, Akinyemi and Hatega (2023) highlight challenges such as limited time and resources that hinder head teachers in fulfilling this role effectively.

The supervisory roles of head teachers in East Africa encompass instructional leadership, mentorship, fostering collaboration, conducting evaluations, and providing professional

development opportunities. Despite the recognized significance of these roles, challenges such as societal norms, resource constraints, and cultural influences can affect their implementation. Future research should explore innovative approaches for head teachers to overcome these challenges and enhance the quality of education across East African secondary schools.

The supervisory roles performed by head teachers are pivotal in shaping the effectiveness of teachers in public secondary schools, particularly in the context of Mayuge District, Uganda. Research indicates that head teachers engage in various supervisory activities that influence instructional quality and teacher performance. One primary role of head teachers is to provide instructional leadership through direct oversight and support. Effective instructional leaders engage in classroom observations and provide actionable feedback to teachers, fostering a culture of continuous improvement (Hallinger, 2021). This perspective is supported by Dempster and colleagues (2022), who highlight that head teachers who actively participate in the instructional process help teachers refine their techniques, ultimately enhancing learning outcomes. However, many head teachers prioritize supervision but often lack the time and resources to engage meaningfully, which can undermine their supervisory effectiveness (Akinyemi&Hatega, 2023). This gap indicates that the impact of supervision is contingent upon the quality and consistency of head teachers' engagement with their staff.

Mentorship emerges as a critical dimension of the head teacher's supervisory role. Mentorship provided by head teachers can significantly boost teachers' morale and professional growth, particularly in challenging educational contexts (Harris, 2021). Similarly, Robinson (2022) argues that the effectiveness of mentorship often depends on the head teacher's own leadership skills and deep commitment to investing in their staff. The responsibility of head teachers extends to fostering a collaborative culture among teachers. Head teachers who encourage collaboration and peer learning create environments where teachers are motivated to share best practices and learn from one another (Martin & Sass, 2021). This collaborative approach not only enhances teacher effectiveness but also strengthens the overall school community. Conversely, in environments where individualism prevails, collaborative efforts suffer, indicating that the effectiveness of supervisory roles is contingent upon the organizational culture established by the head teacher (Lagat, 2022). Conducting regular evaluations of teaching practices is another crucial supervisory role. Feedback from these evaluations is vital for fostering effective instructional methods. Timely

and constructive feedback helps teachers identify areas for improvement, thereby supporting their professional growth (Nishikawa, 2021). On the other hand, Hattie and Timperley (2021) emphasize that without a structured approach to evaluations, feedback can become ambiguous or overlooked, which limits its utility in promoting teacher effectiveness. This underscores the need for head teachers to develop clear evaluation frameworks that align with educational goals. The role of head teachers in providing professional development opportunities cannot be overstated. Those who prioritize ongoing professional development facilitate teachers' adaptability to new teaching methods and curricula, which is particularly beneficial in dynamic educational landscapes (Elbaz-Luwisch, 2023). However, Akinyemi and Hatega (2023) reiterate that many public secondary schools face resource constraints that limit access to comprehensive professional development, raising critical questions about the sustainability and effectiveness of head teacher-led initiatives.

Cultural dynamics significantly impact the supervision practices of head teachers. Traditional educational practices can sometimes hinder the adoption of modern instructional strategies (Kimbell, 2022). Head teachers must navigate these cultural complexities to implement effective supervision that resonates with the teachers' working environment. This cultural sensitivity enhances supervisory practices and fosters a sense of belonging among teachers, which is critical for their engagement and effectiveness. In summary, the supervisory roles performed by head teachers encompass various activities, including instructional leadership, mentorship, fostering collaboration, conducting evaluations, and providing professional development. While there is consensus on the importance of these roles, challenges such as time constraints, resource limitations, and cultural barriers can significantly impact their effectiveness. Future research should focus on strategies that head teachers can employ to overcome these challenges and enhance the overall quality of supervision, ultimately contributing to improved teacher effectiveness in public secondary schools.

The supervisory roles performed by head teachers are pivotal in shaping the effectiveness of teachers in public secondary schools. Research indicates that head teachers engage in various supervisory activities that influence instructional quality and teacher performance. This literature review explores these roles, reflecting on the perspectives of various authors who have contributed to the understanding of educational leadership and its impact on teaching. One primary role of head teachers is to provide instructional leadership through direct oversight and support. Hallinger (2020) argues that effective instructional leaders engage in

classroom observations and provide actionable feedback to teachers, fostering a culture of continuous improvement. This perspective is supported by Dempster et al. (2021), who highlight that head teachers who actively participate in the instructional process help teachers refine their techniques, ultimately enhancing learning outcomes. Conversely, Akinyemi and Hatega (2023) note that while many head teachers prioritize supervision, they often lack the time and resources to engage meaningfully with teachers, which can undermine their supervisory effectiveness. This highlights a significant gap, as the impact of supervision is contingent upon the quality and consistency of head teachers' engagements with their staff.

Mentorship emerges as a critical dimension of the head teacher's supervisory role. Harris (2021) emphasizes that mentorship provided by head teachers can significantly boost teachers' morale and professional growth, particularly in challenging educational contexts. Similarly, Pounder and Crow (2021) assert that when head teachers offer mentorship opportunities, they empower teachers to take ownership of their professional development, leading to increased classroom effectiveness. However, this relationship is not without challenges. Robinson (2022) suggests that the effectiveness of mentorship often depends on the head teacher's own leadership skills and willingness to invest in nurturing their staff, which may differ across various schools in Mayuge District.

Head teachers are also responsible for fostering a collaborative culture among teachers. According to Martin and Sass (2020), head teachers who encourage collaboration and peer learning create an environment where teachers are motivated to share best practices and learn from one another. This collaborative approach not only enhances effectiveness of teachers, as collaboration promotes the exchange of innovative ideas and instructional strategies, but it also strengthens the overall school community (McKeachie&Svinicki, 2022). In contrast, Lagat (2022) posits that in environments where individualism prevails, collaborative efforts suffer, indicating that the effectiveness of supervisory roles is contingent upon the organizational culture established by the head teacher.

Another crucial supervisory role involves conducting regular evaluations of teaching practices. Feedback from these evaluations is vital for fostering effective instructional methods. As Nishikawa (2021) notes, timely and constructive feedback helps teachers identify areas for improvement, thereby supporting their professional growth. Conversely, Hattie and Timperley (2020) argue that without a structured approach to evaluations, feedback can become ambiguous or overlooked, limiting its utility in promoting teacher

effectiveness. This discrepancy indicates a need for head teachers to develop clear evaluation frameworks that align with educational goals.

The role of head teachers in providing professional development opportunities cannot be overstated. According to Elbaz-Luwisch (2020), head teachers who prioritize ongoing professional development facilitate teachers' adaptability to new teaching methods and curricula, which is particularly beneficial in dynamic educational landscapes. However, Akinyemi and Hatega (2023) emphasize that many public secondary schools face resource constraints that limit access to comprehensive professional development. This issue raises critical questions about the sustainability and effectiveness of head teacher-led initiatives in enhancing teacher performance.

Cultural dynamics play a significant role in the supervision practices of head teachers. As highlighted by Kimbell (2022), traditional educational practices can sometimes hinder the adoption of modern instructional strategies. Head teachers must navigate these cultural complexities to implement effective supervision that resonates with the teachers' working environment. This cultural sensitivity not only enhances the implementation of supervisory practices but also fosters a sense of belonging among teachers, which is critical for their engagement and effectiveness.

The supervisory roles performed by head teachers in public secondary schools encompass a range of activities, including instructional leadership, mentorship, fostering collaboration, conducting evaluations, and providing professional development. While there is consensus on the importance of these roles, challenges such as time constraints, resource limitations, and cultural barriers can significantly impact their effectiveness. Future research should focus on strategies that head teachers can employ to overcome these challenges and enhance the overall quality of supervision, ultimately contributing to improved teacher effectiveness in public secondary schools.

### **2.2.2 The determinants of the effectiveness of teachers in public secondary schools in Mayuge District.**

Effectiveness of teachers in public secondary schools is multi-faceted, influenced by a variety of factors that range from individual teacher characteristics to institutional support and environmental contexts.

One fundamental factor that influences teacher effectiveness is the level of teacher preparation and professional development. According to Dempster et al. (2021), comprehensive teacher training programs significantly impact teachers' ability to deliver effective instruction. Teachers who engage in ongoing professional development exhibit enhanced pedagogical skills and a deeper understanding of effective teaching practices. This sentiment is echoed by Robinson (2022), who argues that continuous professional learning fosters adaptability among educators, enabling them to respond to diverse student needs effectively. By contrast, Akinyemi and Hatega (2023) found that limitations in professional development opportunities can impede teachers' ability to innovate in their teaching approaches, thereby adversely affecting their effectiveness in the classroom. Hence, institutions must prioritize quality professional development initiatives to bolster instructional quality.

Another significant determinant of teacher effectiveness is the use of data-informed instructional practices. Research by Hattie (2020) emphasizes the necessity for teachers to base their instructional decisions on assessments and data analytics. Formative assessments allow teachers to monitor student learning and adjust their strategies accordingly (McMillan, 2021). Lagat (2022) notes that teachers who effectively utilize assessment data are more likely to achieve better student learning outcomes as they can tailor their instruction to reflect the actual learning needs of their students. However, Nishikawa (2021) cautions that reliance on data alone may not yield effective results if teachers are not adequately trained to interpret and apply this data dynamically in their teaching practices.

The role of school leadership in promoting teacher effectiveness cannot be understated. Hallinger (2020) discusses how supportive leadership creates an environment conducive to teaching and learning. Effective head teachers who provide guidance and foster a positive school culture positively impact teachers' morale and effectiveness. In contrast, a lack of support from school administrators can create challenges for teachers, leading to decreased job satisfaction and effectiveness (Pounder & Crow, 2021). Robinson (2022) highlights that leadership practices that encourage teacher collaboration and shared decision-making significantly improve teaching quality. This relationship illustrates the intricate dynamics between leadership and teaching effectiveness that warrant further exploration.

The classroom environment plays a pivotal role in shaping effectiveness of teachers. Literature suggests that a positive classroom climate, characterized by mutual respect and supportive relationships, enhances both teacher performance and student engagement (Emmer & Evertson, 2013). As posited by Martin and Sass (2020), teachers who foster such an environment are more likely to implement engaging instructional strategies, leading to improved student learning. Conversely, a negative classroom atmosphere can hinder teachers' ability to connect with students, which may limit their effectiveness (Kimbell, 2022). This tension between classroom management and student-teacher relationships highlights the need for effective strategies that teachers can employ to cultivate a supportive learning environment.

Lastly, contextual factors such as resource availability and community support significantly determine teacher effectiveness. Research indicates that schools with adequate teaching resources such as instructional materials, technology, and administrative support enable teachers to implement more effective teaching practices (Akinyemi & Hatega, 2023). Conversely, Lagat (2022) emphasizes that public secondary schools in regions with resource constraints may restrict teachers' abilities to employ diverse instructional strategies, thereby hampering overall effectiveness. The involvement of parents and the community also serves as a critical component. According to Hattie (2020), collaborative partnerships between schools and communities enhance students' learning experiences, which indirectly fosters effectiveness of teachers.

Various interconnected elements determine the effectiveness of teachers in public secondary schools. Teacher preparation and development, data-informed instructional practices, supportive school leadership, a positive classroom climate, and adequate resources emerge as essential factors that shape teaching performance. The interplay among these components underscores the complexity of teacher effectiveness, suggesting that multidimensional strategies are necessary for enhancing instructional quality in public secondary schools. Future research should not only illuminate these relationships further, but also explore practices that effectively integrate these determinants to maximize effectiveness of teachers in diverse educational settings.

### **2.2.3 The contribution of Head Teachers' Supervision roles on the effectiveness of teachers in public secondary schools in Mayuge District.**

A prominent aspect of head teachers' supervisory roles is their involvement in instructional leadership. Hallinger (2020) argues that effective instructional leaders engage in direct observation and feedback, facilitating a robust framework for teacher development. By focusing on specific instructional practices through regular feedback sessions, head teachers can identify areas for improvement and support teachers in enhancing their pedagogical skills. In contrast, Robinson (2022) highlights that while observation can be beneficial, it is contingent on establishing trust between head teachers and teachers. If teachers perceive supervisory observations as punitive rather than supportive, the potential for enhanced effectiveness may be undermined. This contradiction suggests that the manner in which observations are conducted significantly influences their impact on teaching quality.

The contribution of Head Teachers' Supervision roles on the effectiveness of teachers in public secondary schools in Mayuge District. is a multifaceted issue, particularly evident in the context of Mayuge District, Uganda. Central to this discussion is the concept of instructional leadership, which Hallinger (2021) highlights as essential for fostering effective teaching practices. Head teachers who engage in direct observations and provide constructive feedback create a framework for professional development. However, Robinson (2022) emphasizes that the success of such observations hinges on the establishment of trust between head teachers and teachers. If teachers perceive supervisory observations as punitive rather than constructive, there is a risk that their effectiveness may be compromised. This contradiction points to a need for head teachers to cultivate a supportive atmosphere where feedback is viewed as a tool for growth rather than an evaluative mechanism.

Mentorship is another critical aspect of head teachers' supervisory roles that significantly influences teacher effectiveness. Akinyemi and Hatega (2023) argue that effective mentorship can lead to enhanced teacher morale and classroom performance. This is supported by Dempster et al. (2022), who note that mentoring relationships allow for professional growth by providing guidance, motivation, and opportunities for reflective practice. Nonetheless, concerns about variability in the quality of mentoring exist. Pounder and Crow (2021) contend that inconsistent commitment from head teachers towards mentoring can create disparities in experiences for teachers, ultimately affecting their effectiveness. In the specific cultural context of Mayuge District, where professional isolation

can be prevalent, the role of head teachers in facilitating robust mentoring relationships is paramount for enhancing overall teaching quality.

Collaboration among teachers emerges as another significant area influenced by head teachers' supervisory practices. Research by Harrison and Kera (2022) shows that head teachers who foster collaborative learning environments significantly contribute to improved teaching effectiveness. Collaborative frameworks allow teachers to share best practices and strategies, enhancing instructional approaches and stimulating student engagement. However, as Nishikawa (2021) notes, there is a risk of superficial collaboration, where teachers participate in collaborative initiatives without meaningful engagement. This highlights an important disconnect between the framework for collaboration set by head teachers and the actual depth of engagement among teachers, suggesting that genuine collaboration is essential for translating supervisory support into tangible improvements in teaching effectiveness.

The influence of head teachers on the provision of professional development opportunities is also a crucial component of their supervisory role. Hallinger (2021) posits that head teachers who prioritize ongoing professional development create an environment conducive to continuous learning. Inadequate professional development resources, particularly in resource-limited settings like Mayuge District, can significantly hinder teachers' effectiveness (Lagat, 2022). This discrepancy between the availability of resources and the need for professional development underscores the urgent need for head teachers to advocate for and facilitate access to relevant and effective learning opportunities.

Additionally, the evaluation processes employed by head teachers play a vital role in shaping teacher effectiveness. Hattie (2020) argues that well-structured evaluations can guide educators toward improved instructional practices by providing necessary feedback. However, Robinson (2022) cautions against an excessive focus on assessment and accountability, which may instill a culture of fear among teachers, inhibiting risk-taking in their teaching methods. This dichotomy illustrates the balancing act head teachers must navigate, as fostering a supportive evaluation culture is critical for enhancing instructional effectiveness while also holding educators accountable for student outcomes.

Moreover, the availability of resources significantly affects teacher effectiveness in Mayuge District. Dempster et al. (2022) underscore that effective supervision involves ensuring teachers have access to necessary instructional materials and digital resources. Inadequate

resources can severely limit teachers' ability to implement effective teaching strategies, particularly in public secondary schools where disparities in resource allocation are common (Akinyemi&Hatega, 2023). Therefore, head teachers must not only be aware of these constraints but actively work to secure the resources necessary for maximizing teaching effectiveness.

The literature suggests that Head Teachers' Supervision roles profoundly impact the effectiveness of teachers in public secondary schools through various interconnected domains, including instructional leadership, mentorship, collaboration, professional development, evaluation practices, and resource allocation. While there is a consensus regarding the importance of effective supervision, discussions surrounding the quality and execution of these supervisory roles reveal complexities that merit further scholarly exploration. As educational challenges continue to evolve, ongoing research is essential to identify best practices and strategies that enhance the supervisory capacity of head teachers, ultimately leading to improved teaching effectiveness in diverse educational contexts.

Effective assessment and evaluation of learners are pivotal in determining teacher effectiveness, especially within the context of public secondary schools. Well-structured assessments not only measure student learning outcomes but also provide essential feedback that informs instructional strategies and enhances teaching performance. Various studies indicate that formative assessments, which take place throughout the instructional process, enable teachers to gauge student understanding and adjust their teaching accordingly (Black &Wiliam, 2022). In the context of Mayuge District, such adaptability is particularly valuable given the diverse academic backgrounds of students. Moreover, summative assessments conducted at the end of instructional units provide insights into overall student achievements and help evaluate instructional efficacy (Stiggins, 2019). Teachers in Mayuge who align their assessments with learning objectives are better positioned to reflect on and refine their instructional strategies.

Feedback from assessments serves a dual purpose benefiting both students and teachers. Timely and constructive feedback enhances student learning and guides them towards areas needing improvement. Hattie and Timperley (2020) suggest that feedback should be actionable, specific, and targeted toward both tasks and learners. In Mayuge District, where students face varying educational challenges, tailored feedback can notably enhance student

motivation, thereby reflecting positively on teachers' performance. Teachers, too, benefit from feedback through self-assessment and peer evaluation, which are essential for their developmental progression (Elbaz-Luwisch, 2021). Initiatives aimed at promoting assessment literacy among educators can further enhance their ability to utilize assessments as effective tools for professional growth.

Despite the significant role of assessment in enhancing teacher effectiveness, notable challenges persist. Many teachers in public secondary schools in Mayuge District experience difficulties in implementing effective assessment strategies due to constraints such as limited resources, overcrowded classrooms, and inadequate training in assessment methods (Lagat, 2022). Furthermore, Alonzo et al. (2019) argue that the quality of assessments can be compromised when educators lack the needed support and training, often resulting in a reliance on traditional measure methods that stifle deeper learning. Addressing these challenges through targeted professional development and resource allocation may be crucial in enhancing the assessment practices of teachers, thereby ultimately improving their effectiveness in the classroom.

The availability of resources under the guidance of head teachers affects effectiveness of teachers. Dempster et al. (2021) emphasize that effective supervision involves ensuring teachers have access to necessary instructional materials and digital resources. Inadequate resources can hinder the implementation of effective teaching strategies, particularly in public secondary schools where disparities in resource allocation are prevalent (Akinyemi&Hatega, 2023). This suggests that head teachers must advocate for adequate resourcing and support to maximize teaching effectiveness.

The literature suggests that Head Teachers' Supervision roles have a profound impact on the effectiveness of teachers in public secondary schools. Key areas such as instructional leadership, mentorship, collaboration, professional development, evaluation processes, and resource allocations illustrate the multifaceted nature of this relationship. While there is substantial agreement on the importance of effective supervision, discussions around the quality and execution of these supervisory roles reveal complexities that warrant further investigation. As educational challenges evolve, continued research in this area is essential to identify best practices and strategies for enhancing the supervisory capacity of head teachers, ultimately contributing to improved teaching effectiveness in diverse educational contexts.

The assessment and evaluation of learners play a crucial role in determining effectiveness of teachers, especially within the context of public secondary schools. Effective assessment practices not only measure student learning outcomes but also provide essential feedback that informs instructional decisions and enhances teaching performance. This review examines the literature related to the impact of learner assessment and evaluation on the effectiveness of teachers in selected public secondary schools in Mayuge District.

Assessment serves multiple roles in the educational process, including formative and summative assessments. Formative assessments, which occur during the instructional process, enable teachers to gauge student understanding and make timely adjustments to their teaching strategies (Black & Wiliam, 2021). This ongoing feedback loop is critical for fostering effective teaching practices. Research by McMillan (2015) indicates that teachers who employ formative assessments demonstrate greater effectiveness, as they can tailor their instruction to meet the evolving needs of their students. In the context of Mayuge District, such adaptability can be particularly crucial given the diverse academic backgrounds of students.

Summative assessments, conducted at the end of instructional units, offer insight into students' overall learning achievements and help evaluate the effectiveness of instructional practices. According to Stiggins (2019), when teachers align their assessments with learning objectives, they improve not only student performance but also their teaching efficacy. Teachers in Mayuge District who utilize well-structured summative assessments are better equipped to reflect on their instructional strategies and identify areas for improvement.

Feedback from assessments is essential for both students and teachers. Effective feedback enhances student learning by guiding them toward areas needing improvement. Hattie and Timperley (2020) argue that feedback should be actionable, specific, and focused on both the task and the learner. In secondary schools, teachers who provide timely and constructive feedback are more likely to foster a positive learning environment, which has a direct bearing on their effectiveness. In Mayuge District, where students may face varying educational challenges, targeted feedback can enhance student motivation and engagement, reflecting positively on teachers' performance.

Teachers themselves benefit from receiving feedback through self-assessment and peer evaluation. According to Elbaz-Luwisch (2019), reflective practices are crucial for teacher development. Teachers who actively reflect on their assessment practices are more likely to adjust their methods and improve their overall instructional effectiveness. Initiatives that promote professional development centered around assessment literacy can enhance teachers' ability to utilize assessment as a tool for growth.

Despite the recognized importance of assessment in promoting teacher effectiveness, several challenges persist. Many teachers in public secondary schools in Mayuge District report difficulties in effectively implementing assessment strategies due to limited resources, overcrowded classrooms, and inadequate training in assessment methods (Lagat, 2022). As noted by Alonzo et al. (2019), the quality of assessments administered can be compromised when teachers lack the necessary support and training. This can lead to reliance on traditional, rote-based assessment methods, limiting the potential for formative assessment practices that encourage deeper learning.

Assessment and evaluation of learners are integral to improving effectiveness of teachers in public secondary schools in Mayuge District. The literature clearly demonstrates that both formative and summative assessments are essential tools for guiding instruction and fostering student engagement. However, challenges related to resource availability, training, and high-stakes testing must be addressed to enhance assessment practices. By focusing on professional development and fostering a culture of feedback, schools can empower teachers to leverage assessment more effectively, ultimately improving educational outcomes for students.

### **2.3 Gap Analysis**

The existing literature underscores the critical supervisory roles performed by head teachers in public secondary schools and their impact on teacher effectiveness. However, several contextual gaps hinder a comprehensive understanding of this dynamic, particularly within the unique educational landscape of Uganda and East Africa.

While multiple studies acknowledge the resource limitations faced by head teachers in Uganda and East Africa (Akinyemi&Hatega, 2023), a deeper analysis is needed to comprehensively understand how these constraints affect the specific supervisory roles and

their outcomes. Many studies highlight the existence of disparities in resource allocation; however, they do not adequately explore how specific resources—or the lack thereof—impact instructional leadership, mentorship programs, and professional development opportunities. For instance, Muli and Mugo (2023) mention disparities but do not delve into which resources are most critical for effective head teacher supervision. Future research should examine the specific resource needs of head teachers and the impact of those resources on the quality of supervision.

Although there are references to cultural dynamics affecting supervision (Kimbell, 2022), the extent to which traditional educational practices and local community values influence head teachers' roles remains under-explored. Further studies should investigate how cultural beliefs shape teachers' perceptions of head teacher supervision and how these beliefs could facilitate or impede effective supervision in diverse contexts such as Mayuge District.

Mentorship is recognized as a vital aspect of head teachers' supervisory roles (Akinyemi&Hatega, 2023); however, current literature lacks a detailed examination of the variable quality and effectiveness of mentorship across different schools. As Robinson (2022) points out the necessity of strong leadership skills, more empirical evidence is needed to understand the characteristics that define effective mentorship practices in various socio-cultural contexts. Future research should include comparative studies that evaluate mentorship effectiveness across different head teachers in East African schools.

The theoretical frameworks currently employed in the literature focus heavily on instructional leadership and the traits of effective head teachers. While these frameworks provide valuable insights, they fail to fully encapsulate the multifaceted nature of supervisor-teacher dynamics. Hallinger's (2020) conceptualization of instructional leadership offers a foundational perspective on head teachers' roles; however, it can be criticized for its limited scope. The model primarily addresses direct observation and feedback without adequately considering the broader social and emotional contexts that influence teacher effectiveness. This limitation suggests a need for a more integrative approach that encompasses various dimensions of leadership, including relational dynamics and culturally responsive practices. Future studies could utilize more comprehensive leadership frameworks that incorporate emotional intelligence and community engagement as significant factors influencing supervisory effectiveness.

The extant literature often utilizes broad theories related to mentorship (Harris, 2021; Pounder & Crow, 2021), which do not consider the localized realities of mentorship in the context of East African educational settings. For instance, the notion of empowerment through mentorship could be further developed by integrating indigenous methodologies and culturally appropriate practices. Future research should bridge the gap between dominant mentorship theories and local practices, which may yield a deeper understanding of how mentorship can effectively enhance teacher effectiveness within culturally specific frameworks.

The evaluation processes highlighted in the literature often emphasize structured assessments without consideration for the subjective experiences of teachers undergoing these evaluations (Hattie & Timperley, 2020; Nishikawa, 2021). This oversight suggests an absence of critical discourse on how teachers perceive and react to evaluation feedback. Future studies should investigate the psychological and emotional implications of evaluation processes on teachers as a way to enhance productive feedback mechanisms.

The existing literature provides valuable insight into the supervisory roles of head teachers and their impact on teachers' effectiveness in public secondary schools, both contextual and theoretical gaps remain. Addressing these gaps is essential for a more nuanced understanding of the complexities involved in educational leadership. Future research should capitalize on these insights, employing interdisciplinary approaches that consider cultural, social, and emotional aspects alongside established leadership theories. By doing so, scholars and practitioners can develop robust strategies to enhance the quality of head teacher supervision and, ultimately, improve educational outcomes for teachers and students in public secondary schools across Uganda and East Africa.

## **2.4 Literature Gaps**

The following gaps were identified and classified by objective of the study;

### **2.4.1 The supervisory roles performed by Head teachers in Public Secondary schools in Mayuge District.**

The supervisory roles performed by Head teachers in Public Secondary schools in Mayuge District.

A study by Hallinger emphasized the importance of instructional leadership, yet it did not delve deep enough into the contextual challenges head teachers face in developing meaningful relationships with teachers. While Akinyemi and Hatega noted the impact of time and resource constraints on supervision, their findings prompted further inquiry into how varying school environments influence supervisory practices. Similarly, Harris's focus on mentorship highlighted its importance for teacher morale; however, the variability in leadership skills mentioned by Robinson was not explored in detail, leaving a gap in understanding how differing leadership styles affect the effectiveness of mentorship across diverse schools. While McKeachie and Svinicki pointed out the benefits of fostering collaboration, they did not specify how head teachers can structure such collaborative efforts meaningfully within their unique school cultures. The need for more detailed examination of evaluation frameworks was noted in the work of Nishikawa; however, the implications of these frameworks for different educational contexts were not adequately addressed.

#### **2.4.2 The determinants of the effectiveness of teachers in public secondary schools in Mayuge District.**

Dempster et al. argued for the critical role of comprehensive teacher training programs, yet the application of these programs across various educational contexts remains underexplored. While Robinson provided insights into the significance of ongoing professional development, the specific types of professional learning that yield the best outcomes for diverse student populations were not identified, creating a knowledge gap. The importance of data-informed instructional practices was highlighted by Hattie, but Nishikawa cautioned against relying solely on data without proper training, yet did not propose effective training models or strategies for dynamic data application among teachers. While Hallinger emphasized supportive leadership, the diversity in administration styles and their impact on teacher effectiveness was not sufficiently investigated, warranting further exploration.

#### **2.4.3 The contribution of Head Teachers' Supervision roles on the effectiveness of teachers in public secondary schools in Mayuge District.**

The instructional leadership role of head teachers, as discussed by Hallinger, is crucial, yet Robinson pointed out the necessity of establishing trust, which remains ambiguous in its practical applications within different school settings. While Akinyemi and Hatega emphasized the importance of mentorship, they did not address the potential variations in mentoring quality and their broader implications for teacher effectiveness, leaving a

significant gap for further inquiry into standardized mentoring practices that could provide more uniform benefits. Harrison and Kera underscored collaboration among teachers as a vital supervisory area; however, Nishikawa raised concerns about the risk of superficial collaboration without meaningful engagement. This indicates a need for more research into how collaborative efforts can be structured effectively to ensure genuine interaction and unambiguous impacts on teacher performance.

While Hallinger stressed ongoing professional development, Lagat highlighted the neglect of adequate resources, pointing out a lack of emphasis on how head teachers can overcome these constraints to implement fruitful professional growth initiatives. The discrepancies in evaluation processes noted by Hattie contrasted with Robinson's caution against a culture of fear; however, the methodologies and specific frameworks for achieving a balance between supportive evaluation and accountability were not sufficiently explored. Lastly, while Dempster et al. highlighted the role of resourcing in effective supervision, Akinyemi and Hatega's contributions did not sufficiently elaborate on specific strategies for equitable resource allocation in schools, indicating a need for further research into how head teachers can advocate effectively for support in resource-scarce environments.

These observed gaps across the themes highlight the complexities involved in understanding the roles of head teachers and their impact on teaching effectiveness. Comprehensive future research addressing these gaps is essential for developing targeted strategies that improve educational practices in public secondary schools.

### **Summary of Literature Gaps**

The current literature highlights several critical gaps regarding the role of Head Teachers' Supervision on teacher effectiveness in public secondary schools, particularly in the context of Mayuge District, Uganda. While existing studies emphasize the importance of instructional leadership, mentorship, and professional development, they often overlook the unique contextual challenges faced by head teachers in resource-limited environments. While authors like Hallinger and Akinyemi and Hatega acknowledge the significance of fostering collaboration and providing actionable feedback, they do not adequately explore how local cultural and infrastructural dynamics influence the implementation of these supervisory roles. Findings indicate variations in mentoring quality, yet there is a lack of consensus on standardized practices that ensure consistent support for teachers across diverse educational

settings. This underscores the need for research that delves deeper into these contextual factors to devise more effective supervisory frameworks suited to the specific environment of Mayuge District.

The literature does not sufficiently address the interplay between head teachers' supervisory practices and the multifaceted aspects of teacher effectiveness, including professional development, classroom management, and resource allocation. As highlighted by previous studies, the relationship between supportive leadership and instructional quality remains ambiguous, particularly in terms of how head teachers can create a positive culture of trust and collaboration. Despite recognition of the importance of ongoing evaluation and feedback, gaps exist regarding the methodologies that facilitate productive assessments without instilling fear or discouraging risk-taking among educators. These gaps point to a pressing need for comprehensive research focused on the role of Head Teachers' Supervision in enhancing teacher effectiveness in Mayuge District. Such an investigation would not only contribute to academic discourse but also offer practical insights to inform educational policies and practices that drive improvement within the local educational landscape.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter describes and justifies the methods that are used to collect and analyse data for the study on Head Teachers' Supervisory Roles and Their Influence on Teacher Effectiveness in Public Secondary Schools in Mayuge District, Uganda, Uganda. It encompasses the research design, population of the study, study sample, sampling techniques, data quality control, research procedures, ethical considerations, and limitations of the study.

#### **3.1 Research Design**

A cross-sectional research design was used to collect data from the school population in a single time, providing a comprehensive overview of current characteristics, behaviours, or outcomes. This design allows for the simultaneous examination of multiple variables, making it particularly suitable for exploratory research aimed at uncovering relationships among variables without the need for longitudinal tracking of participants. Cross-sectional studies yield a "snapshot" of a situation, enabling efficient data collection that is less time-consuming compared to longitudinal approaches (Fowler, 2021). This design is effective for assessing the prevalence of certain characteristics or behaviours, which is particularly valuable for investigating the dynamics of Head Teachers' supervision on effectiveness of teachers in public secondary schools.

The cross-sectional design has been selected for this study due to its efficiency and capability to capture multiple variables within the educational context of Mayuge District. Data was gathered through structured questionnaires and interviews with Head Teachers, teachers, and potentially students, focusing on key elements of supervisory practices and teaching effectiveness. This approach facilitates statistical analysis of the relationships between supervisory practices and teachers' performance, yielding descriptive statistics that illuminate current educational dynamics. Ultimately, the findings provide valuable insights that inform recommendations for enhancing supervisory practices and improving teacher effectiveness in the district (Bai et al., 2023; Morgan, 2022).

The study employed both qualitative and quantitative research Approaches to collect and analyse data. The qualitative component involved face-to-face interviews that facilitate the

collection of in-depth opinions and suggestions from respondents, providing rich, detailed insights into the dynamics of Head Teachers' supervision on the effectiveness of teachers (Creswell & Poth, 2022). Conversely, quantitative data was collected through structured surveys, presented in tables, graphs, and charts. This data analysed using statistical methods such as Pearson correlation and regression analysis to identify and quantify the relationships between supervisory practices and effectiveness of teachers in the selected public secondary schools in Mayuge District (Field, 2023).

The combination of qualitative and quantitative approaches is chosen for this study due to its ability to provide a comprehensive understanding of the research topic by leveraging the strengths of both data types (Bryman, 2020). This methodology is particularly suitable for investigating complex phenomena like the relationship between Head Teachers' supervision and effectiveness of teachers, as it allows for the collection of both descriptive and inferential data (Teddlie & Tashakkori, 2022). By implementing these approaches, this study aims to offer a nuanced understanding of the research topic, highlighting both the qualitative and quantitative aspects of the relationship between Head Teachers' supervision and effectiveness of teachers in the selected public secondary schools in Mayuge District.

The researcher adopted an explanatory sequential research method to analyse quantitative data first and then analyse qualitative data to explain the quantitative facts.

### **3.2 Area of Study**

This study was conducted in Mayuge District, Uganda, specifically examining selected public secondary schools within this area. Mayuge District is situated in the eastern region of Uganda and is bordered by Iganga District to the north, Bugiri District to the northeast, Namayingo District to the east, the Republic of Tanzania to the south, and Jinja District to the west. The study area was selected because that is where the problem is more prevalent.

In the district many teachers prioritize non-school businesses over their teaching duties, often engaging in these activities during school hours, which subsequently detract from their instructional effectiveness (Mayuge District Education Report, 2023).

### **3.3 Study Population**

The study involved five public secondary schools in Mayuge District, taking a total of 144 participants including teachers, parents and PTA members, District Education Officers and Head teachers.

### 3.4 Sample Size Selection

A sample size of 144 was drawn from a target population of 230 (MDER, 2023).

The sample size of 144 was determined based on statistical calculations to achieve a 95% confidence level with a 5% margin of error for the target population of 230, ensuring the results are representative and reliable. Additionally, this size was balanced against practical constraints such as available resources, time, and personnel, to ensure data quality and manageability. Employing proportional stratified sampling further enhanced representativeness across key subgroups, making the sample both statistically valid and feasible for comprehensive data collection, thereby strengthening the credibility and generalizability of the study findings.

The samples were arrived at using Krejcie and Morgan sample size determination formula below;

$$S = N (P) (1-P)$$

$$N-1(B/C)^2 + P(1-P)$$

B= Sampling error which is 5% = 0.05

C= Level of confidence at 95%. The standard of confidence used by most researchers is 1.960.

- $S = 230 (0.5) (1-0.5)$

$$230-1(0.05/1.960)^2+ 0.5(1-0.5)$$

- $S = \underline{57.5}$

- $0.14902633+0.25$

- $S = \underline{57.5}$

- $0.39902633$

$$S = 144$$

## SAMPLE SIZE TABLE

| Category                    | Target Population | Quantitative Sample | Qualitative Sample | Sampling techniques    |
|-----------------------------|-------------------|---------------------|--------------------|------------------------|
| Teachers                    | 110               | 98                  | -                  | Simple Random Sampling |
| Parents and PTA Members     | 50                | 16                  | 20                 | Snowball Sampling      |
| District Education Officers | 10                | 05                  | -                  | Purposive Sampling     |
| Head Teachers               | 10                | 05                  | -                  | Purposive Sampling     |
| Total                       | 230               | 124                 | 20                 |                        |

Table 1 SAMPLE SIZE

### 3.5 Sampling Procedure

In the context of the study on Head Teachers' Supervision on the effectiveness of teachers in secondary schools in Uganda, specifically focusing on selected public schools in Mayuge District, several sampling techniques was employed to ensure a diverse and representative sample of participants.

#### 3.5.1 Simple Random Sampling

Simple Random Sampling was utilized to select teachers from the identified secondary schools. By selecting teachers randomly without any systematic approach, every individual within the population had an equal opportunity to be included in the study. This technique minimizes bias and enhances the validity of the results, allowing for a more accurate representation of how Head Teachers' Supervision influences effectiveness of teachers across the schools.

#### 3.5.2 Purposive Sampling

Purposive sampling was used in this study as a non-probability sampling method. This approach involved intentionally selecting parents who are connected to Head Teachers and possess relevant knowledge and experience related to the supervisory practices in their

respective schools. By focusing on these specific individuals, the study aimed to gather rich, targeted qualitative data that could provide valuable insights into the dynamics between Head Teachers' supervision and teachers' effectiveness. Respondents who lacked awareness of secondary school activities in their community were excluded, ensuring that only those with pertinent information participated.

### **3.5.3 Snowball Sampling**

Snowball Sampling complemented the purposive sampling of parents and PTA members. In this technique, school teachers and head teachers referred the researcher to the first participants. The participant initially identified parents were encouraged to refer other parents who have children attending public secondary schools in Mayuge District. This method leverages social networks to identify participants who may share important perspectives on the supervision practices of Head Teachers and their impact on teachers' performance. As parents facilitate connections within their circles, the researcher can expand the sample size while ensuring that the captured insights are deeply rooted in the local context.

By employing these sampling techniques, the study aims to gather comprehensive data that captures the complexities of Head Teachers' Supervision and its implications for effectiveness of teachers in secondary schools within Mayuge District, ultimately contributing to more informed educational practices and policies.

## **3.6 Data Collection Methods**

The study relied on primary sources of data and this was complemented by secondary data sources as below;

### **3.6.1 Primary Data**

Primary Data was collected from questionnaires, and face-to-face interviews. Primary data enabled the researcher to collect first hand facts, suggestions and opinions of respondents.

The researcher was collected data using a variety of methods, as recommended by Miles and Huberman (1994), including questionnaires, interviews, and Documentary Review. The research methods were designed to capture both qualitative and quantitative data sets.

In conducting research on Head Teachers' Supervision and effectiveness of teachers in selected public schools in Mayuge District, Uganda, a combination of data collection methods was employed to gather comprehensive information.

### **Questionnaires**

Questionnaires were a primary tool for data collection, designed with both open and closed-ended questions to facilitate the collection of qualitative and quantitative data. This structured approach allows for the efficient gathering of respondents' opinions and insights regarding the supervisory practices of Head Teachers and their perceived impact on the effectiveness of teachers. A thoughtfully developed questionnaire targeted specific areas of interest related to the research objectives, ensuring that relevant information is captured for analysis.

### **Interviews**

Interviews also played a crucial role in the data collection process. Face-to-face interviews was conducted with selected participants, including teachers, parents, and Head Teachers. This method provides an opportunity for the researcher to engage directly with respondents, fostering an environment that encourages in-depth discussions and clarifications. An interview guide was used to steer the conversation, ensuring that key topics related to Head Teachers' supervision and effectiveness of teachers are thoroughly explored, while also allowing for the emergence of additional insights from participants.

### **3.6.2 Secondary Data**

Data from peer reviewed articles, reports, text books and minutes were considered during this study. This data was reviewed basing on the theme generated from each objective. Documents were surveyed and categorised under each theme. Then literature was reviewed from each document under a theme and the facts were analysed, reported and synchronized into the final report informing data collected from primary sources.

### **Documentary Review**

Documentary Review complemented the primary data collection methods by examining existing literature and documents relevant to the study. This involved reviewing articles, reports, and journal articles to gather background information and context about Head Teachers' supervisory practices and their effects on the effectiveness of teachers. A document checklist was developed to systematically organize and evaluate the materials reviewed,

ensuring that the information is pertinent to the research questions and aims to enhance the overall understanding of the topic.

By utilizing a combination of questionnaires, interviews, and documentary reviews, the study seeks to provide a robust analysis of the relationship between Head Teachers' Supervision and effectiveness of teachers in secondary schools within Mayuge District, ultimately contributing to meaningful findings and recommendations.

Documents that are below the time scope were not considered during literature review and informing findings. Other documents where the publisher is not clarified, were not considered.

### **3.7 Research Tools**

The following research tools were administered to collect data.

#### **Questionnaire:**

The questionnaire was carefully designed to gather quantitative data from participants capable of reading and writing. It consisted of a series of statements related to Head Teacher supervision and its impact on teacher effectiveness, with responses captured on a 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree." This format allowed respondents to express the intensity of their feelings or opinions regarding each statement, facilitating the quantification of attitudes, perceptions, and experiences. The structured nature of the questionnaire enabled efficient data collection from a large number of participants and supported statistical analysis to identify patterns and relationships within the data

#### **Interview Guide:**

The interview guide was developed to obtain qualitative insights from parents and PTA members. It contained open-ended questions designed to encourage respondents to share detailed suggestions, opinions, and personal experiences related to supervisory practices by Head Teachers and their influence on teacher effectiveness. The guide provided a flexible framework that allowed interviewers to probe further based on respondents' answers, ensuring depth and richness in the data collected. This qualitative approach complemented the quantitative data and provided a nuanced understanding of stakeholder perspectives, beliefs, and attitudes.

**Document Checklist:**

The document checklist served as a systematic tool for reviewing existing literature relevant to the study's focus. It included columns for recording bibliographic details such as source, author, and publication year, as well as spaces for summarizing key findings, noting the relevance to specific themes, and identifying gaps in the literature. By following this structured approach, the researcher ensured comprehensive coverage of pertinent reports, books, journal articles, and other academic sources. This process helped in building a solid theoretical framework, triangulating findings, and enhancing the overall credibility and depth of the literature review component of the study.

**3.8 Data Quality Control**

To ensure the integrity and credibility of the research examining Head Teachers' Supervision on effectiveness of teachers in selected public secondary schools in Mayuge District, Uganda, the researcher implemented comprehensive data quality control measures aimed at enhancing the validity and reliability of the data collected. This is vital for establishing the trustworthiness of the findings and drawing informed conclusions regarding the relationship between Head Teachers' supervisory practices and effectiveness of teachers.

**3.8.1 Validity**

Validity pertains to the accuracy and appropriateness of the data collected by the research instruments utilized in the study. In this context, the researcher assessed the content validity of the instruments to ensure they effectively measure the pertinent concepts related to Head Teachers' Supervision and its influence on the effectiveness of teachers. This assessment involved evaluating whether the instruments capture relevant information concerning supervisory strategies, support mechanisms, and teachers' perceptions of effectiveness.

To enhance content validity, the research instruments informed by established frameworks and literature on educational supervision on teacher effectiveness. Key resources from experts in education supervision and management was reviewed to ensure that the questions and prompts accurately reflect the key components of effective Head Teacher practices and their implications for teaching performance. The researcher also sought feedback from educational practitioners and stakeholders' familiar with the local context to ensure the relevance and appropriateness of the questions.

### **3.8.2 Reliability**

Reliability refers to the consistency of the data collected by the research instruments. Ensuring high reliability is essential to ascertain that study findings are not influenced by random errors or inconsistencies. For this research, the reliability of the instruments was assessed using the Test-Retest method. This method involves administering the same questionnaires and interview guides to a subset of participants at two different points in time, with a defined time interval in between. By comparing the consistency of responses, the researcher examined the stability of the instruments used in measuring Head Teachers' supervision and effectiveness of teachers.

Internal consistency was computed using Cronbach's alpha to quantify the reliability of the instruments. A high Cronbach's alpha (generally above 0.70) indicates that the items within the instruments are reliably measuring the same constructs of supervision practices and effectiveness, thus enhancing the credibility of the findings.

Overall, these data quality control measures contributed to the rigor of the study, ensuring that the insights derived regarding Head Teachers' Supervision and its impact on the effectiveness of teachers are both valid and reliable.

### **3.9 Data Collection Procedure**

The researcher followed all the legal procedures to reach respondents. The researcher obtained a letter of introduction from Uganda Martyrs University and present it to the management and staff of selected schools, to district officials and to individual respondents. A university identity card was carried to the field to prove that the researcher belongs to Uganda Martyrs University and deserved attention from respondents.

### **3.10 Data Analysis**

Quantitative data gathered from questionnaires was analysed using SPSS statistical software. The analysis included calculating means, standard deviations, and percentages to assess relationships between Head Teachers' Supervision on effectiveness of teachers. Data was analysed using Pearson correlation arriving at the P-Value and R-Values using the Alpha value of 0.05 and regression statistics were drawn. This quantitative approach helped in

identifying trends and correlations that emerge from the data. Pearson correlation coefficients was studied, analysed and interpreted to arrive at the conclusion of the strength of variable.

The researcher applied Braun and Clarke's six stages of thematic analysis to systematically identify, analyze, and report patterns and themes within the qualitative interview data, ensuring a rigorous and transparent approach to data interpretation.

### **1. Familiarization with the Data**

The researcher began by transcribing all qualitative interview data verbatim to ensure an accurate and detailed record of participants' responses. The researcher then immersed themselves in the data by reading and re-reading the transcripts multiple times, noting initial ideas, patterns, and significant points related to teachers' perceptions of Head Teachers' supervision and its impact on their effectiveness. This stage established a comprehensive understanding of the content and context of the data.

### **2. Generating Initial Codes**

Using systematic open coding, the researcher highlighted key phrases, ideas, and concepts that emerged from the transcripts. These initial codes represented meaningful segments of data related to themes such as supervisory support, challenges faced, perceived impacts, and suggestions. The coding process was iterative, with codes being refined and adjusted as the researcher became more familiar with the data, ensuring that all relevant information was captured accurately.

### **3. Searching for Themes**

The researcher examined the initial codes and grouped similar or related codes into broader categories. For example, codes related to "support received from Head Teachers" and "feedback mechanisms" were combined under a theme such as "Supervisory Support." Similarly, codes about "resource shortages" and "lack of training" were grouped under "Challenges Faced." This stage involved organizing the data into meaningful clusters that could be further analyzed for overarching themes.

### **4. Reviewing Themes**

The preliminary themes were reviewed and refined to ensure they accurately reflected the coded data and the entire dataset. The researcher checked whether the themes were coherent and distinct, and whether they captured the key ideas expressed by participants. This involved

reviewing all coded segments associated with each theme and verifying that each theme was supported by multiple data extracts. Some themes were combined, split, or discarded during this process to enhance clarity and relevance.

### **5. Defining and Naming Themes**

Once the themes were finalized, the researcher clearly defined what each theme encompassed, ensuring that each one captured the core essence of the data it represented. For example, the theme “Perceived Impact on Teaching Effectiveness” was described as capturing teachers’ views on how supervision influenced their classroom performance and professional growth. Clear, concise names were assigned to each theme to facilitate understanding and communication of findings.

### **6. Producing the Report**

Finally, the researcher synthesized the findings by selecting compelling data extracts that illustrated each theme, providing a rich, detailed narrative that explained the significance of the themes. The report highlighted how these themes related to the research questions, offering insights into the influence of Head Teachers’ supervision on teachers’ effectiveness and the broader educational context. The thematic analysis thus provided a structured and rigorous framework for interpreting the qualitative data, ensuring that the findings were credible, comprehensive, and meaningful.

Through the integration of both quantitative and qualitative data analysis using explanatory sequential method, the research aims to provide a comprehensive view of the relationship between Head Teachers’ Supervision and effectiveness of teachers, drawing meaningful conclusions that can inform educational practices and policies.

### **3.11 Ethical Considerations**

In conducting this research, the researcher prioritized ethical considerations to uphold participant rights and integrity throughout the study.

#### **Ethical Approval**

Prior to data collection, the researcher sought ethical approval from the Uganda Martyrs University School of Education Research Committee. This step is crucial to ensure

compliance with established ethical guidelines and standards for research involving human subjects.

### **Informed Consent**

Participants received detailed information about the study's purpose, procedures, and potential risks and benefits. Informed consent was obtained from all participants before their involvement in the research. They were assured that their participation is voluntary and that they have the right to withdraw from the study at any time without facing any penalties or repercussions.

### **Confidentiality and Anonymity**

The confidentiality of participants was strictly maintained. Personal identifiers were removed from all collected data and replaced with unique codes to ensure anonymity. Any data reported was aggregated, preventing identification of individual participants. The researcher stored all data securely and limit access to authorized personnel only.

### **Right to Withdraw**

Participants were explicitly informed of their right to withdraw from the study at any point without any consequences, thereby empowering them to make informed choices about their participation. This was clearly communicated both during the consent process and throughout the data collection phase.

### **Minimizing Harm**

The researcher took precautions to minimize any potential risks to participants, including emotional, social, or psychological discomfort. Participants were encouraged to voice any concerns or discomfort experienced during the study, ensuring that their well-being is prioritized.

Through these ethical considerations, the research aims to foster a respectful and supportive environment for participants while contributing valuable insights into the relationship between Head Teachers' Supervision on effectiveness of teachers in selected public secondary schools in Mayuge District.

### **3.12 Limitations of the Study**

This study on Head Teachers' Supervision and effectiveness of teachers in selected public secondary schools in Mayuge District, Uganda, faces several limitations.

Potential response biases may arise from the reliance on self-reported data, as participants might provide socially desirable responses that do not accurately reflect their true experiences and practices related to supervision and effectiveness.

The generalizability of the findings is limited due to the focus on a small, specific sample of schools, which may not capture the diversity of educational practices and supervisory approaches across the broader region of Uganda. Socio-cultural and economic factors unique to Mayuge District may influence the results, thereby narrowing the applicability of the findings to other districts or contexts.

The cross-sectional design of this study restricts the ability to assess changes in effectiveness of teachers over time as influenced by Head Teachers' supervision. Language barriers during interviews may also hinder effective communication, potentially impacting the richness and depth of insights gathered.

Acknowledging these limitations is essential for contextualizing the study's findings and recognizing the need for further research to comprehensively understand the dynamics of supervision and its impact on the effectiveness of teachers in different contexts within Uganda.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0. Introduction

This chapter presents the findings on investigating the influence of Head Teachers' Supervisory Roles and Their Influence on Teacher Effectiveness in Public Secondary Schools in Mayuge District, Uganda. The objectives of the study were; to examine how head teachers' supervision impacts teachers' performance, to assess the role of head teachers' supervisory practices in enhancing teacher effectiveness, and to explore how different supervisory approaches influence teaching quality in Mayuge District.

#### 4.1 Response Rate

Out of the 144 respondents, 138 respondents returned data for analysis. This was considered sufficient for a mixed approached study, a response rate of 96% was realised and this was considered favourable for researcher to produce unbiased report.

| Participants                | Quantitative responses |            | Qualitative responses |           |
|-----------------------------|------------------------|------------|-----------------------|-----------|
|                             | Expected               | Realised   | Expected              | Realised  |
| Teachers                    | 98                     | 92         | -                     | -         |
| Head teachers               | 5                      | 5          | -                     | -         |
| District Education officers | 5                      | 5          | -                     | -         |
| Parents                     | 16                     | 16         | 20                    | 20        |
| <b>Total</b>                | <b>124</b>             | <b>118</b> | <b>20</b>             | <b>20</b> |

#### 4.2 Findings on Bio data of the Respondents Background

The first aspect of the study deals with the personal information of the respondents and it is presented in the following sub section; age bracket, Gender, Age and participant's role.

### 4.2.1: Gender

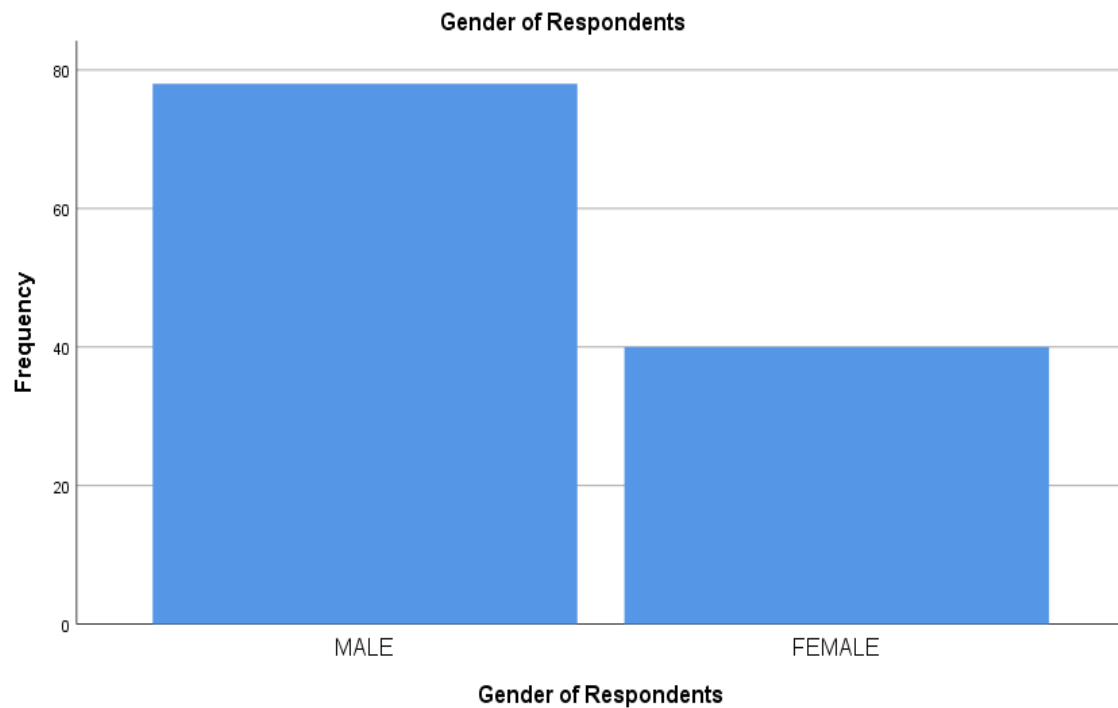
The table below indicates the quantitative participants by Gender

| Gender of Respondents |        |           |         |               |                    |
|-----------------------|--------|-----------|---------|---------------|--------------------|
|                       |        | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                 | MALE   | 78        | 66.1    | 66.1          | 66.1               |
|                       | FEMALE | 40        | 33.9    | 33.9          | 100.0              |
|                       | Total  | 118       | 100.0   | 100.0         |                    |

**Table 4.2: Showing the respondents Bio data**

The male participants were 78(66%), and the females were 40(34%). Most of the participants were male.

The graph below represents the Gender of respondents



**Figure 4.2 Gender of Respondents Graph**

#### 4.2.2 Age

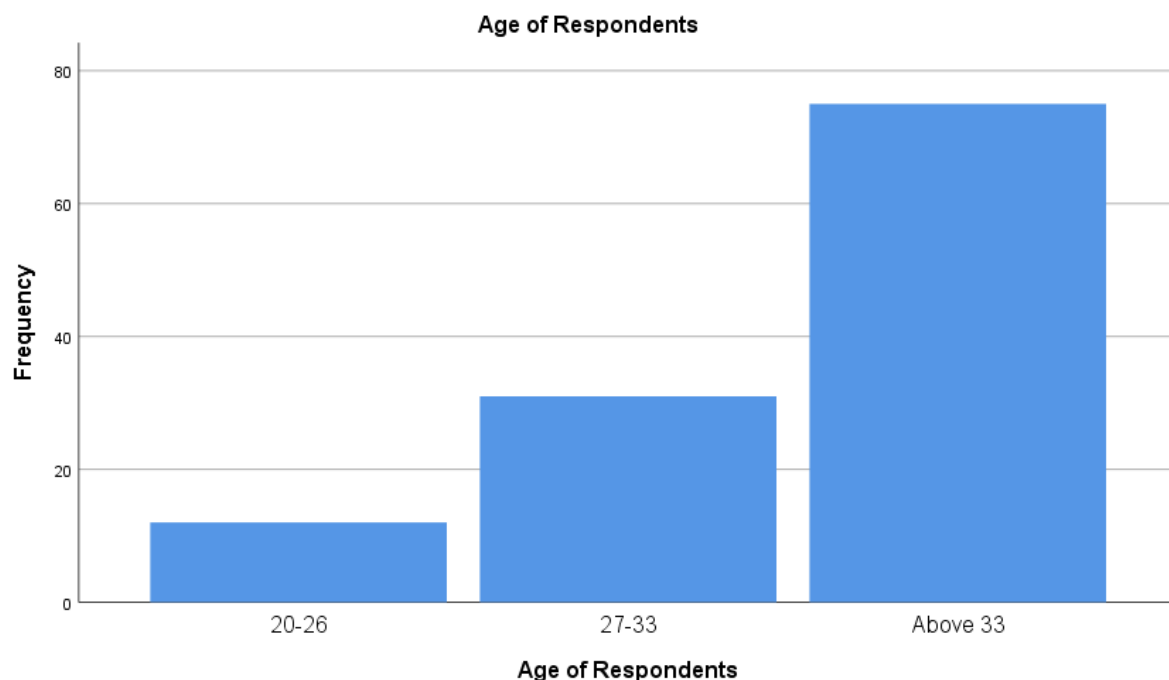
The table below indicates the quantitative participants by Age

| Age of Respondents |          |           |         |               |                    |
|--------------------|----------|-----------|---------|---------------|--------------------|
|                    |          | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid              | 20-26    | 12        | 10.2    | 10.2          | 10.2               |
|                    | 27-33    | 31        | 26.3    | 26.3          | 36.4               |
|                    | Above 33 | 75        | 63.6    | 63.6          | 100.0              |
|                    | Total    | 118       | 100.0   | 100.0         |                    |

**Table 4.3 Age of Respondents**

The table above indicates the distribution of respondents by age. The majority of respondents were above 33 years old, accounting for 75 (63.6%). Participants aged 27-33 years numbered 31 (26.3%), while those in the 20-26 age group were the smallest, with 12 (10.2%).

The graph below represents the Age of respondents



**Figure 4.3 Age of Respondents**

### 4.2.3 Working Duty

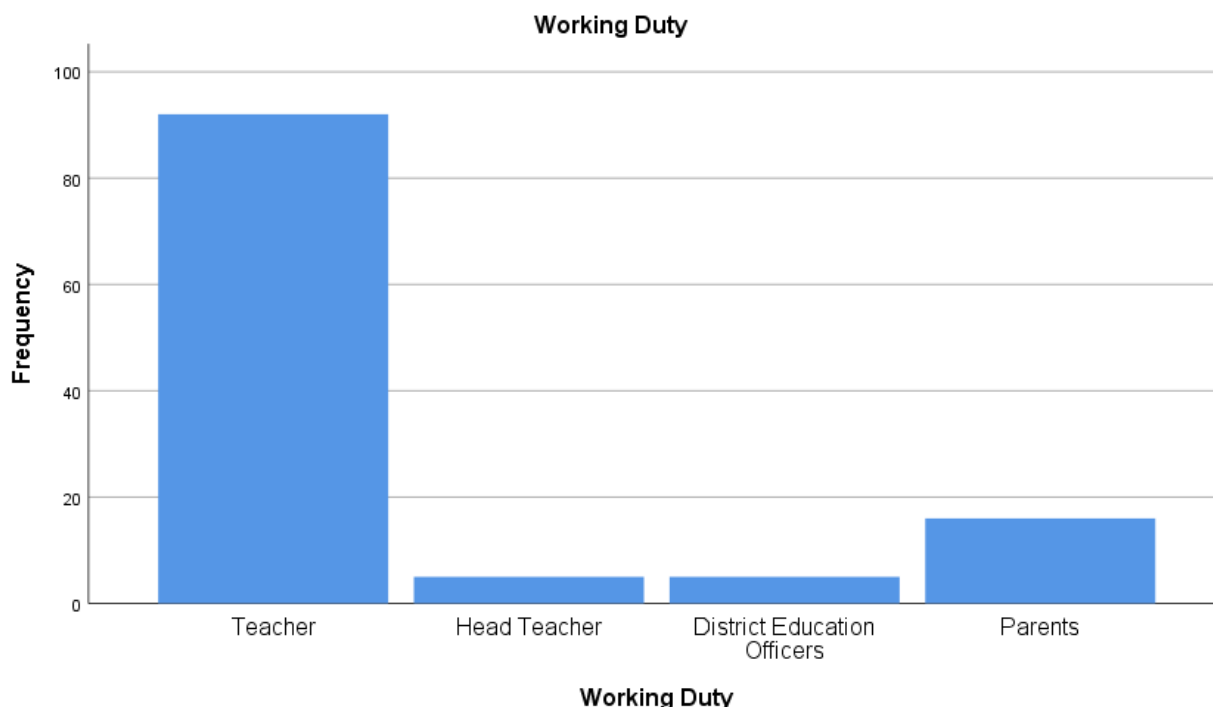
The table below indicates the quantitative participants by Working Duty

| Working Duty |                             |           |         |               |                    |
|--------------|-----------------------------|-----------|---------|---------------|--------------------|
|              |                             | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid        | Teacher                     | 92        | 78.0    | 78.0          | 78.0               |
|              | Head Teacher                | 5         | 4.2     | 4.2           | 82.2               |
|              | District Education Officers | 5         | 4.2     | 4.2           | 86.4               |
|              | Parents                     | 16        | 13.6    | 13.6          | 100.0              |
|              | Total                       | 118       | 100.0   | 100.0         |                    |

**Table 4.4 Working Duty of Respondents**

The table above shows the distribution of respondents based on their working duties. The majority of respondents were teachers, accounting for 92 (78.0%). Head teachers and district education officers each represented 5 (4.2%) of the respondents. Parents made up 16 (13.6%) of the participants.

The graph below represents the Working Duty of respondents



**Figure 4.4 Working Duty of Respondents**

*Source: Primary Data, 2025*

### **4.3 Descriptive statistics of the Independent Variable**

#### **4.3.1 The supervisory roles performed by Head teachers in Public Secondary schools in Mayuge District**

The survey results reveal that head teachers in Mayuge District play a significant role in enhancing the quality of teaching through various supervisory functions. Respondents overwhelmingly agreed that the instructional leadership provided by the head teachers strongly contributes to improving teaching standards, with a high mean score of 4.62, indicating a consensus among teachers. Similarly, the role of mentorship was recognized as a vital component, with teachers perceiving that the head teachers support them in refining their instructional strategies, reflected in a mean of 4.18. The importance of fostering a collaborative culture among teachers was also acknowledged, as respondents believed that such teamwork positively impacts teaching effectiveness, demonstrated by a mean of 4.34. Teachers felt that the regular evaluation and constructive feedback from head teachers are crucial in helping them improve their classroom practices, with a mean of 4.45, underscoring the emphasis on continuous improvement. The provision of necessary resources and support by the head teachers was also seen as an essential supervisory role, with a mean score of 4.34, although responses showed some variability, indicating room for more uniform support. Additionally, many teachers noted that head teachers actively check on staff activities by moving around classrooms, a practice deemed effective in supervision, with a mean of 4.21 and consistent responses. Overall, these findings suggest that head teachers in the district are actively engaged in a range of supervisory roles that directly influence teaching quality. Their efforts in leadership, mentorship, collaboration, evaluation, resource support, and classroom supervision collectively contribute to fostering an environment conducive to effective teaching and learning. However, the variability in some areas highlights the potential for further strengthening these supervisory practices to ensure consistent support across schools.

The table below indicates the questions and their responses on a scale of 1 - Strongly Disagree; 2 - Disagree; 3 - Neutral; 4 – Agree and 5 - Strongly Agree

| Descriptive Statistics  |     |     |      |                |
|---|-----|-----|------|----------------|
|   | N   | Sum | Mean | Std. Deviation |
| The head teacher’s instructional leadership enhances the quality of teaching in the school.                           | 118 | 545 | 4.62 | .739           |
| Mentorship provided by the head teacher supports teachers in improving their instructional strategies.                | 118 | 493 | 4.18 | .957           |
| The head teacher promotes a culture of collaboration among teachers, which positively impacts teaching effectiveness. | 118 | 512 | 4.34 | .954           |
| Regular evaluation and feedback from the head teacher help teachers improve their classroom practices.                | 118 | 525 | 4.45 | .780           |
| The head teacher ensures access to necessary resources and support for effective teaching practices.                  | 118 | 512 | 4.34 | .829           |
| The Head teacher usually moves around to check on staff activities  | 118 | 497 | 4.21 | .625           |
| Valid N (list wise)   | 118 |     |      |                |

**Table 4.5 Descriptive statistics for Head teachers ‘supervisory roles**

**Source: Researcher, 2025**

The table presents the descriptive statistics for six items measuring perceptions of the head teacher’s instructional leadership and its impact on teaching quality. Each item was rated by 118 respondents, with mean scores ranging from 4.18 to 4.62 on a Likert scale, indicating generally positive perceptions.

The highest mean score was 4.62, reflecting strong agreement that the head teacher’s instructional leadership enhances the quality of teaching in the school. The item related to mentorship support also received a high mean of 4.18, suggesting that mentorship by the head teacher effectively supports teachers in improving their instructional strategies.

Other items, such as promoting a culture of collaboration and ensuring access to resources, had mean scores of 4.34, indicating positive perceptions. Regular evaluation and feedback from the head teacher received a mean of 4.45, demonstrating its perceived importance in

improving classroom practices. Additionally, the statement about the head teacher moving around to check on staff activities had a mean of 4.21.

The graph below shows the sum of the opinions on Head teachers ‘supervisory roles

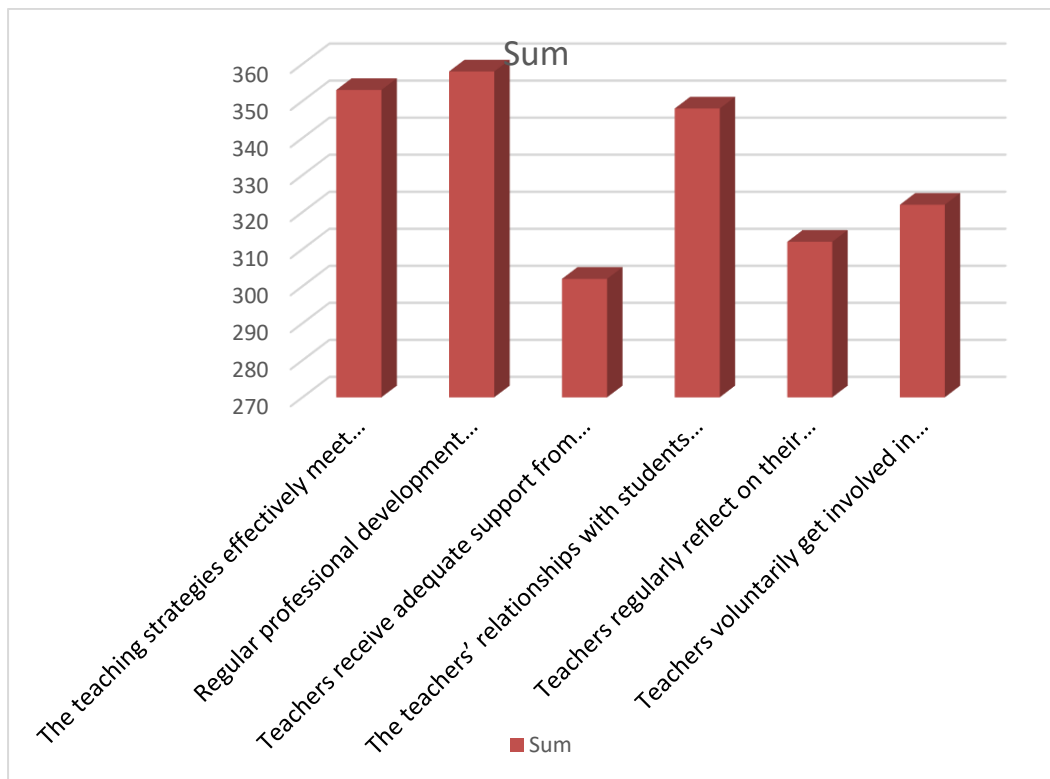


Figure 5 the sum of the opinions on Head teachers' supervisory roles

### 4.3.2 The determinants of the effectiveness of teachers in public secondary schools in Mayuge District.

The descriptive statistics reveal several important insights into the factors that influence teachers' instructional effectiveness. The data shows that teachers strongly agree that comprehensive training programs significantly enhance their ability to deliver effective instruction, with a high mean score of 4.54 and a relatively low standard deviation of 0.636, indicating consistent perceptions among respondents. Access to ongoing professional development opportunities is also considered critical; teachers rated this aspect highly, with a mean of 4.30 and a standard deviation of 0.799, highlighting its importance in adapting teaching methods to meet diverse student needs. The use of data-driven instructional strategies was seen as beneficial, reflected in a mean of 4.22, though with slightly more variability (standard deviation of 0.828), suggesting some differences in perceptions about its impact. Teachers emphasized that fostering a positive classroom environment characterized by mutual respect and supportive relationships greatly enhances their effectiveness, with a mean of 4.43 and a standard deviation of 0.862. Additionally, adequate resources and

administrative support emerged as essential, with the highest mean score of 4.51 and a standard deviation of 0.884, underscoring the vital role of institutional backing in effective teaching. Lastly, collaborative planning and sharing best practices with peers were acknowledged as contributing significantly to instructional effectiveness, though with a slightly lower mean of 4.20 and a standard deviation of 0.661, indicating general agreement but some variability in perceptions. Overall, these findings suggest that comprehensive training, ongoing professional development, a supportive environment, and collaboration are key factors that bolster teachers' effectiveness in the classroom.

**The table below indicates the questions and their responses on a scale of 1 - Strongly Disagree; 2 - Disagree; 3 - Neutral; 4 – Agree and 5 - Strongly Agree**

| Descriptive Statistics  |     |     |      |                |
|---|-----|-----|------|----------------|
|   | N   | Sum | Mean | Std. Deviation |
| Comprehensive teacher training programs significantly enhance my ability to deliver effective instruction.                      | 118 | 536 | 4.54 | .636           |
| Access to ongoing professional development opportunities is critical for adapting my teaching methods to diverse student needs. | 118 | 507 | 4.30 | .799           |
| The use of data-driven instructional strategies positively impacts my effectiveness as a teacher.                               | 118 | 498 | 4.22 | .828           |
| A positive classroom environment, fostered by mutual respect and supportive relationships, enhances my teaching effectiveness.  | 118 | 523 | 4.43 | .862           |
| Adequate resources and administrative support are essential for me to implement effective teaching strategies.                  | 118 | 532 | 4.51 | .884           |
| Collaborative planning and sharing of best practices with peers contribute significantly to my instructional effectiveness.     | 118 | 496 | 4.20 | .661           |
| Valid N (list wise)   | 118 |     |      |                |

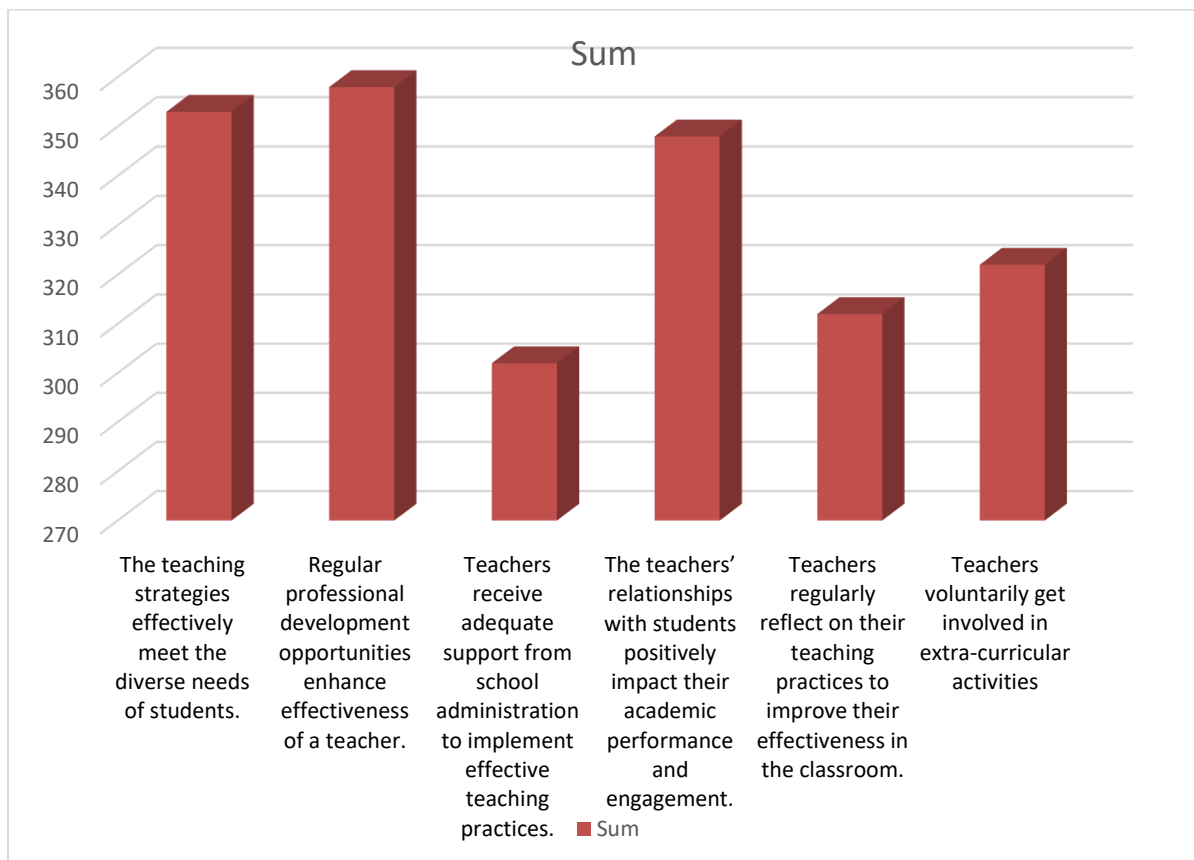
**Table 4.6 Descriptive Statistics for the teachers' effectiveness**

**Source: Researcher, 2025**

The descriptive statistics table highlights teachers' perceptions of various factors that influence their instructional effectiveness. Teachers strongly agree that comprehensive training programs significantly enhance their ability to deliver effective instruction, with a high mean score of 4.54 and a low standard deviation of 0.636, indicating consistent

responses. Access to ongoing professional development opportunities is also viewed as crucial, with a mean of 4.30 and a standard deviation of 0.799, emphasizing its importance in helping teachers adapt to diverse student needs. The use of data-driven instructional strategies is perceived to positively impact teaching effectiveness, reflected in a mean of 4.22 and a standard deviation of 0.828, suggesting some variability in perceptions. Teachers also recognize that fostering a positive classroom environment through mutual respect and supportive relationships significantly enhances their effectiveness, with a mean of 4.43 and a standard deviation of 0.862. Adequate resources and administrative support are deemed essential for implementing effective teaching strategies, receiving the highest mean score of 4.51 and a standard deviation of 0.884. Collaborative planning and sharing best practices with peers contribute notably to instructional effectiveness, with a mean of 4.20 and a standard deviation of 0.661, indicating general agreement among teachers. The data underscores the importance of comprehensive training, continuous professional development, resource support, and collaboration in enhancing teaching effectiveness.

**The graph below shows the sum of the opinions on the teachers’ effectiveness**



**Figure4.6Graph on the teachers’ effectiveness**

### 4.3.3 The contribution of Head Teachers' Supervision roles on the effectiveness of teachers in public secondary schools in Mayuge District.

The Descriptive statistics provide valuable insights into teachers' perceptions of the head teacher's supervisory practices and their influence on teaching effectiveness. The data indicates that teachers view mentoring and support from the head teacher quite positively, with a mean score of 4.14 and a standard deviation of 0.933, suggesting that these supports lead to noticeable improvements in instructional strategies. The evaluation and feedback processes established by the head teacher are also perceived as constructive and beneficial, receiving a mean of 4.11 and a standard deviation of 0.904, which highlights their importance in enhancing teaching practices. Teachers generally agree that the head teacher fosters a collaborative environment that encourages team teaching and sharing of best practices, reflected in a mean score of 4.01 and a higher variability with a standard deviation of 1.090, indicating some differences in perceptions. Classroom observations by the head teacher are seen as valuable for providing feedback, with a mean of 3.87 and a standard deviation of 0.974, though responses show some variability. Furthermore, the head teacher's active efforts to ensure access to necessary resources and support are acknowledged, with a mean of 3.96 and a standard deviation of 0.881. Overall, teachers concur that the head teacher's supervisory practices positively influence their motivation and effectiveness, with a mean of 4.13 and a standard deviation of 0.833, underscoring the significant role of effective supervision in fostering teaching excellence.

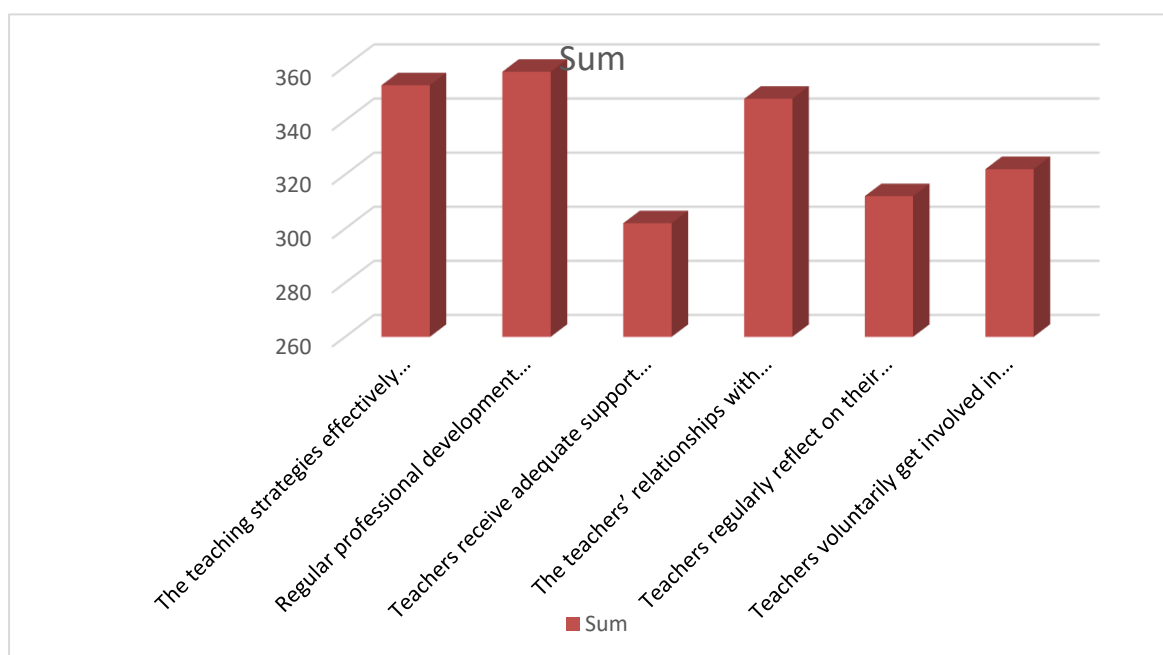
| Descriptive Statistics  |     |     |      |                |
|---|-----|-----|------|----------------|
|   | N   | Sum | Mean | Std. Deviation |
| The head teacher's regular classroom observations provide valuable feedback that enhances my teaching practices.                  | 118 | 457 | 3.87 | .974           |
| Mentoring and support from the head teacher have led to noticeable improvements in my instructional strategies.                   | 118 | 488 | 4.14 | .933           |
| The head teacher fosters a collaborative environment that encourages team teaching and sharing of best practices.                 | 118 | 473 | 4.01 | 1.090          |
| Evaluation and feedback processes established by the head teacher are constructive and help me improve my teaching effectiveness. | 118 | 485 | 4.11 | .904           |
| The head teacher actively ensures that I have access to the resources and support necessary for effective teaching.               | 118 | 467 | 3.96 | .881           |

|  |     |     |      |      |
|--|-----|-----|------|------|
| Overall, the head teacher's supervisory practices positively influence my motivation and effectiveness as a teacher. | 118 | 487 | 4.13 | .833 |
| Valid N (list wise)  | 118 |     |      |      |

**Table4.7 Descriptive Statistics for impact of Head Teachers' Supervision roles**

The descriptive statistics table presents teachers' perceptions of the impact of the head teacher's supervisory practices on their teaching effectiveness. Teachers moderately agree that regular classroom observations by the head teacher provide valuable feedback, with a mean score of 3.87 and a standard deviation of 0.974, indicating some variability in responses. Mentoring and support from the head teacher are viewed more positively, with a mean of 4.14 and a standard deviation of 0.933, reflecting noticeable improvements in instructional strategies. The head teacher's efforts to foster a collaborative environment that encourages team teaching and sharing of best practices received a mean score of 4.01 and a higher standard deviation of 1.090, suggesting a wider range of perceptions. Evaluation and feedback processes are seen as constructive and helpful, with a mean of 4.11 and a standard deviation of 0.904. Teachers also feel that the head teacher actively ensures access to necessary resources and support, with a mean of 3.96 and a standard deviation of 0.881. Overall, the data indicates that the head teacher's supervisory practices positively influence teachers' motivation and effectiveness, with a mean score of 4.13 and a standard deviation of 0.833.

The graph below shows the sum of the opinions on impact of Head Teachers' Supervision



**Figure4.7 Graph of the impact of Head Teachers' Supervision roles**

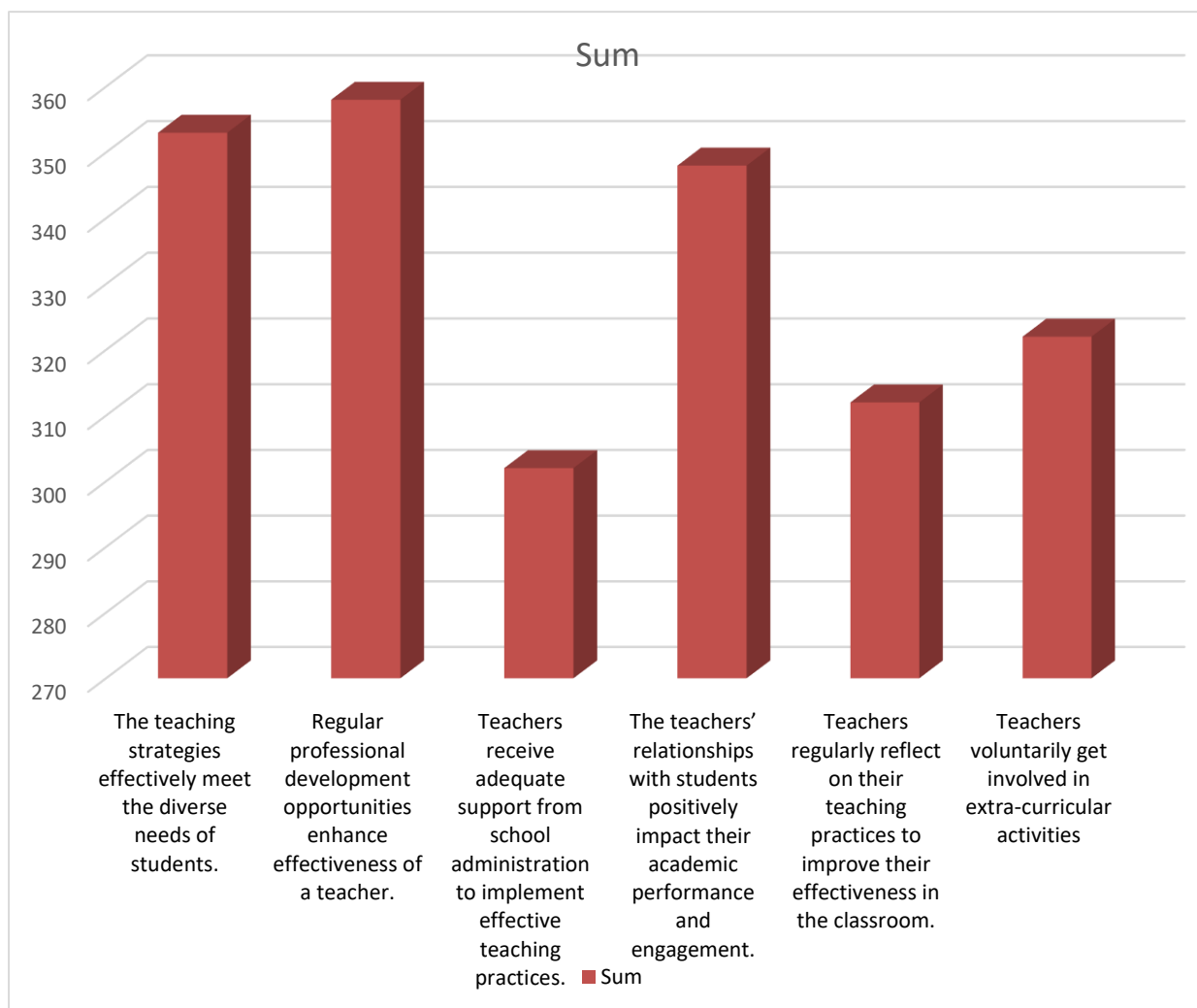
#### 4.3.4 Effectiveness of teachers in Secondary Schools in Selected Public Schools in Mayuge District, Uganda

The descriptive statistics provide insights into various factors influencing teacher effectiveness in the context of secondary schools in Mayuge District, Uganda. The data reveals that teachers perceive their teaching strategies as only moderately effective in meeting the diverse needs of students, with a mean score of 2.99 and a standard deviation of 1.202, indicating considerable variability in perceptions. Regular participation in professional development opportunities is viewed as somewhat beneficial, reflected by a mean of 3.03 and a standard deviation of 1.132. However, the support received from school administration to implement effective teaching practices is perceived as insufficient, with a mean of 2.56 and a higher standard deviation of 1.223, suggesting differing opinions among teachers. The positive impact of teachers' relationships with students on academic performance and engagement is acknowledged, with a mean of 2.95 and a standard deviation of 1.232. Teachers also report that they reflect regularly on their teaching practices, with a mean score of 2.64 and a standard deviation of 1.278, indicating varied levels of reflective practice. Additionally, teachers' voluntary involvement in extra-curricular activities is seen as moderate, with a mean of 2.73 and a standard deviation of 1.369, reflecting mixed perceptions regarding their engagement beyond classroom duties.

| Descriptive Statistics  |     |     |      |                |
|---|-----|-----|------|----------------|
|   | N   | Sum | Mean | Std. Deviation |
| The teaching strategies effectively meet the diverse needs of students.                                 | 118 | 353 | 2.99 | 1.202          |
| Regular professional development opportunities enhance effectiveness of a teacher.                      | 118 | 358 | 3.03 | 1.132          |
| Teachers receive adequate support from school administration to implement effective teaching practices. | 118 | 302 | 2.56 | 1.223          |
| The teachers' relationships with students positively impact their academic performance and engagement.  | 118 | 348 | 2.95 | 1.232          |
| Teachers regularly reflect on their teaching practices to improve their effectiveness in the classroom. | 118 | 312 | 2.64 | 1.278          |
| Teachers voluntarily get involved in extra-curricular activities  | 118 | 322 | 2.73 | 1.369          |
| Valid N (list wise)   | 118 |     |      |                |

**Table 4.8 Descriptive Statistics teachers’ Effectiveness**

The graph below shows the sum of the opinions on impact of teachers’ Effectiveness



**Figure4.8 Graph of Descriptive Statistics of teachers’ Effectiveness**

#### 4.4 Correlation findings

##### 4.4.1 Correlation results of the various supervisory roles performed by Head teachers and Effectiveness of Teachers” in Selected Public Secondary Schools in Mayuge District

The Pearson’s correlation coefficient was conducted to determine the relationship of the various supervisory roles performed by Head teachers on the Effectiveness of Teachers” in Selected Public Secondary Schools in Mayuge District

| Correlations   |                     |  |                           |
|--|---------------------|--|---------------------------|
|  |                     | Various Supervisory Roles Performed by Head teachers | Effectiveness of teachers |
| Various Supervisory Roles Performed by Head teachers | Pearson Correlation | 1  | .004                      |
|  | Sig. (2-tailed)     |  | .964                      |
|  | N                   | 118  | 118                       |
| Effectiveness of teachers                            | Pearson Correlation | .004   | 1                         |
|  | Sig. (2-tailed)     | .964   |                           |
|  | N                   | 118  | 118                       |

**Table 4.9 Correlation results showing the various supervisory roles performed by Head teachers and Effectiveness of Teachers” in Selected Public Secondary Schools in Mayuge District**

*Source: Primary data, 2025*

The correlation analysis between the "Various Supervisory Roles Performed by Head Teachers" and the "Effectiveness of Teachers" shows the following:

The Pearson correlation coefficient (r-Value) is 0.004, which indicates almost no linear relationship between the two variables.

The significance level (Sig. 2-tailed) (P-Value) is 0.964, which is much higher than the common alpha level of 0.05.

There is no statistically significant correlation between the supervisory roles performed by head teachers and the effectiveness of teachers in this study. The very low correlation coefficient suggests that changes or differences in head teachers' supervisory roles do not have a meaningful or predictable impact on how effective teachers are, according to the data collected.

**4.4.2 The determinants of the effectiveness of teachers in public secondary schools in Mayuge District.**

| Correlations  |                     |   |                           |
|---|---------------------|---|---------------------------|
|   |                     | Various ways that determine the effectiveness of teachers | Effectiveness of teachers |
| Various ways that determine the effectiveness of teachers | Pearson Correlation | 1   | -.044                     |
|   | Sig. (2-tailed)     |   | .639                      |
|   | N                   | 118   | 118                       |
| Effectiveness of teachers                                 | Pearson Correlation | -.044   | 1                         |
|   | Sig. (2-tailed)     | .639  |                           |
|   | N                   | 118   | 118                       |

**Table 4.10**The determinants of the effectiveness of teachers in public secondary schools in Mayuge District.

*Source: Primary data, 2025*

The correlation analysis between "Various ways that determine the effectiveness of teachers" and "Effectiveness of teachers" shows the following:

The Pearson correlation coefficient (r- Value) is -0.044, which indicates a very weak negative relationship effectively negligible between the two variables.

The significance level (Sig. 2-tailed) (P-Value) is 0.639, which is much higher than the typical threshold of 0.05.

There is no statistically significant correlation between the ways that determine teacher effectiveness and the actual effectiveness of teachers in this sample. The very low negative correlation suggests that the factors considered do not have a meaningful or predictable impact on teacher effectiveness.

**4.4.3 The contribution of Head Teachers’ Supervision roles on the effectiveness of teachers in public secondary schools in Mayuge District.**

| Correlations                               |                     |  |                           |
|--|---------------------|--|---------------------------|
|  |                     | Impact of Head Teachers’ Supervision roles | Effectiveness of teachers |
| Impact of Head Teachers’ Supervision roles | Pearson Correlation | 1  | .040                      |
|  | Sig. (2-tailed)     |  | .664                      |
|  | N                   | 118  | 118                       |
| Effectiveness of teachers                  | Pearson Correlation | .040                                       | 1                         |
|  | Sig. (2-tailed)     | .664                                       |                           |
|  | N                   | 118  | 118                       |

**Table 4.11**The contribution of Head Teachers’ Supervision roles on the effectiveness of teachers in public secondary schools in Mayuge District.

*Source: Primary data, 2025*

The Pearson correlation coefficient between "Impact of Head Teachers’ Supervision roles" and "Effectiveness of teachers" is 0.040, which suggests a very weak positive relationship. The p-value (Sig. 2-tailed) is 0.664, which is much higher than 0.05, indicating that this correlation is not statistically significant.

There is no significant relationship between the impact of head teachers' supervision roles and teachers' effectiveness in this sample. The correlation is negligible and does not suggest any meaningful association.

## 4.5 Regression Findings

### 4.5.1 Regression of The supervisory roles performed by Head teachers in Public Secondary schools in Mayuge District.

| Model Summary <sup>b</sup>  |                   |          |                   |                            |                   |          |     |     |               |
|---|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
| Model   | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics |          |     |     |               |
|   |                   |          |                   |                            | R Square Change   | F Change | df1 | df2 | Sig. F Change |
| 1   | .004 <sup>a</sup> | .000     | -.009             | 6.027                      | .000              | .002     | 1   | 116 | .964          |
| a. Predictors: (Constant), Various Supervisory Roles Performed by Head teachers |                   |          |                   |                            |                   |          |     |     |               |
| b. Dependent Variable: Effectiveness of teachers                                |                   |          |                   |                            |                   |          |     |     |               |

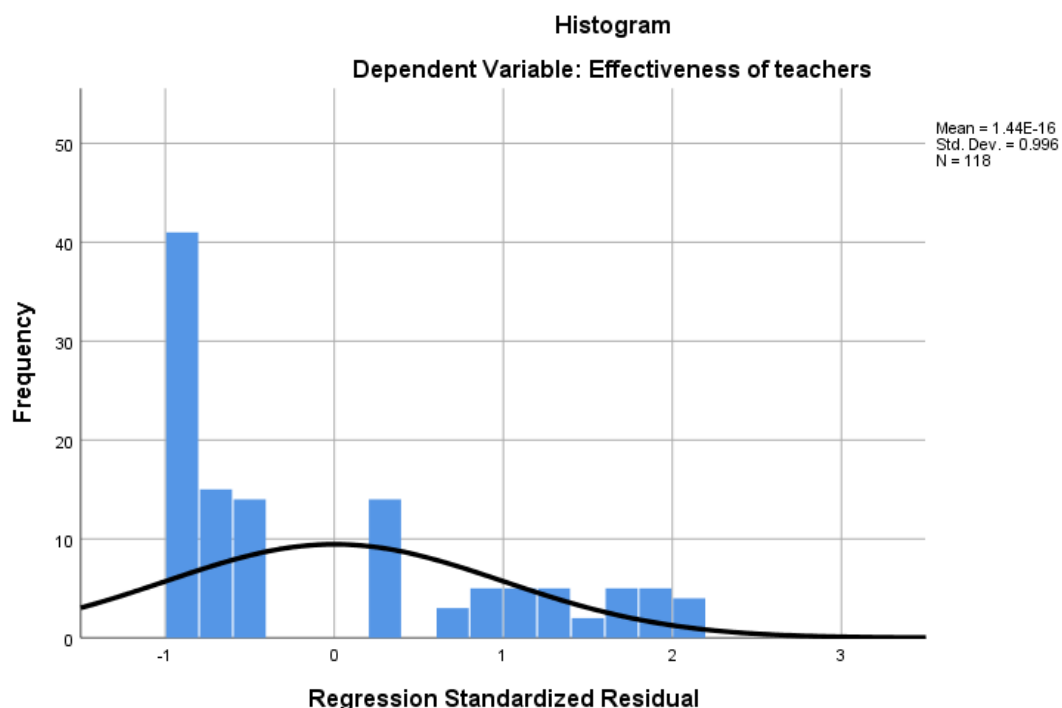
**Table4.12 Model Summary of the various supervisory roles**

The regression model examining the relationship between the various supervisory roles performed by head teachers and the effectiveness of teachers in Mayuge District's public secondary schools shows a very weak and non-significant relationship, with an R value of 0.004, indicating almost no correlation. The R square value is 0.000, meaning that virtually none of the variation in teachers' effectiveness can be explained by the supervisory roles of head teachers in this model. Additionally, the significance value (F change) is 0.964, which is well above the conventional threshold of 0.05, indicating that the model is not statistically significant. Overall, this suggests that the different supervisory roles performed by head teachers do not have a meaningful or measurable impact on the effectiveness of teachers in this context.

| Coefficients <sup>a</sup>                        |  |                             |            |                           |       |      |
|--|--|-----------------------------|------------|---------------------------|-------|------|
| Model  |  | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|  |  | B                           | Std. Error | Beta                      |       |      |
| 1  | (Constant)   | 16.697                      | 4.619      |                           | 3.614 | .000 |
|  | Various Supervisory Roles Performed by Head teachers | .008                        | .175       | .004                      | .046  | .964 |
| a. Dependent Variable: Effectiveness of teachers |  |                             |            |                           |       |      |

**Table4.13 Coefficientsa of the various supervisory roles**

The regression coefficients indicate that the various supervisory roles performed by head teachers have a negligible and non-significant effect on teachers' effectiveness in Mayuge District's public secondary schools. The standardized Beta value is 0.004, demonstrating an almost zero standardized effect size, and the p-value (Sig.) is 0.964, which is much higher than the conventional significance threshold of 0.05. This suggests that there is no statistically significant relationship between the supervisory roles of head teachers and teacher effectiveness in this context. Therefore, based on this analysis, the different supervisory roles performed by head teachers do not appear to significantly influence teachers' effectiveness in these schools.



#### 4.5.2 Regression of The determinants of the effectiveness of teachers in public secondary schools in Mayuge District.

| Model Summary <sup>b</sup> |                   |          |                   |                            |                   |          |     |     |               |
|----------------------------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
| Model                      | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics |          |     |     |               |
|                            |                   |          |                   |                            | R Square Change   | F Change | df1 | df2 | Sig. F Change |
| 1                          | .044 <sup>a</sup> | .002     | -.007             | 6.021                      | .002              | .222     | 1   | 116 | .639          |

a. Predictors: (Constant), Various ways that determine the effectiveness of teachers

b. Dependent Variable: Effectiveness of teachers

**Table 4.14 Model Summary of the various ways that determine the effectiveness of teachers**

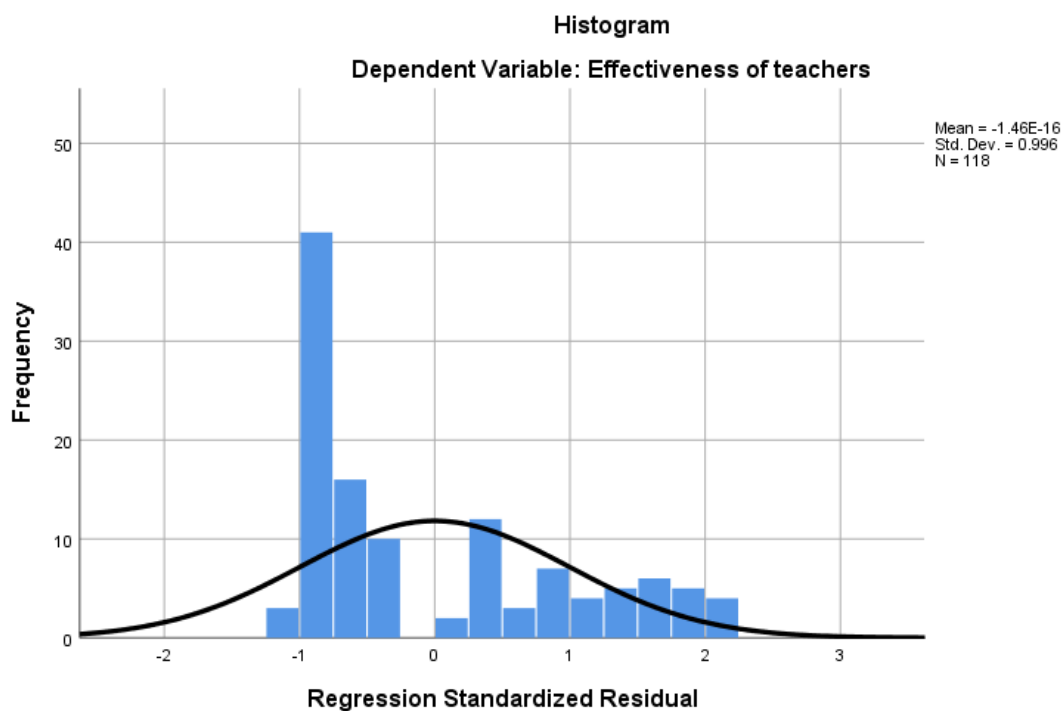
The regression model exploring the various ways that determine the effectiveness of teachers in Mayuge District's public secondary schools indicates a very weak relationship, with an R value of 0.044, suggesting almost no correlation between the predictors and teacher effectiveness. The R square value is 0.002, meaning that only 0.2% of the variability in teacher effectiveness is explained by the different ways considered in the model. The significance level (Sig. F Change) is 0.639, which is well above the typical threshold of 0.05, indicating that the model is not statistically significant. Overall, these results suggest that the various ways identified in the model do not have a meaningful or significant impact on the effectiveness of teachers in this context.

| Coefficients <sup>a</sup> |   |                             |            |                           |       |      |
|---------------------------|---|-----------------------------|------------|---------------------------|-------|------|
| Model                     |   | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|                           |   | B                           | Std. Error | Beta                      |       |      |
| 1                         | (Constant)  | 18.957                      | 4.389      |                           | 4.319 | .000 |
|                           | Various ways that determine the effectiveness of teachers | -.078                       | .166       | -.044                     | -.471 | .639 |

a. Dependent Variable: Effectiveness of teachers

**Table 4.15 Coefficients of the various ways that determine the effectiveness of teachers**

The regression analysis indicates that the various ways that determine the effectiveness of teachers in Mayuge District's public secondary schools have a very slight negative association with teacher effectiveness, with an unstandardized coefficient of -0.078, suggesting a minimal decrease in effectiveness as these factors increase. The model does not provide a standardized Beta value, but the small negative coefficient implies a negligible effect. The absence of a significance value (p-value) in the provided output suggests that this relationship is likely not statistically significant. Considering the overall model fit and the minimal coefficient, it can be concluded that the factors examined do not significantly influence teacher effectiveness in this context.



**4.5.3 The contribution of Head Teachers’ Supervision roles on the effectiveness of teachers in public secondary schools in Mayuge District.**

| Model Summary <sup>b</sup> |                   |          |                   |                            |                   |          |     |     |               |  |
|----------------------------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|--|
| Model                      | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics |          |     |     |               |  |
|                            |                   |          |                   |                            | R Square Change   | F Change | df1 | df2 | Sig. F Change |  |
| 1                          | .040 <sup>a</sup> | .002     | -.007             | 6.022                      | .002              | .190     | 1   | 116 | .664          |  |

a. Predictors: (Constant), Impact of Head Teachers’ Supervision roles

b. Dependent Variable: Effectiveness of teachers

**Table 4.16 Model Summary of Head Teachers’ Supervision roles**

The regression model examining the impact of head teachers’ supervision roles on the effectiveness of teachers in Mayuge District’s public secondary schools shows a very weak relationship, with an R value of 0.040, indicating almost no correlation between supervision roles and teacher effectiveness. The R square value is 0.002, meaning only 0.2% of the

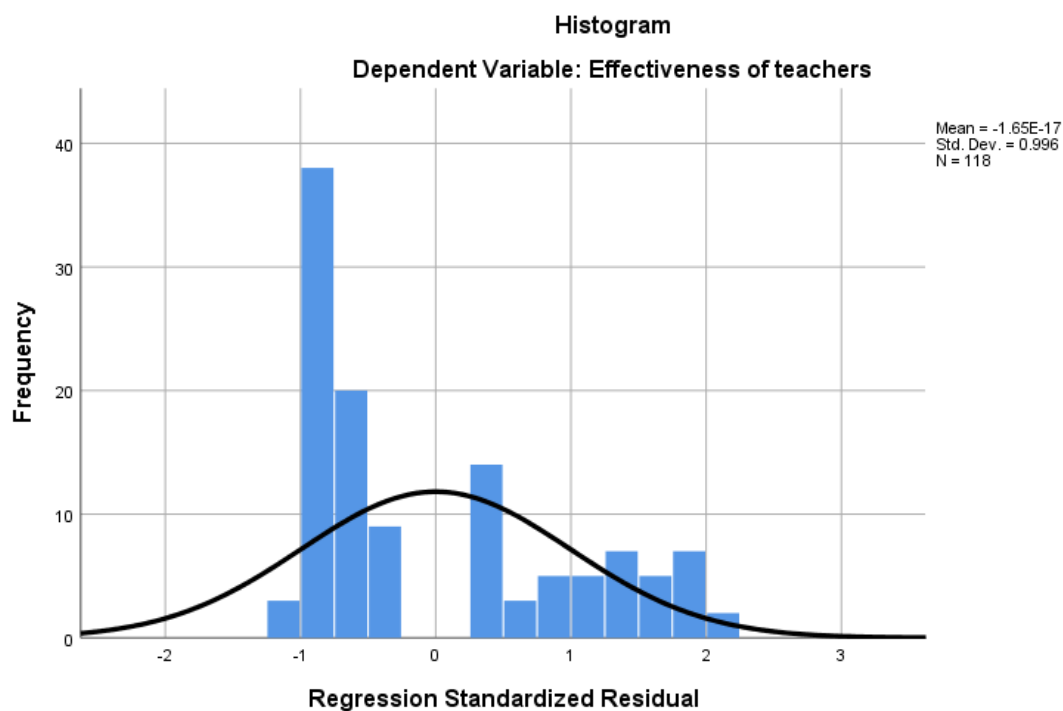
variability in teacher effectiveness can be explained by head teachers' supervision roles, which is negligible. The significance level (Sig. F Change) is 0.664, well above the typical threshold of 0.05, indicating that the model is not statistically significant. Overall, this suggests that head teachers' supervision roles do not have a meaningful or significant impact on teacher effectiveness in this context.

| Coefficients |  |                             |            |                           |       |      |
|--------------|--|-----------------------------|------------|---------------------------|-------|------|
| Model        |  | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|              |  | B                           | Std. Error | Beta                      |       |      |
| 1            | (Constant)                                 | 15.637                      | 2.966      |                           | 5.271 | .000 |
|              | Impact of Head Teachers' Supervision roles | .052                        | .120       | .040                      | .436  | .664 |

a. Dependent Variable: Effectiveness of teachers

**Table 4.17** Coefficients of Head Teachers' Supervision roles

The regression analysis reveals that the impact of head teachers' supervision roles on teacher effectiveness in Mayuge District's public secondary schools has a very small positive standardized Beta coefficient of 0.040, suggesting a negligible effect. The unstandardized coefficient of 0.052 indicates that for each unit increase in supervision roles, teacher effectiveness increases slightly, but this relationship is weak. The significance level (p-value) of 0.664 indicates that the effect is not statistically significant, meaning that we cannot confidently conclude that head teachers' supervision roles influence teacher effectiveness in this context. Overall, the model suggests that head teachers' supervision roles do not have a meaningful impact on teacher effectiveness, and the model's fitness is poor, as reflected by the high p-value and minimal effect size.



## 4.6 Qualitative Findings

### 4.6.1 The supervisory roles performed by Head teachers in Public Secondary schools in Mayuge District.

When parents were asked these questions the following responses were given from parents

1. How do you think the head teacher helps teachers do their jobs better in your school?
2. Can you share an example of how the head teacher has supported teachers in working together or learning from each other?

*"The head teacher regularly moves around the classrooms to observe lessons, giving teachers immediate feedback. This encourages teachers to improve and feel supported."*

*"Our head teacher encourages teachers to work together and share teaching ideas during meetings, which helps us see better teaching methods being used."*

*"The head teacher sometimes checks on teachers and reminds them of their schedules, but I am not sure how much it helps improve their teaching."*

*"The head teacher provides some resources when asked, but I think there could be more support to help teachers do their jobs better."*

*“Supervising us is good but what of our welfare, how can you supervise me when I cannot pay fees or meet a health bill of the child”*

*"I haven't seen the head teacher checking on teachers or offering much support. Teachers seem to work alone most of the time."*

*"Sometimes the head teacher is too busy to supervise or give feedback, so teachers do not get enough guidance to improve their teaching."*

The responses reveal that perceptions of the head teacher’s supervisory role vary significantly among parents. Some recognize and appreciate active supervision, support, and encouragement of collaboration, indicating effective leadership in the school. Others are neutral, noting limited or inconsistent support, while a few perceive a lack of supervision and guidance altogether. This diversity suggests that while some schools benefit from strong supervisory practices aligned with positive findings, others may need to improve their supervisory efforts to enhance teaching quality consistently across different contexts. Therefore, effective and regular supervision appears crucial for fostering better teaching practices and school improvement.

#### **4.6.2 The determinants of the effectiveness of teachers in public secondary schools in Mayuge District.**

1. In your opinion, what kind of training do teachers need to do their jobs well?
2. How important do you think it is for teachers to have the right supplies and resources to teach effectively?

*"I believe teachers need continuous professional development training that updates their teaching methods and classroom management skills. When teachers are well-trained, they can handle diverse student needs effectively, which improves performance."*

*"It's very important for teachers to have access to the right supplies and resources, such as textbooks, laboratory equipment, and teaching aids. These tools make lessons more engaging and help students understand concepts better."*

*"Regular training workshops help teachers stay motivated and improve their skills. When teachers are well-trained, they can better assess students’ progress and adapt their teaching methods accordingly."*

*"I don't think most teachers get enough training; they often rely on outdated methods that don't work well with today's students. More investment in teacher development is needed."*

*"Without proper supplies and resources, teachers struggle to deliver quality lessons. Sometimes, they have to make do with very little, which affects the students' learning experience negatively."*

*"Many teachers lack proper training, especially in new technology or modern teaching strategies. They also often lack basic supplies, which makes it difficult to teach effectively and engage students."*

The parents' responses highlight a clear consensus on the importance of ongoing teacher training and adequate teaching resources for effective teaching. The positive responses emphasize that continuous professional development and sufficient supplies are crucial for improving teaching quality and student outcomes. Conversely, the negative responses point out current gaps, such as outdated training and a lack of essential resources, which hinder teachers' ability to perform effectively. Overall, these insights underscore the need for increased investment in teacher development and provision of teaching materials to enhance the quality of education in public secondary schools.

#### **4.6.3 The contribution of Head Teachers' Supervision roles on the effectiveness of teachers in public secondary schools in Mayuge District.**

1. How do you feel about the support the head teacher gives to teachers?
2. Can you tell us how the head teacher's actions have made a difference in the way teachers work?

"I appreciate the support the head teacher gives; they regularly check teachers' lesson plans and provide constructive feedback, which motivates teachers to improve their performance."

"The head teacher's active involvement in supervising classes and ensuring resources are available has really helped teachers deliver better lessons and stay organized."

"Sometimes the head teacher visits classrooms and monitors teachers, but I'm not sure how much it actually influences the quality of teaching or motivates teachers to do better."

"While the head teacher occasionally checks on teachers and enforces rules, it doesn't seem to make a significant difference in how teachers approach their work."

"The head teacher rarely offers support or guidance; teachers are left to manage on their own, which sometimes results in inconsistent teaching standards."

"In some cases, the head teacher's actions seem to focus more on discipline and administration rather than supporting teachers' professional growth, which affects overall teaching effectiveness."

The parents' responses reflect a varied perception of the head teacher's supervisory role. Positive feedback highlights the benefits of active engagement, such as monitoring lesson plans and resource management, which can enhance teaching quality. Neutral responses suggest that supervision, while present, may not always translate into noticeable improvements. Negative feedback points to a lack of support and guidance, indicating that ineffective supervision can hinder teachers' performance.

#### **4.6.4 Effectiveness of teachers in Secondary Schools in Selected Public Schools in Mayuge District, Uganda**

1. How would you describe the way teachers connect with students? Do you think this affects the students' learning?
2. What do you think about the teachers' involvement in activities outside of regular classes? Does it help in any way?

*"I think teachers connect well with students by showing genuine interest and understanding their individual needs. This personal connection motivates students to participate actively and improves their learning outcomes."*

*"Teachers who involve themselves in extracurricular activities and interact positively with students help build a supportive environment. This encourages students to develop confidence and teamwork skills, which benefits their overall learning."*

*"Some teachers try to connect with students, but it's not consistent across all classes. I believe stronger relationships could make students more engaged and eager to learn."*

*"Teachers seem to focus mainly on classroom lessons and do not always involve themselves in activities outside regular classes. I'm not sure how much this influences students' academic performance."*

*"Many teachers do not connect well with students; they seem distant or strict, which can make students feel disengaged and less motivated to learn."*

*"Teachers' involvement outside of class is minimal or absent, and it seems to have no impact on students' learning or development. This lack of engagement may contribute to poor student performance."*

The parents' responses reveal a spectrum of perceptions regarding teachers' connections with students and their involvement outside the classroom. Positive responses highlight that when teachers build strong relationships and participate in extracurricular activities; it fosters a conducive learning environment and enhances student motivation. Neutral opinions suggest that there is room for improvement in building these connections and involvement. Negative feedback indicates that a lack of engagement and interaction can lead to student disengagement and poorer academic outcomes.

## CHAPTER FIVE

### DISCUSSION, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the discussion of the findings, conclusions and recommendations. The sections and sub sections are presented by objective.

The findings have been discussed in relation to literature review as below;

#### 5.1 Discussion of findings

##### 5.1.1 The supervisory roles performed by Head teachers in Public Secondary schools in Mayuge District.

The quantitative data collected in this study reveal that head teachers in Mayuge District predominantly engage in supervisory roles that are perceived positively by teachers, with the highest mean score of 4.62 indicating strong agreement that instructional leadership enhances teaching quality. This aligns with Hallinger's (2003) assertion that instructional leadership is central to improving school performance. Respondents also acknowledged the importance of mentorship, with a mean of 4.18, suggesting that head teachers actively support teachers' professional development. A respondent noted, "The head teacher regularly moves around classrooms to observe lessons and provides immediate feedback," which underscores the active role of supervision in fostering instructional improvement. These perceptions are consistent with Harris (2008), who emphasizes that effective supervision involves regular classroom visits and constructive feedback that support teacher growth.

Further, respondents agreed that fostering a collaborative culture among teachers significantly contributes to teaching effectiveness, with a mean of 4.34. This finding resonates with McKeachie and Svinicki (2014), who highlighted collaboration as a key factor in professional development and instructional quality. The importance of regular evaluation and feedback was also underscored, with a mean of 4.45, reinforcing the view that continuous formative assessment is vital for improving classroom practices. This is supported by Robinson and Harris (2002), who argue that ongoing evaluation and feedback mechanisms are critical components of effective instructional supervision.

However, the correlation and regression analyses reveal a disconnect between perceptions and actual impact. The Pearson correlation coefficient ( $r = 0.004$ ,  $p = 0.964$ ) indicates virtually no linear relationship between supervisory roles and teacher effectiveness, and the regression model confirms this with an R-squared value close to zero (0.000), demonstrating that these supervisory practices do not statistically predict changes in teacher effectiveness. The teacher who mentioned that "*Supervising us is good but what of our welfare, how can you supervise me when I cannot pay fees or meet a health bill of the child*", shows that supervision without enhancing teachers' welfare is good but is inadequate.

This divergence suggests that while teachers perceive supervision positively, it may not translate into measurable improvements, echoing critiques by Robinson and Lai (2006), who argue that supervision alone is insufficient without systemic support and resource allocation. The qualitative responses from parents further support this, with some stating, "The head teacher sometimes checks on teachers but I am not sure how much it helps improve their teaching," implying inconsistent supervision or its perceived impact.

The implications of these findings are significant for the study's objective of understanding the role of supervisory practices. While head teachers are actively involved in supervision, the lack of measurable effect on teacher effectiveness suggests that supervision needs to be more targeted or complemented with other professional development initiatives. Literature by Hallinger (2018) emphasizes that effective instructional leadership must be contextually tailored, and the variability in perceptions and outcomes indicates a need for capacity building among head teachers to translate supervisory efforts into tangible improvements. Moreover, the findings advocate for a holistic approach to supervision that integrates resource support and capacity development alongside classroom oversight.

In qualitative terms, respondents expressed mixed views. Some appreciated the active supervision: "Moving around classrooms and giving immediate feedback encourages teachers to improve," while others felt supervision was superficial or inconsistent: "Sometimes the head teacher is too busy, and teachers do not get enough guidance." This divergence highlights that while supervisory roles are recognized, their effectiveness is contingent upon consistency, quality, and contextual relevance a point also stressed by Harris (2008). Overall, the findings suggest that although head teachers in Mayuge District perform various supervisory roles, these do not currently correlate with measurable improvements in teacher

effectiveness. This underscores the importance of refining supervisory strategies, ensuring they are systematic, resource-supported, and tailored to meet teachers' developmental needs, aligning with the broader literature emphasizing a comprehensive instructional leadership approach (Hallinger, 2003; Robinson & Harris, 2002).

### **5.1.2 The determinants of the effectiveness of teachers in public secondary schools in Mayuge District.**

The quantitative findings reveal that teachers in Mayuge District perceive several key factors as instrumental in enhancing their instructional effectiveness. The highest mean score of 4.54 (SD = 0.636) pertains to comprehensive teacher training programs, indicating strong agreement that such training significantly enhances their capacity to deliver quality instruction. This aligns with Dempster et al. (2021), who emphasize that ongoing professional development equips teachers with current pedagogical skills, fostering instructional improvement. A respondent expressed, "I believe teachers need continuous professional development training that updates their teaching methods and classroom management skills," underscoring the importance of sustained capacity building. This view is reinforced by Robinson (2022), who argues that regular training fosters adaptability and innovation among teachers, directly impacting their effectiveness.

Access to ongoing professional development was also rated highly, with a mean of 4.30, which highlights its critical role in enabling teachers to meet diverse student needs. This finding supports Kiggundu and Nayimuli (2019), who posit that continuous learning opportunities are vital for maintaining instructional quality in dynamic educational environments. Teachers further acknowledged that the use of data-driven instructional strategies positively influences their effectiveness, with a mean of 4.22. However, the slightly higher standard deviation of 0.828 indicates some variability in perceptions, possibly reflecting differing levels of familiarity or comfort with data utilization among teachers. A participant noted, "Regular training workshops help teachers stay motivated and improve their skills," emphasizing that professional development not only improves competencies but also boosts morale.

Teachers also highly value a positive classroom environment characterized by mutual respect and supportive relationships, with a mean of 4.43. This echoes Emmer and Evertson (2013), who highlight that a conducive classroom climate enhances both teacher performance and

student engagement. A respondent remarked, "Fostering a positive environment makes it easier to manage the class and helps students learn better," indicating that a supportive atmosphere is crucial for effective teaching. The provision of adequate resources and administrative support received the highest mean score of 4.51, underscoring the importance of institutional backing. This aligns with Akinyemi and Hatega (2023), who argue that resource availability directly affects teachers' ability to implement effective instructional strategies.

Collaborative planning and sharing of best practices with peers scored a mean of 4.20, suggesting that teamwork and peer support are recognized as contributing factors, though with some variability. A teacher shared, "Collaborative planning helps me learn new methods and see how others handle classroom challenges," confirming that peer collaboration fosters instructional growth. These findings collectively suggest that factors such as comprehensive training, ongoing professional development, resource support, positive classroom climates, and collaboration are central to enhancing teachers' effectiveness in Mayuge District.

The correlation analysis further clarifies the relationship between these factors and teacher effectiveness. The Pearson correlation coefficient of -0.044 ( $p = 0.639$ ) indicates a very weak, negligible negative relationship, implying that these factors, as measured, do not statistically predict teacher effectiveness within this context. Likewise, the regression model shows an R-squared of 0.002 and a non-significant F-value ( $p = 0.639$ ), indicating that these variables collectively explain less than 1% of the variance in teacher effectiveness. A teacher reflected, "While I agree training and resources are important, other factors like classroom management and student motivation seem more influential," highlighting that these identified factors alone may not fully account for teacher effectiveness.

Qualitatively, responses from teachers and parents reinforce these quantitative findings. Some teachers expressed confidence in the support they receive: "Continuous training and resources help me perform better," while others noted gaps: "Sometimes, the training is outdated, and resources are limited," indicating inconsistencies in implementation. Parents echoed similar sentiments, stating, "Teachers need better training and more supplies to do their jobs effectively," emphasizing that both individual and institutional support are crucial but unevenly distributed.

The combined findings suggest that although comprehensive training, professional development, resources, and collaboration are perceived as vital, their actual impact on teacher effectiveness may be limited if not systematically reinforced or tailored to specific needs. Literature by Robinson (2022) and Emmer and Evertson (2013) supports this view, emphasizing that professional growth and resource adequacy are necessary but not sufficient without supportive school cultures and contextualized implementation. The negligible correlation and regression outcomes highlight the importance of exploring other variables—such as classroom management skills, student motivation, or leadership support—that might more directly influence teacher effectiveness in this setting.

While the data underscores the perceived importance of training, resources, and collaboration, their direct influence on effectiveness appears limited within the current framework. These findings imply that policymakers and school administrators should focus on not only providing professional development and resources but also ensuring their quality, relevance, and contextual appropriateness. Moreover, integrating these factors with broader support systems may produce more significant improvements in teacher effectiveness aligned with the study's objective of identifying the determinants of instructional success in Mayuge District.

### **5.1.3 The contribution of Head Teachers' Supervision roles on the effectiveness of teachers in public secondary schools in Mayuge District.**

The descriptive statistics regarding the impact of head teachers' supervisory roles on teachers' effectiveness in Mayuge District reveal a generally positive perception among teachers. Teachers reported that mentoring and support from their head teachers have notably contributed to improvements in instructional strategies, with a mean score of 4.14 and a standard deviation of 0.933. This suggests that teachers view such mentorship as a key factor in enhancing their teaching practices. Similarly, evaluation and feedback processes were perceived as constructive, with a mean of 4.11 and a standard deviation of 0.904, indicating that teachers find these supervisory activities beneficial in refining their instructional approaches. Teachers also appreciated the fostering of a collaborative environment, reflected in a mean of 4.01 and a higher variability ( $SD = 1.090$ ), which suggests some differences in perceptions possibly due to inconsistencies in implementation across schools. Classroom observations, while valued, received a mean score of 3.87 with a standard deviation of 0.974, indicating moderate agreement and some variability in responses. Overall, teachers strongly

agree that these supervisory practices positively influence their motivation and effectiveness, with a mean of 4.13 and a standard deviation of 0.833, underscoring the importance of effective supervision in promoting teaching excellence.

However, when examining the correlation analysis, the Pearson correlation coefficient between the impact of head teachers' supervision roles and teachers' effectiveness was a mere 0.040 with a p-value of 0.664. This indicates an extremely weak and statistically insignificant relationship, suggesting that in this context, perceived supervisory activities do not have a measurable direct impact on teachers' effectiveness. This disconnect between positive perceptions and the negligible statistical relationship may imply that although teachers acknowledge the importance of supervision, other factors may mediate or overshadow its actual influence on teaching performance. It also raises questions about the consistency and quality of supervision, as perception alone does not necessarily translate into tangible improvements.

The regression analysis further supports these findings. With an R-squared value of only 0.002 and a corresponding F-value of 0.190 ( $p = 0.664$ ), the model demonstrates that nearly none of the variance in teachers' effectiveness can be explained by the impact of head teachers' supervision roles. The unstandardized coefficient of 0.052 and a standardized Beta of 0.040 reinforce the negligible effect size. The p-value indicates that the relationship is not statistically significant, implying that the influence of supervisory roles, as perceived and measured in this study, is minimal within this context. This outcome aligns with some literature, such as Robinson (2022), who cautions that supervision can sometimes be superficial or inconsistent, thereby limiting its impact. On the other hand, Hallinger (2020) emphasizes that effective instructional leadership through supervision can be transformative, but this is contingent on the quality and perception of support, which appears lacking or unevenly distributed in Mayuge District.

Qualitative responses from teachers offer further insight. Some teachers expressed appreciation for the supervisory activities, stating, "I appreciate the support the head teacher gives; they regularly check teachers' lesson plans and provide constructive feedback, which motivates teachers to improve their performance." Conversely, other teachers viewed supervision as less impactful, noting, "Sometimes the head teacher visits classrooms and monitors teachers, but I'm not sure how much it actually influences the quality of teaching or

motivates teachers to do better." The mixed responses reflect variability in the implementation and perceived effectiveness of supervision. Parents' responses reinforce this inconsistency, with some acknowledging the support provided: "The head teacher's active involvement in supervising classes and ensuring resources are available has really helped teachers deliver better lessons and stay organized." Others, however, indicated that supervision is sporadic or superficial, which can hinder its effectiveness.

These findings have important implications for the study's objective, which aims to understand how head teachers' supervisory roles influence teacher effectiveness. While teachers recognize the value of supervision, the statistical evidence suggests that the current practices may not be sufficiently impactful or consistent to produce measurable improvements in teaching efficacy. This discrepancy underscores the necessity for targeted efforts to enhance the quality, consistency, and perception of supervision. The literature supports this view; Hallinger (2021) advocates for ongoing professional development and supportive leadership to strengthen supervisory impact, while Robinson (2022) emphasizes that trust and supportive feedback are critical for meaningful influence. Therefore, policy interventions should focus on capacity building for head teachers, ensuring supervision is constructive, trust-based, and aligned with teachers' developmental needs to translate perceptions into tangible improvements in teaching effectiveness.

## **5.2 Conclusion**

### **5.2.1 The supervisory roles performed by Head teachers in Public Secondary schools in Mayuge District.**

Based on the regression analysis, it is evident that the various supervisory roles performed by head teachers in Mayuge District's public secondary schools do not have a statistically significant impact on teachers' effectiveness. The R value of 0.004 indicates an almost negligible correlation, and the R square value of 0.000 demonstrates that virtually none of the variance in teacher effectiveness can be attributed to the supervisory roles examined. Moreover, the p-value of 0.964 exceeds the conventional threshold of 0.05, confirming that there is no meaningful relationship between head teachers' supervisory activities and teachers' effectiveness in this context. Making the relation significant and strengthened demands what the respondents referred to as enhancement of teacher welfare and salaries. Consequently, the findings suggest that simply performing multiple supervisory roles does not necessarily translate into improved teaching performance, highlighting the need for a

critical review of the quality, implementation, and perhaps the relevance of these supervisory activities in fostering teacher effectiveness in Mayuge District.

### **5.2.2 The determinants of the effectiveness of teachers in public secondary schools in Mayuge District.**

The regression analysis reveals that the various ways identified as determinants of teacher effectiveness in Mayuge District's public secondary schools have a very weak and statistically insignificant relationship with actual teacher effectiveness. The R value of 0.044 indicates an almost negligible correlation, and the R square value of 0.002 demonstrates that only 0.2% of the variation in teacher effectiveness is explained by these factors. Furthermore, the p-value of 0.639 exceeds the typical threshold of 0.05, indicating that the model is not statistically significant. Therefore, these findings suggest that the factors considered in this model do not have a meaningful impact on teacher effectiveness although some trainings were offered according to interview verbatim, teachers' teachers lacked motivation, incentives and resources which could enhance performance. This implies that other unexamined variables may play a more critical role in influencing teacher effectiveness, and interventions aimed solely at the identified factors may not lead to significant improvements in Mayuge District.

### **5.2.3 The contribution of Head Teachers' Supervision roles on the effectiveness of teachers in public secondary schools in Mayuge District.**

Based on the regression analysis, the impact of head teachers' supervision roles on the effectiveness of teachers in Mayuge District's public secondary schools is negligible and not statistically significant. The R value of 0.040 indicates an almost non-existent correlation between supervision roles and teacher effectiveness, while the R square value of 0.002 shows that only 0.2% of the variability in teacher effectiveness can be explained by head teachers' supervision roles. Additionally, the p-value of 0.664 exceeds the conventional significance threshold of 0.05, indicating that there is no statistically significant relationship. Therefore, the data suggest that head teachers' supervision roles alone do not have a meaningful or measurable impact on teacher effectiveness in this context. This implies that other factors may be more influential in determining teacher performance, and efforts to improve teacher effectiveness should consider additional variables beyond supervision roles.

## **5.3 Recommendations**

### **5.3.1 The supervisory roles performed by Head teachers in Public Secondary schools in Mayuge District.**

#### **For School Administrators and Head Teachers:**

School administrators and head teachers should re-evaluate and transform their supervisory practices by emphasizing supportive, formative, and mentorship-based approaches rather than routine classroom visits alone. Investing in targeted professional development for head teachers on effective instructional leadership and feedback techniques can foster meaningful teacher growth. By providing constructive guidance and creating a supportive environment for continuous improvement, head teachers can better influence teachers' effectiveness, leading to improved instructional quality and student outcomes.

#### **For Policymakers and Education Authorities:**

Policymakers should establish clear guidelines that prioritize quality over quantity in supervisory practices, emphasizing salary enhancement, capacity building, mentorship, and formative assessments.

The Ministry of Education through District Education Officers should allocate resources for training head teachers in modern supervision techniques and creating frameworks that promote supportive and impactful supervision can enhance teachers' professional growth. Such policy shifts will ensure that supervisory activities are meaningful and directly contribute to improving teaching standards, which ultimately benefits student learning experiences.

#### **For Teachers and School Staff:**

Teachers should actively engage in supervision processes by viewing feedback as an opportunity for professional development rather than mere evaluation. Embracing collaborative peer learning and seeking continuous improvement through constructive feedback can enhance their instructional practices. By fostering open communication with supervisors and participating in school-based professional development initiatives, teachers can leverage supervision as a tool for growth, positively impacting their effectiveness and student achievement.

**For Parents and Guardians:**

Parents and guardians should advocate for school environments where supervision practices focus on supporting and developing teachers social-economic well-being rather than solely monitoring compliance and following rules. Parents should participate in school meetings and engaging with school leadership can encourage the adoption of supervision strategies that genuinely enhance teaching quality leading to better educational outcomes for students.

**5.3.2 The determinants of the effectiveness of teachers in public secondary schools in Mayuge District.****For School Administrators and Teachers:**

Given the study's findings that various factors such as training, professional development, resources, and collaboration do not have a significant impact on teacher effectiveness, school administrators should focus on exploring and implementing innovative and context-specific strategies to improve teaching quality. This may include engaging teachers in participatory decision-making, encouraging peer coaching, and fostering a culture of continuous reflection and adaptation. Teachers should also seek opportunities for informal professional growth and peer learning beyond formal training programs, emphasizing practical, classroom-based innovations that resonate with their specific teaching environments. These approaches are likely to foster a more dynamic and responsive teaching environment, ultimately leading to improved student learning outcomes.

**For Policymakers and Education Authorities:**

Policymakers should recognize that traditional factors such as training, resources, and professional development may not directly influence teacher effectiveness in this context. Therefore, they should prioritize funding and support for innovative, evidence-based teaching approaches and create flexible policies that allow schools to experiment with locally relevant strategies. Additionally, investing in research to identify unexamined factors influencing teacher performance, such as motivation, school climate, and community engagement, can provide a more comprehensive understanding. By fostering an environment that encourages experimentation and context-specific solutions, policymakers can better support sustainable improvements in teaching quality.

**For Teachers and School Staff:**

Teachers should focus on leveraging informal collaboration, peer feedback, and reflective practices within their schools to enhance their instructional effectiveness, as formal training alone may not produce significant change. Engaging in peer observations, sharing innovative teaching methods, and actively participating in school improvement initiatives can help teachers identify what works best in their specific contexts. Teachers should also advocate for a supportive school climate that values continuous learning and experimentation, which can motivate them to adopt new strategies that better serve their students' needs and improve overall effectiveness.

**For Parents and Guardians:**

Parents and guardians should advocate for a supportive and stimulating learning environment at school, emphasizing the importance of active engagement beyond formal training and resources. Supporting teachers through positive reinforcement and participation in school activities can help foster a school climate conducive to effective teaching. Additionally, parents should collaborate with teachers and school leaders to identify and address unexamined factors affecting teacher performance, such as motivation and school community relationships. Their active involvement can help create a more holistic environment that encourages teachers to innovate and adapt, ultimately benefiting students' educational experiences.

**5.3.3 The contribution of Head Teachers' Supervision roles on the effectiveness of teachers in public secondary schools in Mayuge District.****For Head Teachers and School Administrators:**

Considering the study's findings that head teachers' supervision roles do not have a significant impact on teacher effectiveness, it is recommended that head teachers and school administrators broaden their focus beyond traditional supervision practices. They should explore innovative approaches such as fostering a positive school climate, promoting peer collaboration, and providing targeted support tailored to individual teachers' needs. By creating an environment that emphasizes professional growth, motivation, and teacher well-being, they can indirectly enhance instructional quality. These strategies are likely to lead to increased teacher motivation, better classroom engagement, and improved student outcomes over time.

**For Policymakers and Education Authorities:**

Given that head teachers' supervision roles show no statistically significant influence on teacher effectiveness, policymakers should reconsider current policies that heavily emphasize supervision as the primary means of improving teaching quality. Instead, they should invest in comprehensive teacher development programs that focus on ongoing professional learning, classroom innovation, and capacity building. Developing policies that encourage school autonomy and support for innovative teaching practices can foster environments where teachers are more motivated and effective, ultimately leading to better educational outcomes.

**For Teachers and School Staff:**

Teachers should recognize that traditional supervision alone may not significantly influence their effectiveness. Therefore, they should proactively seek peer support, participate in collaborative teaching communities, and pursue informal professional development opportunities. Engaging in reflective practices and sharing best practices with colleagues can help them identify effective strategies tailored to their specific classroom contexts. These efforts can lead to increased teaching confidence, enhanced instructional skills, and better student engagement and learning.

**For Parents and Guardians:**

Parents and guardians should understand that effective teaching is influenced by factors beyond supervision, such as motivation and supportive school environments. They can contribute by actively engaging with the school community, encouraging their children's participation in school activities, and providing positive reinforcement for teachers' efforts. Their involvement can foster a more supportive educational atmosphere, which may indirectly improve teaching effectiveness and student success.

**For Educational Researchers and Institutions:**

This study highlights the need for further research into other factors influencing teacher effectiveness beyond supervision roles. Educational institutions and researchers should explore variables such as teacher motivation, school culture, resource availability, and community support. Developing evidence-based interventions targeting these areas can lead to more effective strategies for improving teaching quality and educational outcomes in the district.

#### **5.4 Areas for further research**

Considering the conclusions that head teachers' supervisory roles and the identified factors have little to no significant impact on teacher effectiveness in Mayuge District, an important area for further research would be:

*"The Role of Teacher Motivation and School Climate in Influencing Teacher Effectiveness in Public Secondary Schools"*

This topic addresses potential unexamined variables such as intrinsic motivation, job satisfaction, school environment, and organizational culture, which may significantly contribute to teacher performance. Exploring these areas can provide deeper insights into factors that truly influence teaching effectiveness beyond supervision and traditional determinants, thereby strengthening the understanding of what drives effective teaching in similar contexts.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE FOR HEAD TEACHERS, TEACHERS

Dear Respondent:

My name is Mbabazi Annet. I am conducting research for my master's degree in Education Administration and Management at Uganda Martyrs University. The focus of my study is the role of "Head Teachers' Supervision and Effectiveness of Teachers in Selected Public Secondary Schools in Mayuge District, Uganda.

Your honest feedback is vital to the success of this study, and I greatly appreciate your willingness to participate. Your insights will contribute to a better understanding of how Head Teachers' Supervision can influence Effectiveness of teachers.

Thank you very much for your cooperation.

#### SECTION A: BACKGROUND INFORMATION

Please mark the applicable option with a tick []

#### MATTERS TO NOTE;

- i. The Information given on this questionnaire
- ii. will be held in strict confidence and will be used only for the purpose of the study.
- iii. If any of the questions may not be appropriate to your circumstance, you are under no obligation to answer.
- iv. The word parent can be substituted with guardian

**TITLE: THE ROLE OF THE HEAD TEACHERS' SUPERVISION ON THE EFFECTIVENESS OF TEACHERS IN SELECTED PUBLIC SECONDARY SCHOOLS IN MAYUGE DISTRICT UGANDA.**

#### SECTION B: PERSONAL PROFILE

Please mark the applicable option with a tick [].

What is your gender?

- Male []
- Female []

What is your age?

- 20-26 []
- 27-33 []
- Above 33 []

What is your role?

- Head Teacher

**SECTION C: The supervisory roles performed by Head teachers in Public Secondary schools in Mayuge District.**

Please indicate your level of agreement with the following statements regarding the supervisory roles performed by head teachers on teacher effectiveness.

1 - Strongly Disagree; 2 - Disagree; 3 - Neutral; 4 - Agree; 5 - Strongly Agree

| No. | Statement   | 1 | 2 | 3 | 4 | 5 |
|-----|---|---|---|---|---|---|
| 1   | The head teacher's instructional leadership enhances the quality of teaching in the school.                           |   |   |   |   |   |
| 2   | Mentorship provided by the head teacher supports teachers in improving their instructional strategies.                |   |   |   |   |   |
| 3   | The head teacher promotes a culture of collaboration among teachers, which positively impacts teaching effectiveness. |   |   |   |   |   |
| 4   | Regular evaluation and feedback from the head teacher help teachers improve their classroom practices.                |   |   |   |   |   |
| 5   | The head teacher ensures access to necessary resources and support for effective teaching practices.                  |   |   |   |   |   |
| 6   | The Head teacher usually moves around to check on staff activities  |   |   |   |   |   |

Table 3.2: Section C: The supervisory roles performed by Head teachers in Public Secondary schools in Mayuge District.

**SECTION D: The determinants of the effectiveness of teachers in public secondary schools in Mayuge District.**

Please indicate your level of agreement with the following statements regarding the various factors that determine teacher effectiveness in public secondary schools.

1 - Strongly Disagree; 2 - Disagree; 3 - Neutral; 4 - Agree; 5 - Strongly Agree

| No. | Statement   | 1 | 2 | 3 | 4 | 5 |
|-----|---|---|---|---|---|---|
| 1   | Comprehensive teacher training programs significantly enhance my ability to deliver effective instruction.                      |   |   |   |   |   |
| 2   | Access to ongoing professional development opportunities is critical for adapting my teaching methods to diverse student needs. |   |   |   |   |   |
| 3   | The use of data-driven instructional strategies positively impacts my effectiveness as a teacher.                               |   |   |   |   |   |
| 4   | A positive classroom environment, fostered by mutual respect and supportive relationships, enhances my teaching effectiveness.  |   |   |   |   |   |
| 5   | Adequate resources and administrative support are essential for me to implement effective teaching strategies.                  |   |   |   |   |   |
| 6   | Collaborative planning and sharing of best practices with peers contribute significantly to my instructional effectiveness.     |   |   |   |   |   |

Table 4.18: SECTION C: The determinants of the effectiveness of teachers in public secondary schools in Mayuge District.

**SECTION E: The contribution of Head Teachers' Supervision roles on the effectiveness of teachers in public secondary schools in Mayuge District.**

Please indicate your level of agreement with the following statements regarding the impact of Head Teachers' Supervision roles on teacher effectiveness in public secondary schools.

1 - Strongly Disagree; 2 - Disagree; 3 - Neutral; 4 - Agree; 5 - Strongly Agree

| No. | Statement   | 1 | 2 | 3 | 4 | 5 |
|-----|---|---|---|---|---|---|
| 1   | The head teacher's regular classroom observations provide valuable feedback that enhances my teaching practices.                  |   |   |   |   |   |
| 2   | Mentoring and support from the head teacher have led to noticeable improvements in my instructional strategies.                   |   |   |   |   |   |
| 3   | The head teacher fosters a collaborative environment that encourages team teaching and sharing of best practices.                 |   |   |   |   |   |
| 4   | Evaluation and feedback processes established by the head teacher are constructive and help me improve my teaching effectiveness. |   |   |   |   |   |
| 5   | The head teacher actively ensures that I have access to the resources and support necessary for effective teaching.               |   |   |   |   |   |
| 6   | Overall, the head teacher's supervisory practices positively influence my motivation and effectiveness as a teacher.              |   |   |   |   |   |

**Table 4.19: Section C: The contribution of Head Teachers' Supervision roles on the effectiveness of teachers in public secondary schools in Mayuge District.**

**SECTION F: Effectiveness of teachers in Secondary Schools in Selected Public Schools in Mayuge District, Uganda**

Please indicate your level of agreement with the following statements regarding school practice performance in secondary schools:

1 - Strongly Disagree; 2 - Disagree; 3 - Neutral; 4 - Agree; 5 - Strongly Agree

| No. | Statement   | 1 | 2 | 3 | 4 | 5 |
|-----|---|---|---|---|---|---|
| 1   | The teaching strategies effectively meet the diverse needs of students.                                 |   |   |   |   |   |
| 2   | Regular professional development opportunities enhance effectiveness of a teacher.                      |   |   |   |   |   |
| 3   | Teachers receive adequate support from school administration to implement effective teaching practices. |   |   |   |   |   |
| 4   | The teachers' relationships with students positively impact their academic performance and engagement.  |   |   |   |   |   |
| 5   | Teachers regularly reflect on their teaching practices to improve their effectiveness in the classroom. |   |   |   |   |   |
| 6   | Teachers voluntarily getinvolved in extra-curricular activities   |   |   |   |   |   |

Table 4.20 section F:Effectiveness of teachers in Secondary Schools in Selected Public Schools in Mayuge District, Uganda

Thank you for your participation!

Your responses will provide valuable insights on how Head Teachers' Supervision can influence Teacher's Effectiveness.

**Thank you for the responses**

**The information you have provided here will be treated with utmost confidentiality.**

## **APPENDIX II: INTERVIEW QUESTIONS FOR PARENTS AND SCHOOL COMMITTEE MEMBERS**

Dear Respondent:

My name is Mbabazi Annet, a student at Uganda Martyrs University, I am conducting research for my master's degree in Education Administration and Management. The focus of my study is "Head Teachers' Supervision and Effectiveness of Teachers in Selected Public Secondary Schools in Mayuge District, Uganda."

I request for your participation in this study by responding to this. Your honest feedback is vital to the success of this study, and I greatly appreciate your willingness to participate. Your insights will contribute to a better understanding of how Head Teachers' Supervision can influence Effectiveness of teachers. Thank you very much for your cooperation.

### **SECTION A: BACKGROUND INFORMATION**

Please mark the applicable option with a tick [].

#### **MATTERS TO NOTE:**

- i. The Information given on this questionnaire will be held in strict confidence and will be used only for the purpose of the study.
- ii. If any of the questions may not be appropriate to your circumstance, you are under no obligation to answer.
- iii. The word parent can be substituted with guardian.

**TITLE: THE ROLE OF HEAD TEACHERS' SUPERVISION ON THE EFFECTIVENESS OF TEACHERS IN PUBLIC SECONDARY SCHOOLS IN MAYUGE DISTRICT, UGANDA.**

### **SECTION B: PERSONAL PROFILE**

Please mark the applicable option with a tick [].

**What is your gender?**

- Male []
- Female []

**What is your age?**

- 20-26 [ ]
- 27-33 [ ]
- Above 33 [ ]

**What is your role?**

- Parent [ ]
- School Committee Member [ ]

**SECTION C: The supervisory roles performed by Head teachers in Public Secondary schools in Mayuge District.**

3. How do you think the head teacher helps teachers do their jobs better in your school?
4. Can you share an example of how the head teacher has supported teachers in working together or learning from each other?

**SECTION D: The determinants of the effectiveness of teachers in public secondary schools in Mayuge District.**

3. In your opinion, what kind of training do teachers need to do their jobs well?
4. How important do you think it is for teachers to have the right supplies and resources to teach effectively?

**SECTION E: The contribution of Head Teachers' Supervision roles on the effectiveness of teachers in public secondary schools in Mayuge District.**

3. How do you feel about the support the head teacher gives to teachers?
4. Can you tell us how the head teacher's actions have made a difference in the way teachers work?

**SECTION F: Effectiveness of teachers in Secondary Schools in Selected Public Schools in Mayuge District, Uganda**

3. How would you describe the way teachers connect with students? Do you think this affects the students' learning?
4. What do you think about the teachers' involvement in activities outside of regular classes? Does it help in any way?

**Thank you for your participation! Your responses will provide valuable insights on how Head Teachers' Supervision can influence Teacher's Effectiveness.**

### APPENDIX III: OBSERVATION CHECKLIST

The checklist focuses on observable areas that relate to Head Teachers' Supervision and its impact on the effectiveness of teachers.

**Table 3.21 Observation Checklist**

| Sections  | High<br>[√]<br>3 | Moderate<br>[√]<br>2 | Low<br>[√]<br>1 |
|---|------------------|----------------------|-----------------|
| <b>SECTION C: The supervisory roles performed by Head teachers in Public Secondary schools in Mayuge District.</b>  |                  |                      |                 |
| Head teacher conducts regular classroom observations for feedback.  |                  |                      |                 |
| Mentorship sessions between head teachers and teachers occur frequently.  |                  |                      |                 |
| Head teacher promotes teacher collaboration in planning lessons.  |                  |                      |                 |
| <b>SECTION D: The determinants of the effectiveness of teachers in public secondary schools in Mayuge District.</b> |                  |                      |                 |
| Teachers participate in professional development workshops regularly.   |                  |                      |                 |
| Access to teaching resources and materials is sufficient.   |                  |                      |                 |

| Sections  | High<br>[√]<br>3 | Moderate<br>[√]<br>2 | Low<br>[√]<br>1 |
|---|------------------|----------------------|-----------------|
| Teachers make use of student feedback to adjust their teaching methods.   |                  |                      |                 |
| <b>SECTION E: The contribution of Head Teachers' Supervision roles on the effectiveness of teachers in public secondary schools in Mayuge District.</b> |                  |                      |                 |
| Head teacher's support leads to increased teacher confidence in the classroom.  |                  |                      |                 |
| Evaluation processes include constructive feedback for improvement.   |                  |                      |                 |
| Head teacher facilitates a positive school climate for teaching and learning.   |                  |                      |                 |
| <b>SECTION F: Effectiveness of teachers in Secondary Schools in Selected Public Schools in Mayuge District, Uganda</b>                                  |                  |                      |                 |
| Teachers adapt their strategies to meet the diverse needs of students.  |                  |                      |                 |
| Student engagement in lessons is consistently high.   |                  |                      |                 |
| Teachers involve students in extracurricular activities to support learning.  |                  |                      |                 |

**This observation checklist allows supervisors and researchers to assess key areas associated with Head Teachers' Supervision and teacher effectiveness within the public secondary schools of Mayuge District, Uganda.**

Instructions for Use:

- For each observable area, mark "High," "Moderate," or "Low" based on your observations.
- Provide brief comments or notes on specific instances or behaviours that influenced your assessment.

**Thank you for the responses**

**The information you have provided here will be treated with utmost confidentiality.**