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**THE IMPACT OF SUPPORT SUPERVISION AND TEACHERS' EFFECTIVENESS IN**

**THE PRIMARY SCHOOLS IN BUKIGAI SUB-COUNTY**

**CASE STUDY: BUDUDA DISTRICT, EASTERN UGANDA**

A dissertation presented to

**FACULTY OF EDUCATION**

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

**Master of Education Administrations and Management**

**UGANDA MARTYRS UNIVERSITY**

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Supervisor: Tebaese Christopher

August 2025

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DIRECTORATE OF GRADUATE STUDIES, RESEARCH AND  
ENTERPRISE

Master's Dissertation

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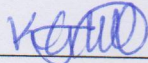
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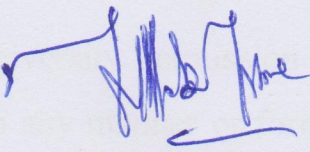
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Master's Dissertation

## APPROVAL

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

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Date of submission: 22<sup>ND</sup> AUGUST 2025

Submitted to the Directorate of Graduate Studies, Research and Enterprise

## **DEDICATION**

I dedicate this dissertation to my parents Wanzusi George and Agnes Wanzusi for encouraging me to never give up on my dreams in life. I equally dedicate it to my dear husband Wakoko Stephen Weswala for being patient with me while pursuing this course. Special dedication to my entire family for they gave me moral support to produce this research

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May God bless you all abundantly

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

AU	:	African Union
AUC	:	African Union Commission
GoU	:	Government of Uganda
ILO	:	International Labour Organization
JLOS	:	Justice Law and Order Services
MoE	:	Ministry of Education
NGOs	:	International Organizations
SDGs	:	Sustainable Development Goals
SSA	:	Sub-Saharan Africa
UBOS	:	Uganda national bureau of statistics
UN	:	United Nations
UNDP	:	United Nation Development Plan
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
UNHRC	:	United Nations Human Rights Commission
UNICEF	:	United Nations International Child Emergency Fund
US	:	United States
USAID	:	US Agency for International Development
USD	:	United States Dollar
WB	:	World Bank

## ABSTRACT

The study examined the influence of support supervision on teacher effectiveness in primary schools in Bukigai Sub-County, Bududa district. The study specific objectives included; to find out the effect of instructional supervision on teachers effectiveness in selected primary schools in Bukigai sub-county, Bududa district; to examine the effect of communication on teachers effectiveness in the selected primary schools in Bukigai sub-county, Bududa district, and to assess the effect of moderation of learners assessment on teachers effectiveness in selected primary schools in Bukigai sub-county, Bududa district. The study population was 250 respondents and the sample size was 148 determined using Morgan and Krejcie table. The study used a questionnaire and interviews to collect data from respondents. The study revealed a strong positive and significant relationship between support supervision and teacher effectiveness at  $(r) = 0.777^{**}$ ,  $p = 0.000$  at the level of significance. a strong positive and significant relationship between communication and teacher effectiveness at  $(r) = 0.767^{**}$ ,  $p = 0.000$  at the level of significance. A strong positive and significant relationship between moderation of learners assessment and teacher effectiveness at  $(r) = 0.953^{**}$ ,  $p = 0.000$  at the level of significance. Moderation of learner assessment yields 91.5% positive improvement in teacher effectiveness. Instructional supervision yields a 24% of positive improvement in teacher effectiveness. Communication results into 18.8% positive improvement in teacher effectiveness. The study concludes support supervision moderately influences teacher effectiveness in primary schools. The study recommends that; in order to increase teacher effectiveness school administrators and other education stakeholders should emphasize the importance of support supervision. School administrators fund focused professional development initiatives that improve teachers' ability to communicate in the classroom with an emphasis on clarity and the use of both verbal and nonverbal clues. School administration should offer ongoing training and precise guidelines on assessment moderation.

# **CHAPTER ONE**

## **GENERAL INTRODUCTION**

### **1.0 Introduction**

This chapter presents the background, problem statement, research objectives, research questions, the scope, significance, justification, conceptual framework of the study, and the definition of key terms.

### **1.1 Background to the Study**

#### **1.1.1 Historical Perspective**

Teacher effectiveness is a global concern, with nations continuously seeking ways to improve teaching quality for better learning outcomes. While high-income countries have over time established the best classroom practices, low- and middle-income countries, including Uganda, struggle with systemic challenges. A study by UNESCO's International Institute for Educational Planning (IIEP) examines teacher recruitment, retention, and motivation in refugee settings. The research emphasizes the need for policies that enhance teachers' skills and well-being to ensure inclusive and high-quality education for refugees Teacher Professional Development and Policy Reform: Qualified teachers are important in implementing effective teaching in the classroom (Abebe, 2014; Ahmad Kamal, Abd. Rahman & Zuraidah, 2015; Anusuya, 2023; AyobJantan, 2005; Hamdan Said & Mohd Ali Sukor, 2021; Mat Rahimi & Mohd Yusri, 2015).

However, the quality of teachers teaching is often affected by lack of teachers' proficiency due to lack of teaching and learning supervision in the classroom (Mohd Yusri, 2012; Mohd Munaim Mahmud, 2013; Mofareh, 2021; Mohammed Sani, 2023; Pajak, 2021; Mukoro & Pupu, 2023).

Yet, effective school supervision could encourage teachers to apply more robust and effective pedagogical practices. Globally, teacher effectiveness has been a subject of extensive research, policy formulation, and educational reforms. Various international organizations, including UNESCO, the World Bank, and OECD, emphasize teacher quality as a key driver of education outcomes (UNESCO, 2020).

Recent global research highlights key issues influencing teacher effectiveness, including working conditions, professional development, and teacher well-being. The Global Status of Teachers

2024 report, published by Education International, draws insights from teacher unions across 121 countries, emphasizing the need for improved working conditions, sustainable teaching careers, and stronger professional support structures. It also underscores the role of teachers in achieving quality education and the importance of policy changes to retain and motivate educators (The Global Status of Teachers 2024, report).

In Africa, teacher effectiveness is influenced by contextual challenges such as limited resources, large class sizes, and inadequate professional development. The African Unions Agenda 2063 emphasizes education as a key pillar for sustainable development, urging countries to enhance teacher quality (AU, 2019 report). The challenges affecting teacher effectiveness in Africa include, shortage of Qualified Teachers: UNESCO reports that Africa faces a significant teacher deficit, with millions of untrained teachers in classrooms. Teacher-Student Ratios: High pupil-teacher ratios in countries like Nigeria, Kenya, and Uganda (often exceeding 1:50) negatively impact learning outcomes.

### **1.1.2 Theoretical Perspective**

This study is underpinned by the constructivist theory of learning, as advanced by Jean Piaget (1964). According to Piaget, learning involves modeling, transforming, and understanding the way in which an object is constructed. He emphasized that learning takes place as a result of accommodation and assimilation. Accommodation is a cognitive process where individuals modify existing mental schemes or create new ones in response to unfamiliar experiences. Assimilation, on the other hand, refers to incorporating new information into existing cognitive frameworks when it aligns with one's current understanding. These processes collectively guide how learners, including teachers, process, interpret, and respond to new information within an educational setting (Global Status of Teachers 2024, report).

Constructivist theory is based on several key assumptions: that learners are active participants in the learning process, that knowledge is constructed rather than transmitted, and that learning is built upon prior experiences. Furthermore, the theory assumes that meaningful learning takes place when individuals engage in problem-solving, reflection, and real-life tasks, often in collaborative environments. It also highlights that learning is influenced by both internal cognitive structures and external social contexts.

Among the strengths of the constructivist approach is its emphasis on learner autonomy, critical thinking, and deep understanding rather than rote memorization. It fosters creativity and adaptability, which are essential qualities for effective teaching. Additionally, the theory encourages reflective practice, allowing teachers to adjust their instructional methods based on classroom realities and learner needs. It aligns well with contemporary pedagogical practices that advocate for student-centered learning and professional growth through experience.

Despite its benefits, constructivist theory also has notable limitations. It tends to underplay the role of direct instruction, which is sometimes necessary for clarity and foundational knowledge acquisition. The approach may also be challenging to implement in large classrooms or where there are limited teaching resources. Moreover, the assumption that all learners have the ability and motivation to construct their own understanding may not hold true in all educational contexts, especially in under-resourced or highly examination-driven systems.

Constructivist principles have previously been applied in various education reform programs, including teacher professional development, learner-centered curriculum design, and mentoring initiatives aimed at improving classroom instruction. These applications have demonstrated that teachers, like students, learn best when engaged in collaborative, reflective, and context-based professional activities. Instructional supervision models rooted in constructivist thinking encourage ongoing feedback, peer support, and lesson observation as tools for professional learning.

In relation to this study, constructivist theory is crucial in understanding how teachers can actively construct professional knowledge and classroom practices as a result of support supervision. It is presumed that teachers benefit from being supported in planning, executing, and reflecting on their professional responsibilities. Thus, supervision by educational leaders such as heads of departments, deputy head teachers, and head teachers is expected to provide scaffolding that enhances teacher effectiveness. Through such support, teachers can reflect, adapt, and improve their instructional approaches, thereby improving service delivery and learner outcomes.

### **1.1.3 Conceptual perspective**

The study is grounded on two major concepts: support supervision and teacher effectiveness. These concepts are closely interrelated, as support supervision is often a significant determinant of how effectively teachers perform their duties in the classroom.

Support supervision refers to the continuous professional guidance and oversight provided to teachers by school administrators such as head teachers, deputy head teachers, and heads of departments. According to the Continuous Professional Development (CPD, 2018) framework, support supervision is a critical component in enhancing teacher professionalism and capacity. It includes activities such as classroom observations, feedback sessions, mentoring, performance appraisal, and coaching, all intended to strengthen teaching practices and address professional gaps. Operationally, in this study, support supervision shall be measured by the frequency and quality of supervisory practices like lesson observations, feedback provision, and mentoring undertaken by school leaders in primary schools in Bududa District.

On the other hand, teacher effectiveness is a multidimensional concept that refers to a teacher's ability to facilitate learning and achieve desired educational outcomes. According to Evans (2010), teacher effectiveness is marked by positive changes in knowledge, understanding, skills, attitudes, and behaviors. Matsuo (2019) notes that effectiveness at the workplace is realized when an employee achieves assigned tasks with minimal constraints. The Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS, 2011) both provide empirical evidence showing a strong correlation between effective teaching and student performance. Furthermore, Malunda, Onen, John, and Musaaazi (2016) argue that effective teaching significantly influences learners' academic achievements. Operationally, teacher effectiveness in this study shall be assessed based on indicators such as lesson planning, classroom instruction, learner assessment, record keeping, and participation in co-curricular activities within the primary schools of Bududa District.

The conceptual linkage between these variables is that support supervision enhances teacher effectiveness by providing professional feedback, resources, motivation, and structured guidance. The confidence that teachers place in their supervisors and the kind of professional support they receive directly affect their ability to meet instructional goals. In the context of

Bududa District, the study assumes that schools with more structured and consistent supervisory support will likely have more effective teachers, which in turn improves learner outcomes.

#### **1.1.4 Contextual perspective**

The study shall be conducted in selected primary schools in Bukigai Sub county in Bududa district. This is because the performance of teachers in Bududa district continues to be wanting despite the various government interventions and the Bududa District Local Government Education Department (The report of the D.E.O Bududa 2019)

In Uganda, teacher effectiveness is central to the countrys education sector, with policies aiming to improve learning outcomes through training, motivation, and accountability measures. Teacher Training and Qualification in Uganda follows a structured teacher training system. For example, Primary Teachers trained in Primary Teacher Colleges (PTCs), earning a Grade III or Diploma in Primary Education. Secondary Teachers: Trained at universities and National Teachers Colleges (NTCs) with a Bachelor of Education or Diploma. Continuous Professional Development (CPD): Uganda has introduced CPD programs, though implementation is inconsistent due to resource constraints (MOE, 2021 reports).

However, there are some challenges to teacher effectiveness in Uganda such as high pupil-Teacher Ratio: Uganda faces overcrowded classrooms, with ratios exceeding 1:70 in some public schools. Low Teacher Motivation: Many teachers receive low wages, leading to absenteeism and poor performance. Limited Access to Teaching Resources: Many rural schools lack textbooks, teaching aids, and I CT tools. Weak Teacher Supervision: Limited school inspections and accountability measures affect teacher performance. Curriculum and Pedagogical Gaps: Some teachers struggle with competency-based curricula, limiting learning effectiveness (MOE, 2021 reports). It is this background therefore that the researcher seeks to examine the impact of support supervision on teachers effectiveness in primary schools in Bukigai Sub-County, Bududa district.

#### **1.2 Statement of the Problem**

Despite numerous government-led and donor-supported initiatives aimed at strengthening support supervision and enhancing teacher effectiveness in Uganda, a noticeable gap persists

between supervisory efforts and actual classroom performance. Over the years, the Government of Uganda, in collaboration with international development partners such as UNESCO and UNICEF, has implemented several interventions, including teacher salary enhancements, housing allowances, professional development reforms, the National Teacher Policy, ICT integration, and strengthened inspection and accountability mechanisms (UNESCO, 2020). These interventions were intended to create a more motivated, well-prepared, and professionally supported teaching workforce.

However, teacher effectiveness remains a significant concern in Uganda's education sector, particularly in rural areas. Reports indicate that many teachers continue to attend class without adequate lesson preparation, often due to weak or irregular support supervision systems. Specifically, the National Assessment of Progress in Education (NAPE, 2021) revealed that the lack of structured feedback mechanisms and limited classroom observations are key contributors to poor teaching quality and low learner achievement, especially in rural schools. Similarly, the Directorate of Education Standards (DES, 2018) reported that the absence of regular instructional supervision and feedback significantly undermines teachers' instructional delivery and professional growth.

This disconnect between policy intentions and on-the-ground implementation raises critical questions about the effectiveness of existing supervision structures in supporting teacher performance. In Bukigai Sub-County, Bududa District—an area characterized by challenging terrain, limited resources, and inconsistent supervisory practices—these challenges appear to be more pronounced. It is against this background that the researcher seeks to examine the impact of support supervision on teacher effectiveness in primary schools in Bukigai Sub-County, with the aim of providing evidence-based insights to inform future interventions.

### **1.3 Objectives of the Study**

The Objectives of the study are divided into two that is to say, general and specific as seen below.

#### **1.3.1 General Objective**

The general objective of the study was to examine the influence of support supervision on teachers effectiveness in primary schools in Bukigai Sub-County, Bududa district.

### **1.3.2 Specific Objectives**

The study was guided by the following specific objectives:

- i. To evaluate the effect of instructional supervision on teachers effectiveness in selected primary schools in Bukigai sub-county, Bududa district.
- ii. To examine the effect of communication on teachers effectiveness in the selected primary schools in Bukigai sub-county, Bududa district.
- iii. To assess the effect of moderation of learners assessment on teachers effectiveness in selected primary schools in Bukigai sub-county, Bududa district.

### **1.4 Research Questions**

This study intended to provide answers to the following questions:

- i What is the effect of instructional supervision on teachers effectiveness in selected primary schools in Bukigai sub-county, Bududa district?
- ii How does communication affect teachers effectiveness in the selected primary schools in Bukigai sub-county, Bududa district?
- iii In what ways does moderation of learners assessment affect teachers effectiveness in selected primary schools in Bukigai sub-county, Bududa district?

### **1.5 Scope of the Study**

#### **1.5.1 Content Scope**

The study concentrated on the impact of support supervision on teachers' effectiveness in primary schools in Bukigai Sub-County, Bududa district. Specifically to find out the effect of instructional supervision on teachers effectiveness, to examine the effect of communication on teachers effectiveness, and to assess the effect of moderation of learners assessment on teachers effectiveness in selected primary schools in Bukigai sub-county, Bududa district.

#### **1.5.2 Geographical Scope**

Generally the study was carried out in Bukigai Sub-County, Bududa district. Bukigai Sub-County is located in Bududa district 4km from Bududa town along Bududa ring circular road. It consists of four (4) parishes and sixty two (62) villages. The parishes included; Bulobi,

Bufukhula, Bumakuma, Bunakhayoti, Bumatanda and Bunamubi (UBOS, 2014). Bukigai sub county is chosen for this study because it is the one which is most affected by limited support supervision on teachers effectiveness characterized by lack of incentives on salary increments and housing allowances, lack of teacher training reforms, limited digital learning and ICT integration, lack of inspection and accountability measures among others which affect teachers effectiveness. The support supervision needs serious attention so as to improve on teachers effectiveness in Bukigai Sub County.

### **1.5.3 Time Scope**

The study covered the period between 2023 and 2025. This period is chosen because the situation of teachers effectiveness is alarming and it also provided enough secondary and primary sources needed for the research on support supervision and teachers effectiveness in Bukigai Sub County and elsewhere in Uganda.

### **1.6 Significance of the Study**

This study is significant in several ways, including academic contribution, policy influence, and practical implications for educational improvement.

Academically, the study adds to the growing body of literature on teacher effectiveness and school supervision in Uganda by providing context-specific evidence from Bukigai Sub-County, Bududa District. While existing studies have explored the broader issues affecting teaching and learning, this study narrows the focus to the relationship between support supervision and teacher effectiveness in rural primary schools. The findings are expected to fill knowledge gaps by providing empirical data on how supervisory practices—such as lesson observation, feedback, and mentoring impact teacher performance. The study may also serve as a valuable secondary source for future researchers and education students focusing on instructional supervision, school management, and teacher professional development.

At the policy level, the findings may guide the Ministry of Education and Sports (MoES), the Ministry of Finance, Planning and Economic Development (MoFPED), and other government agencies in revisiting and strengthening supervision policies. The study is expected to shed light on critical constraints such as the absence of financial incentives (e.g., housing allowances,

salary increments), limited ICT integration, and gaps in inspection and accountability mechanisms that weaken supervisory effectiveness. This insight could inform national planning, budgeting, and implementation of education sector reforms aimed at improving teacher support and performance.

Practically, the study findings may help education stakeholders including district education officers, school inspectors, and head teachers understand the practical challenges affecting support supervision in rural settings. This may prompt more targeted capacity-building programs for school leaders and supervisors, aimed at improving the frequency and quality of classroom support. Additionally, the Uganda National Bureau of Statistics (UBOS) may use the findings to strengthen data on education service delivery for improved economic and strategic planning.

The study is also likely to be useful to non-governmental organizations (NGOs) and development partners, such as UNICEF and UNESCO, in designing or scaling up interventions focused on teacher development and school-based support systems. Moreover, understanding how supervision affects teacher effectiveness could help these organizations direct resources and technical assistance to where they are most needed.

Finally, the study has implications for gender-sensitive planning, especially in terms of recognizing the importance of inclusive support supervision practices that address the needs of both male and female teachers. By highlighting supervisory gaps, the research may assist policymakers and practitioners in designing more equitable and responsive supervision models.

## **1.7 Justification of the Study**

Despite numerous policy reforms and interventions aimed at strengthening teacher supervision and improving instructional quality in Uganda, teacher effectiveness remains a persistent concern particularly in rural areas such as Bukigai Sub-County in Bududa District. The disconnect between policy frameworks and actual supervision practices, such as the absence of regular classroom observations, limited feedback mechanisms, and insufficient follow-up support, continues to hinder the professional growth and performance of teachers. Reports by NAPE (2021) and DES (2018) have emphasized the critical role of supervision in ensuring teacher preparedness, yet many schools still operate with weak or inconsistent supervisory systems.

This study is justified by the limited research attention given to the relationship between support supervision and teacher effectiveness in rural Ugandan contexts, where logistical, financial, and human resource constraints often undermine effective implementation. Without timely and evidence-based interventions, the current gaps in supervision are likely to widen, leading to increased teacher inefficiency, declining student outcomes, and reduced public confidence in the education system.

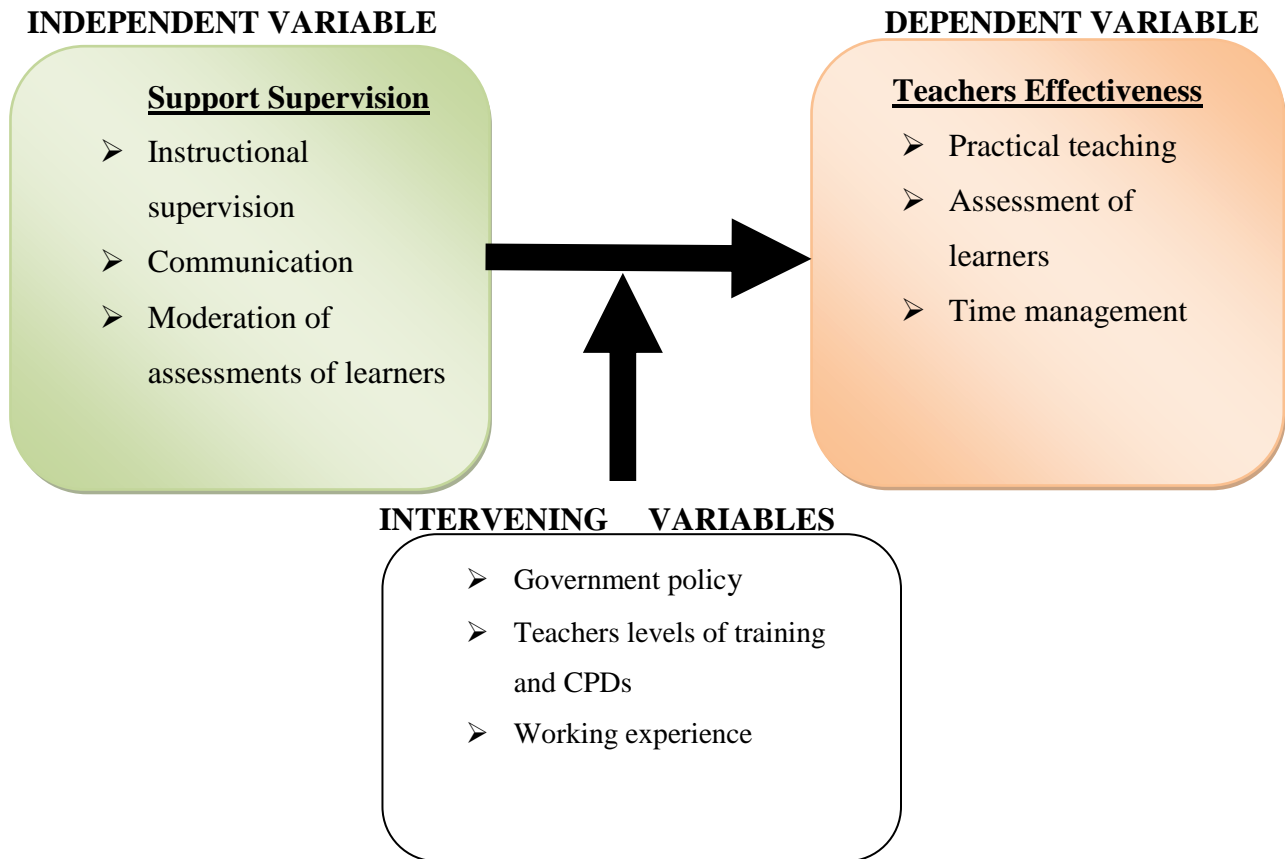
Moreover, the study is important for informing financial planning, policy decisions, and resource allocation. Persistent issues such as lack of incentives for teachers (e.g., salary increments, housing allowances), limited access to in-service training, inadequate ICT integration, and weak accountability structures underscore the need for targeted policy and budgetary responses. By generating localized data and evidence, the study seeks to provide actionable insights that can support the Ministry of Education and Sports, the Ministry of Finance, Planning and Economic Development, and other stakeholders in addressing these critical gaps.

In summary, this study is being undertaken in response to both the observed supervision challenges and the scarcity of empirical studies focusing on their impact on teacher effectiveness in Uganda. It is expected to make a timely and meaningful contribution by offering practical, policy-oriented, and academic solutions to strengthen supervision and enhance teacher performance, particularly in under-resourced rural primary schools.

## **1.8 Conceptual Framework**

The conceptual framework consists of three categories of variables, namely: the independent variables, intervening variables and the dependent variables. It operates on the basis that the dependent variables indicated above are positively moderated by the Intervening variables. Then the independent variables gave positive results leading to improved teachers service delivery in Bukigai Sub-County in Bududa District. The conceptual framework however indicates that the reverse is also true.

**Figure 1: Conceptual Framework of Support Supervision and Teachers' Effectiveness**



*Source: Adopted and modified from Anusuya (2023)*

The conceptual framework for this study illustrates the relationship between support supervision and teacher effectiveness within primary schools in Bukigai Sub-County, Bududa District. Support supervision is understood through three main dimensions. First, instructional supervision involves activities such as classroom observations, guidance on lesson planning, and providing constructive feedback to enhance teaching practices. Second, administrative communication includes regular interactions between supervisors and teachers concerning school policies, expectations, and addressing challenges. Third, moderation of learners' assessments refers to collaborative review and standardization of student assessments to ensure fairness and consistency.

These supervisory activities do not operate in isolation but are influenced by several contextual factors. Government policies—such as teacher incentives, training reforms, and ICT integration—play a significant role in shaping the quality and consistency of supervision.

Additionally, the availability of school facilities and instructional materials, teacher qualifications and continuous professional development (CPD), as well as teachers' teaching experience, further affect how supervision is conducted and its impact. This framework also aligns with Sustainable Development Goal 4, which emphasizes ensuring inclusive and equitable quality education.

Teacher effectiveness, the dependent variable in this framework, is operationalized through various indicators. These include practical teaching competence, which refers to the teacher's ability to deliver lessons effectively using appropriate methods. It also encompasses assessment of learners—designing, administering, and using assessment results to inform instructional decisions. Time management, such as efficient use of instructional time and punctuality, is another key indicator. Additional measures of effectiveness include thorough lesson preparation, record keeping, and active participation in co-curricular activities.

The framework proposes that effective support supervision positively influences these dimensions of teacher effectiveness. It guides the study's focus on how instructional supervision and administrative communication affect teachers' performance in lesson delivery and learner assessment, as well as how moderation contributes to the standardization of assessments. Furthermore, it highlights the importance of contextual factors like government policies, resources, and teacher qualifications in mediating the relationship between supervision and effectiveness.

Overall, this conceptual framework provides a foundation for exploring both the direct and indirect effects of support supervision on teacher effectiveness. It informs the study's objectives and research questions aimed at identifying ways to strengthen supervisory practices and improve educational outcomes in the primary schools of Bukigai Sub-County.

## **1.9 Definition of Key Terms and Concepts**

**Effectiveness:** The degree to which something achieves its intended outcomes. It refers to how well a task, program, or person performs in producing desired results or fulfilling a goal.

**Supervision:** The act of overseeing and guiding the work or activities of others to ensure that tasks are being performed correctly and according to set standards. In education, supervision

typically involves monitoring teachers' performance, offering feedback, and ensuring adherence to educational standards.

**Support:** Assistance or resources provided to individuals or groups to help them achieve their goals or overcome challenges. In an educational context, support can include emotional, technical, or logistical help that aids teachers or students in their work.

**Supportive Supervision:** A type of supervision that focuses on providing guidance, feedback, and professional development to improve performance. Unlike traditional top-down supervision, supportive supervision involves collaboration and encouragement, helping teachers to grow in their roles through constructive feedback and continuous learning opportunities.

**Teacher:** A person who is responsible for educating and guiding students in their learning process, typically in a formal classroom setting. Teachers use various strategies, methods, and resources to facilitate the acquisition of knowledge, skills, and values.

**Teacher's Effectiveness:** The ability of a teacher to facilitate student learning and achieve positive educational outcomes. It involves not only the teacher's knowledge and skills but also their ability to engage students, manage the classroom, assess learning, and adapt to diverse student needs.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This section presents a review of the related literature and therefore gives the various contributions made by different scholars on support supervision and teachers effectiveness. Different writers have approached the subject of support supervision differently. Their different views have been included in the review of the related literature; for the researcher believes that any relevant literature to the research irrespective of the place or time could provide an idea to this study. The section also identified gaps to support the problem statement of the study.

#### **2.1 The Effect of Instructional Supervision on Teachers Effectiveness**

Support supervision refers to the process of guiding, assisting, and providing oversight to individuals or teams within an organization or project. It aims to enhance performance, ensure adherence to set standards, and foster professional growth. Support supervision typically focuses on offering constructive feedback, helping with problem-solving, and providing resources or training to improve skills and competencies. It is different from punitive supervision because it emphasizes collaboration and support to strengthen the capacities of employees or project participants (Dangara. Y. 2015). In contexts such as healthcare, education, or development programs, support supervision often involves regular visits or meetings where supervisors help staff address challenges, monitor progress, and offer advice for improvement.

Support supervision also refers to a collaborative, structured approach to improving the performance of staff, typically within an organizational or service-delivery context, by offering guidance, feedback, and resources. The main aim is to enhance the skills, knowledge, and confidence of staff members while ensuring that they achieve the desired outcomes in their roles (Glickman et al., 20014 and Dangara. Y. 2015). According to Glickman et al., (2004) and Dangara. Y. (2015), the key elements of support supervision include the following: Purpose and Objectives, with the primary goal being to ensure continuous improvement in performance, enhance professional development, and provide the necessary resources or training. Its not

merely about oversight, but about fostering growth through encouragement, guidance, and troubleshooting; Collaborative and Developmental Focus, where, unlike traditional supervision, which might focus more on monitoring compliance and performance, support supervision emphasizes collaboration. It works towards developing the person, focusing on their strengths, while also addressing challenges they face; Feedback and Guidance in which supervisors offer constructive feedback, discussing both areas of strength and areas for improvement. This process is reciprocal, allowing both the supervisor and the supervisee to learn from the interaction; Problem-Solving and Resource Provision in which supervisors identify barriers that hinder performance and work with staff to solve problems, provide resources, and suggest strategies to overcome challenges; Empathy and Trust with the process built on a foundation of trust and understanding, and where supervisors provide emotional and professional support, and supervisees feel safe discussing issues openly; Ongoing Process, wherein support supervision is not a one-off event but a continuous process. Regular sessions allow for check-ins, continuous improvement, and adapting to new challenges as they arise; Performance Monitoring and Goal Setting, which includes setting clear objectives, regularly monitoring progress, and assessing how well the staff member is meeting their goals. Regular evaluations guide further action and development; and Empowerment, where by promoting autonomy, support supervision encourages staff to take initiative in problem-solving, decision-making, and improving their performance. It empowers staff to manage their own development and progress.

The support supervision is a dynamic, process-oriented approach focused on capacity-building, providing emotional and professional support, problem-solving, and fostering a positive learning environment to boost staff effectiveness and morale. It is commonly used in education, healthcare, and other service-oriented sectors but can be applicable in various organizational contexts. The role of instructional supervision on teachers effectiveness has been extensively studied from a global perspective, with findings showing a strong link between effective supervision and improved teaching performance. Thus, globally, instructional supervision is viewed as a critical factor in teacher development and student achievement. Research emphasizes different supervisory approaches, including clinical supervision, peer coaching, and instructional leadership, as effective strategies for enhancing teacher performance. Studies highlight that coherent instructional supervision when combined with job-embedded learning and professional development positively impacts teacher effectiveness by improving instructional

strategies and classroom management. Effective instructional supervision is linked to better teaching practices, improved classroom management, and enhanced student outcomes and best practices include clinical supervision, job-embedded learning, and strong instructional leadership (Tesfaw & Hofman, 2014; Milanowski, 2021). Additionally, principal instructional leadership (PIL) has been found to be a significant factor in boosting teacher self-efficacy. Meta-analyses covering thousands of teachers show that effective supervision fosters professional growth, enhances job satisfaction, and ultimately leads to better student learning outcomes (Tesfaw & Hofman, 2014; Milanowski, 2021).

In Uganda, research specifically highlights the role of head teachers' supervision practices in teacher effectiveness. In Uganda, studies confirm the importance of supportive and behavior-based supervision but indicate that simply increasing communication without meaningful engagement does not enhance teacher effectiveness. Policy Implication: School leaders in Uganda and similar contexts should focus on practical, supportive supervision techniques to maximize teacher effectiveness. A study also on government-aided secondary schools in Western Uganda found that supervision behaviors and support positively influenced teachers job performance in areas such as classroom teaching, student management, discipline, and interpersonal relations. However, supervision communication did not have a significant impact, indicating that the way supervision is carried out matters just as much as its presence (MOE, 2021 and The National Teacher Policy 2019 reports).

Moreover, in developing contexts like Uganda, instructional leadership has been noted as an important factor in fostering teacher dedication and student performance. Despite challenges such as resource constraints, supervisory practices that emphasize support, motivation, and professional development have been found to significantly enhance teacher effectiveness (MOE, 2021 and The National Teacher Policy 2019 reports).

On the relationship between instructional supervision and teacher effectiveness, instructional supervision refers to the activities carried out by school leaders, such as principals, supervisors, or instructional coaches, to improve teachers' pedagogical skills and overall effectiveness. It includes classroom observations, professional development, and feedback sessions aimed at enhancing teaching quality and student outcomes. There is a relationship between instructional supervision and teacher effectiveness on the impact of instructional supervision on teacher

effectiveness by several studies in confirming a strong positive correlation between instructional supervision and teacher effectiveness (Tesfaw & Hofman, 2014; Milanowski, 2021):

Classroom Observations, thus studies show that frequent and structured classroom observations significantly improve teaching practices and student engagement. However, research suggests that informal, short, and unannounced observations are more effective than formal evaluations because they provide a more accurate picture of teachers' actual performance (Tesfaw & Hofman, 2014; Milanowski, 2021); Professional Development, where instructional supervision that incorporates teacher training and professional development enhances teaching effectiveness. A study conducted in Uganda found that capacity development programs, including workshops and mentoring, contributed significantly to improving teachers' instructional strategies and student performance; Action Research, which encourages teachers to engage in self-reflective practices, such as action research, helps them refine their teaching methods. Research from Mubende, Uganda, indicated that action research improved instructional effectiveness by 90.6% (MOE, 2021 and The National Teacher Policy 2019 reports); and Portfolio Supervision, which involves reviewing lesson plans, student notes, and teachers records ensures alignment with the curriculum and enhances teacher preparedness. Studies in Nigeria found a significant positive relationship between portfolio supervision and teacher effectiveness (Usman, 2015; Sule et al., 2015).

Despite its benefits, several challenges hinder effective instructional supervision such as inadequate supervisor training in many school leaders lack the necessary skills to provide constructive feedback and support teachers effectively. Limited Resources and Time: Supervisors often struggle with high workloads, leading to inconsistent and ineffective supervision practices. Resistance from Teachers: Some teachers perceive supervision as punitive rather than supportive, reducing its effectiveness (Usman, 2015; Sule et al., 2015). Usman, (2015) and Sule et al., (2015) suggested that there must be recommendations for effective instructional supervision such maximizing the impact of instructional supervision, research suggests: Establishing mutual trust between teachers and supervisors to create a collaborative environment. Providing supervisors with adequate training to ensure they offer constructive, objective, and supportive feedback. Implementing continuous professional development programs tailored to teachers' needs. Encouraging schools to adopt innovative, democratic, and teacher-friendly

supervision methods. The authors consistently demonstrate that well-structured instructional supervision significantly enhances teacher effectiveness. However, the success of supervision depends on its frequency, quality, and the ability of supervisors to provide meaningful feedback and support. Overcoming challenges such as inadequate training, limited resources, and teacher resistance can further improve instructional supervision outcomes (ERIC, Nkumba University, and Semantic Scholar, 2022). According to Zepeda (2012) supervision that emphasizes reflective practice and collaborative coaching greatly enhances teacher instructional skills classroom management and student engagement in the US. Harris and Muijs (2005) conducted a mixed-methods study and discovered that schools that used supportive and formative supervisory approaches had better teacher performance and job satisfaction than those that used traditional evaluative supervision. Dempster and Lizzios (2007) study in Australia demonstrated that instructional supervision that incorporates peer observations and constructive criticism improves teachers self-efficacy and capacity for pedagogical innovation. Their research made clear how crucial open communication and trust are to enhancing teaching methods in supervision.

Similarly a study conducted in Canada by Kutsyuruba Klinger and Hussain (2015) showed that instructional supervisors who had teachers participate in ongoing professional discussions and collaborative goal-setting enhanced teacher efficacy and motivation thereby directly connecting supervision to higher student achievement. In Asia a study by Mohamad et al. was carried out in Malaysia. (2012) discovered that teacher performance was positively impacted by instructional supervision particularly when supervisors adopted supportive non-authoritarian techniques. The results showed that lesson planning instructional strategies and assessment procedures were all enhanced by supervision. Similarly research conducted in Indonesia by Setiawan and Fauzan (2018) demonstrated that consistent and beneficial supervisory visits improved classroom management and teachers instructional competencies which in turn improved student academic performance. Research from Sub-Saharan Africa supports these conclusions even more. In Kenya for instance Wanjala and Rarieya (2014) found that schools with good instructional supervision had better learner outcomes teacher punctuality and lesson preparation. The importance of peer support and mentoring in enhancing teachers abilities was emphasized in their study. Maphosa and Mammen (2009) noted in South Africa that improvements in instructional delivery and teacher confidence were associated with supervisory practices that promoted professional dialogue and trust.

## **2.2 The Effect of Communication on Teachers Effectiveness**

The role of communication on teacher effectiveness has been extensively studied from both global and Ugandan perspectives. Globally, research has emphasized the role of communication in enhancing teacher effectiveness. Effective teacher-student communication contributes to better learning outcomes, improved student engagement, and higher academic performance. Studies have also shown that communication is essential in teacher professional development, with structured feedback and peer collaboration being critical for improving instructional methods. For instance, research on teacher professional development across different countries highlights the importance of clear communication strategies in training programs to bridge gaps in teacher effectiveness. The research literature consistently highlights the significant role of communication on teacher effectiveness. Effective communication, both verbal and non-verbal, enhances student learning, motivation, and overall classroom engagement. Effective verbal communication fosters a strong teacher-student relationship, leading to better cognitive development and student success. Clarity, conciseness, and positive language use are key factors in effective classroom interaction. Non-verbal communication, such as body language and facial expressions, also plays a crucial role. Studies show that teachers who use open body posture, maintain eye contact, and employ appropriate gestures create a more engaging and responsive learning environment. However, online learning environments often limit these non-verbal cues, impacting student engagement and participation (Shokrpour, 2017).

On student performance impact, research has shown a direct link between teachers' communication skills and students' academic performance. Teachers who communicate effectively are more likely to motivate students, enhance their self-confidence, and create a positive learning environment. Studies from universities in Pakistan and Saudi Arabia found that students perform better when teachers provide clear instructions, constructive feedback, and foster a friendly classroom environment (Khan et al., 2017). Teacher satisfaction and institutional effectiveness shows a study on teacher communication within educational institutions found that teachers who experience effective communication in their workplace report higher job satisfaction and perceive their institutions as more effective. Clear communication between teachers, parents, and school administrators contributes to overall school effectiveness (Brinia et al., 2022). Cultural and contextual factors shows a relationship on

communication in a multicultural classroom requires sensitivity to cultural differences. Different cultures have varying norms for verbal and non-verbal interaction, affecting student engagement and teacher effectiveness. For instance, some cultures encourage expressive classroom participation, while others prefer a structured, hierarchical interaction style (Okon, 2011).

In Uganda, studies have examined the role of communication in school administration and teacher supervision. A study on government-aided secondary schools in Western Uganda found that while head teacher supervision and support significantly improved teacher job performance, communication did not have a strong direct influence. This suggests that communication alone may not be sufficient unless paired with practical support mechanisms (ERIC, Nkumba University, and Semantic Scholar, (2022), conducted another study in Mitooma District, South Western Uganda, by investigating how organizational justice (which includes communication fairness) affects teacher performance in private schools. The findings revealed a strong correlation between fair communication, workplace justice, and teacher effectiveness, accounting for 41% of performance variance.

The different views including in the review of the related literature have established that communication is a critical factor in teacher effectiveness, particularly in student engagement and professional development. Effective communication is a cornerstone of teacher effectiveness. It influences student learning, classroom dynamics, and institutional success. Both verbal and non-verbal communication are essential, and adapting to different teaching contexts such as online learning or multicultural classrooms can enhance effectiveness. Schools that foster strong communication frameworks among teachers, students, and parents tend to achieve better educational outcomes. In Uganda, the impact of communication on teacher effectiveness is nuanced, with studies suggesting that while it is important, its effectiveness depends on factors like school leadership and organizational justice. Strengthening structured feedback systems and supportive supervision could enhance communications impact on teachers performance (MOE, 2021 and The National Teacher Policy 2019 reports).

Relatedly, Robbins and Judge (2013) assert that communication is essential to any organization and that the efficiency of communication dictates the flow of information the resolution of misunderstandings and the encouragement of collaboration. This suggests that for teachers to carry out their duties in schools efficiently school administration must communicate with them in

a timely clear and encouraging manner. Ineffective communication among teachers can result in misunderstandings disputes and low morale all of which have an impact on students' academic performance. This view is supported by empirical data from Nigeria. According to a study by Ezenwafor and Okoye (2021) there is a strong correlation between secondary school teachers' effectiveness and their communication practices. According to the study teachers reported greater motivation improved performance and stronger classroom engagement in schools with principals who regularly held staff meetings provided timely updates and used both formal and informal communication channels. This suggests that communication is a mechanism for improving performance rather than just a supportive tool. Accordingly a study conducted in Pakistan by Khan et al. (2019) demonstrated how open communication between administrators and teachers enhanced classroom procedures and teacher engagement. Teachers were more likely to modify their teaching methods and achieve institutional objectives when they received constructive criticism through open communication according to the researchers who underlined the significance of feedback mechanisms. Schools with professional communication climates where teachers freely exchange ideas best practices and concerns were better able to maintain high teacher performance and retention according to a study conducted in the United States by Kraft and Papay (2014). This is in line with the idea of collaborative professionalism put forth by Hargreaves and OConnor (2018) which emphasizes mutual respect listening and shared objectives in communication thereby increasing the effectiveness of both teachers individually and collectively.

On the African continent Mwaura and Nyambogas (2020) study in Kenya highlighted the positive correlation between teacher satisfaction and instructional effectiveness and internal school communication which includes regular staff briefings administrators open-door policies and teacher participation in decision-making. In order to promote stronger bonds and teachers professional development the researchers suggested that head teachers get communication skills training. The UNESCO International Institute for Educational Planning (IIEP) emphasizes the importance of communication in school leadership on a global scale. Its 2017 policy brief stated that good communication helps instructional leaders manage change align teachers with curriculum goals and enhance school accountability systems all of which have an impact on teachers effectiveness (UNESCO-IIEP 2017).

Despite these revelations the literature also points out problems and gaps. Teachers in many developing nations continue to communicate in a top-down manner acting more as passive recipients than active contributors. This diminishes the feedback loop that is necessary for ongoing improvement and limits their agency (Tikly and Barrett 2011). According to Trust and Whalen (2020) the emergence of digital platforms has brought about new communication dynamics in schools but many teachers are not adequately trained to use these tools which hinders their capacity to participate in school-wide communication processes.

#### **2.4 The Effect of Moderation of Learners' Assessments on Teachers Effectiveness**

The role of moderation of learners' assessments on teachers effectiveness has been explored in various educational contexts. This literature review examines the key aspects of the role, including the purpose and benefits of moderation, the role of moderation in improving teacher effectiveness, challenges faced by educators, and evidence from both global and national contexts. Moderation refers to the process of ensuring consistency, fairness, and reliability in the assessment of learners. It involves reviewing and verifying assessment tasks, marking criteria, grading, and feedback to ensure they align with predefined standards. This process can occur at different levels, from individual assignments to large-scale exams, and often involves peer or external review. According to Boud and Falchikov (2016), moderation aims to reduce variability in assessment judgments, thus fostering greater trust and transparency in the evaluation process.

Teacher effectiveness refers to the ability of educators to facilitate student learning and produce desirable educational outcomes. Moderation plays a vital role in supporting teacher effectiveness, especially in the following areas such as: Feedback and Reflection: Moderation provides teachers with opportunities to reflect on their own teaching practices. It allows them to critically analyze whether their assessment criteria and approaches are aligned with learning objectives. Effective moderation enables teachers to adjust their teaching methods based on assessment results, fostering continuous professional growth (Hattie, 2019).

In terms of consistency and reliability, research by O'Donovan et al. (2018) emphasizes that moderation helps ensure that assessment results are consistent and reliable. Teachers, especially in contexts with large class sizes, may be influenced by biases or inconsistencies in grading. Moderation helps standardize grading practices, ensuring fairness across different student

cohorts. This contributes to teacher effectiveness by enabling educators to assess students abilities more objectively. Collaboration and Professional Development: Moderation processes often encourage collaboration among teachers, as they engage in discussions about assessment tasks, student work, and grading practices. This collaborative approach allows teachers to share best practices, improving their teaching strategies and assessment skills (Nicol & Macfarlane-Dick, 2016).

Across different countries, the practice of moderation has been integrated into assessment systems to ensure the quality and credibility of educational results. Definition and Importance of Moderation in Assessment is emphasised. Moderation is a process that ensures assessments are fair, reliable, and consistent. It involves the review of assessment tasks, marking, and grading to confirm that they meet pre-defined standards. According to research by Boud and Falchikov (2016), moderation aims to promote validity in assessment processes and helps in building trust in academic results, ultimately leading to more effective teaching practices. Effective moderation supports teachers in assessing students' capabilities without bias, allowing for a more accurate reflection of learner progress.

With regard to moderation and teacher effectiveness, several studies have shown that moderation is integral to teacher effectiveness. According to Hattie (2019), teacher effectiveness is linked to how well teachers can provide constructive feedback and adapt their teaching methods based on assessment outcomes. When teachers engage in moderation, they refine their teaching strategies and adjust their instructional techniques, which can lead to better learning outcomes. Furthermore, moderation encourages professional collaboration, allowing teachers to share best practices and improve their skills (O'Donovan et al., 2018). Research in countries such as Australia, the UK, and the US has highlighted that moderation is often part of a larger quality assurance system in education. In Australia, for instance, the National Assessment Program Literacy and Numeracy (NAPLAN) employs a rigorous moderation system to ensure the accuracy of results, which in turn influences the effectiveness of teaching strategies (Chappell & Jackson, 2017). Similarly, in the UK, moderation is used to validate the results of teacher-assessed work in the context of the GCSEs and A-levels, promoting transparency and improving instructional practices (OFSTED, 2016).

Despite its benefits, the practice of moderation often faces challenges such as time constraints, resistance from teachers, and inadequate training. In some contexts, teachers feel that moderation undermines their professional judgment (Nicol & Macfarlane-Dick, 2016). Moreover, in resource-constrained environments, moderation systems may not be adequately supported, limiting their impact on teacher effectiveness. **Time and Resources:** Moderation requires considerable time and effort, particularly in large educational systems or schools with heavy student loads. Teachers may be overwhelmed by the additional workload, which could lead to resistance to participating in moderation activities (Nicol & Macfarlane-Dick, 2016). **Inadequate Training:** Teachers need professional development in assessment practices and moderation processes. Without proper training, teachers may struggle to apply moderation principles effectively, reducing its potential impact on teaching quality (Wanyama & Walakira, 2018). **Lack of Coordination:** In some contexts, especially in developing countries, there may be insufficient coordination between national bodies and local schools regarding moderation standards. This can lead to inconsistencies in how moderation is carried out, undermining its effectiveness (Walugembe, 2019).

Moderation processes can significantly contribute to enhancing teacher effectiveness in the many ways such as: **Improved Teaching Methods** when teachers engage in moderation, they gain insights into the strengths and weaknesses of their teaching methods. This allows them to refine their instructional approaches, which can lead to better student outcomes and increased professional collaboration in moderation which encourages teachers to work together, leading to greater sharing of knowledge, experiences, and strategies. This collaboration helps teachers to develop a deeper understanding of how to assess and support their students effectively (Nicol & Macfarlane-Dick, 2016). **Professional Growth** is equally given due attention. Teachers who participate in moderation processes often experience personal and professional growth. By reflecting on assessment results and receiving feedback from peers, they can improve their skills in designing fair and valid assessments, which directly enhances their effectiveness in the classroom.

In Uganda, the moderation of learners' assessments plays a vital role in ensuring the credibility of the education system. The Uganda National Examinations Board (UNEB) oversees national exams at different levels of education, moderating both the content and grading of assessments to

ensure fairness and consistency. However, while there is a system for moderation at the national level, local practices among schools vary significantly. Teacher Effectiveness in Uganda: The effectiveness of teachers in Uganda is often determined by their ability to deliver the national curriculum and produce students who meet the standards set by UNEB. Research has shown that many teachers face challenges such as inadequate training, large class sizes, and limited resources, which can hinder their effectiveness (Walugembe, 2019). When moderation processes are not rigorously implemented, it can exacerbate these challenges by reducing the reliability of assessment results.

With regard to the role of Moderation in Enhancing Teacher Effectiveness, a study by Namusoke (2016) found that when teachers participate in moderation activities, they are better able to reflect on their teaching practices, leading to improvements in how they assess and teach students. Moderation provides teachers with a framework for identifying gaps in their knowledge and practice, which can subsequently be addressed to improve overall effectiveness. The Ugandan education system faces challenges such as limited professional development opportunities for teachers, underfunded schools, and a lack of adequate resources for conducting moderation effectively. According to a report by the Uganda Teacher's Union (UTU), teachers often lack the time and training to engage in the moderation process properly, leading to inconsistent practices across schools. Additionally, there is limited coordination between national and local education authorities in moderating assessments at the school level Uganda Teacher's Union (UTU, 2016).

To enhance the relationship between moderation and teacher effectiveness in Uganda, it is essential to invest in continuous professional development for teachers, establish clear guidelines for local moderation practices, and increase support for schools in terms of resources and training. Research suggests that a more coordinated effort between the Ministry of Education, UNEB, and local educational authorities would improve the reliability of assessment systems and ultimately contribute to better teaching outcomes (Wanyama & Walakira, 2018). The relationship between moderation of learners' assessments and teacher effectiveness is complex and multifaceted. Effective moderation plays a critical role in ensuring the reliability, fairness, and consistency of assessments, which in turn enhances teacher effectiveness. Teachers who engage in moderation are better equipped to reflect on their teaching practices, collaborate with

peers, and improve their assessment methods. However, challenges such as time constraints, insufficient training, and lack of coordination can hinder the full potential of moderation. Addressing these challenges through professional development and support for moderation processes can significantly improve teacher effectiveness, benefiting both educators and students alike. The literature suggests that moderation is a critical tool for enhancing the effectiveness of teachers, both globally and in Uganda. While there are evident benefits to moderating assessments such as improving the fairness and consistency of evaluations teachers participation in these processes often depends on factors like resources, training, and institutional support. In Uganda, the integration of robust moderation systems at the local level could foster greater teacher development, ultimately improving educational outcomes. Addressing the challenges that teachers face in moderating assessments and providing them with the necessary support could enhance teacher effectiveness and strengthen the education system overall.

The literature and different authors reviewed supervisor's support in teachers teaching and learning can encourage teachers to improve teaching techniques in the classroom by creating an effective learning environment by using a diverse and systematic approach (Abdul Rahman, 2010; Mat Rahimi & Mohd Yusri, 2015). When supervisors can support teachers' teaching, teachers will be more motivated to use better teaching strategies, techniques and teaching methods as well as to create an active student participation in the classroom (Mohd Yusri & Aziz, 2014; Mat Rahimi & Mohd Yusri, 2014; Yusri 2012; Shahril, 2005).

Through peer reviews cooperative discussions and feedback on students work moderation supports teacher development as a quality assurance mechanism (Maxwell 2013). By encouraging reflective teaching practices a common understanding of curriculum standards and alignment between instructional goals and assessment procedures moderation increases teacher effectiveness claim Brown and Harris (2014). Teachers improve learner outcomes and instructional planning by becoming more consistent and self-assured in their reporting and marking through moderation. This opinion is supported by empirical research. According to a study conducted in South Africa by Mkhwanazi and Mncube (2020) moderation techniques like internal learner script verification and cross-marking greatly improved teachers professional development. Teachers who participated in these moderation sessions reported feeling more confident when assessing student work having a better grasp of the assessment criteria and

marking assignments more accurately. Additionally the study found that moderation improved teacher collaboration and shared learning two crucial aspects of effective teaching. Klenowski and Wyatt-Smith (2012) investigated the role of moderation in maintaining the caliber of assessments in schools in Australia. Their results highlighted how organized moderation exercises helped educators make well-informed pedagogical choices have fruitful professional conversations and match their expectations with national standards. In addition to decreasing student grading variability these practices improved teachers assessment literacy which is essential for good instruction.

A study conducted in the United Kingdom by ODonovan Price and Rust (2016) showed similar outcomes showing that assessment moderation gives teachers formative feedback that helps them improve their teaching methods and assist students who struggle. Teachers effectiveness in the classroom increased as a result of moderation which also enabled them to differentiate instruction based on a better understanding of student performance levels. Moderation practices in Kenyas secondary education system were studied by Wanjala and Rarieya (2014) in the East African context. Their research revealed that although moderation is frequently advised its application varies. Nonetheless teachers demonstrated better assessment procedures and increased instructional precision in settings where internal moderation was methodically carried out—through collaborative grading standardization meetings and school-based peer reviews. To guarantee that teachers get the most out of the process the study underlined the necessity of professional development in moderation techniques. But some literature also highlights drawbacks and difficulties. Teachers thought moderation procedures were time-consuming and unduly bureaucratic according to a 2019 study conducted in Pakistan by Mahsood and Khokhar. This was especially true when the procedures were not directly connected to professional learning objectives. According to the study moderation may not reach its full potential to increase teacher effectiveness unless it is ingrained in a culture of cooperative learning and ongoing development. UNESCO (2016) also points out that a lack of administrative support a lack of training and restricted access to benchmarking tools and exemplars can all make moderation more difficult in low-resource settings. Moderation might be viewed as a compliance exercise rather than a chance for professional development in the absence of institutional support.

## **2.5 Summary of Literature Review**

According to the reviewed literature good communication and assessment moderating are two essential components of teacher effectiveness in a variety of educational contexts. Effective verbal and nonverbal communication has been connected worldwide to better academic results increased learner engagement and better teacher-student relationships. Teachers can better align with institutional goals reflect on their practices and modify their teaching strategies when school leadership communicates clearly and provides constructive feedback (Khan et al. Ezenwafor and Okoye (2021) Hargreaves and OConnor (2018) 2017). At the same time moderation of assessments ensures fairness consistency and accuracy in evaluating learners thereby boosting teachers' confidence and assessment literacy. It encourages professional collaboration peer learning and reflective practice all of which enhance instructional quality and learning outcomes (Boud & Falchikov 2016 Hattie 2019 Klenowski & Wyatt-Smith 2012).

In the Ugandan context these two factors intersect with practical challenges and opportunities. Research indicates that although communication fosters job satisfaction and institutional cohesion its impact on teacher performance frequently depends on supplementary support like leadership engagement and supervision (MOE 2021 ERIC 2022). Similar to this local schools apply moderation techniques inconsistently despite their effective implementation at the national examination level. This is frequently the result of poor coordination time constraints and a lack of training (Walugembe 2019 Namusoke 2016). When properly supported communication and moderation can both be used as platforms for teacher development in spite of these limitations. Key tactics to improve teacher effectiveness include collaborative assessment frameworks organized feedback systems and bolstering professional discourse. The literature consistently suggests that empowering teachers through transparent communication and robust moderation practices leads to more competent motivated and effective educators capable of delivering quality education in diverse learning environments.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presented the methodology that was used to generate knowledge in respect to support supervision and teachers effectiveness. It includes, research design, area of study, population of study, sample size and selection, data collection methods and instruments, data quality control and data analysis.

#### **3.1 Research Design**

According to Mugenda, Mugenda (2010), research design is the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you effectively addressed the research problem. Research design is the overall plan connecting the conceptual research problems to the pertinent and achievable empirical research. This study adopted a descriptive cross sectional research design with mixed methods to answer the research questions of this study since it attempts to describe the characteristics of the variables of this study. This helped to provide answers to the questions of who, what, when, where and how associated with a research problem. It was also used to obtain information concerning the current status of the phenomena and describes what exists with respect to variables or conditions in a situation.

This design is often used as a precursor to more quantitatively research designs, the general overview, giving some valuable pointers as to what variables are worthy testing quantitatively. The qualitative approach involved an in-depth probe and application of subjectively interpreted data. This method investigated on the why and how of decision- making not just what, where and when. Quantitative approach is a formal, objective and systematic process in which numerical data are used to obtain information about the variables used to describe variables, determine cause and effect interaction between variables and examine relationship between variables (Burns and Grove, 2015). This was selected on grounds that the gaps left by quantitative approach would be solved by qualitative approach. This mixed methods research approach, which integrates both qualitative and quantitative techniques to gain a comprehensive understanding of the research problem. The mixed methods approach was appropriate because it

allowed the researcher to collect both numerical data and in-depth narratives, thereby capturing both the measurable aspects and contextual realities of support supervision and teacher effectiveness.

### **3.2 Area of Study**

The study was conducted in Bukigai sub county, Bududa district which was part of greater Mbale district part of eastern Uganda. Mbale District is approximately 245 kilometers (152 mi), by road, north east of Kampala, Uganda's capital city and largest metropolitan area. Bududa district is approximately 38 kilometers (16 mi) from Mbale district. Bududa District is bordered by Sironko district to the North, Namisindwa district to the North East, the republic of Kenya to the East, Manafwa district to the South, Mbale district to the South west, and Mbale City to the South west. Bukigai Sub-County is located in Bududa district 4km from Bududa town along Bududa ring circular road. It consisted of four (4) parishes and sixty two (62) villages. The parishes included; Bulobi, Bufukhula, Bumakuma, Bunakhayoti, Bumatanda and Bunamubi (UBOS, 2014). Bukigai sub county is chosen for this study because it is the one which is most affected by Bududa district because the area of study has limited support supervision on teachers effectiveness characterized by lack of incentives on salary increments and housing allowances, lack of teacher training reforms, limited digital learning and ICT integration, lack of inspection and accountability measures among others which affect teachers effectiveness where the respondents came from.

### **3.3 Study Population**

A population is the complete (or universe) of all the elements (units) that are of interest in a particular investigation. This population included both male female and men who are literate and illiterate, urban and rural residents among others. It is an aggregate or totality of objects or individuals having one or more characteristics in common that was of interest to the researcher and where inferences shall be made. The population of Bukigai Sub County according to Uganda Bureau of Statistics (2024) was 27, 409 people consisting of 13,934 males and 14,475 females. It is composed of the young, middle age and the old. Majority of the households in Bukigai Sub County are actively involved in agriculture and subsistence farming with majority being women and children. The populations of the study are men and women which was approximately two

hundred and above. These people are Bagisu and Lumasaaba speakers as their main language and they practice subsistence agriculture since they depend on agriculture as their source of livelihood, and this mostly carried out by the married people and other community members. They grow Arabic coffee as their cash crop and Matooke, cassava, sweet potatoes, millet, sorghum, tomatoes, other green vegetables for food and cattle rearing. The study population therefore was 15 Head teachers, 5 heads of departments per school, 190 teachers and 40 learners were the population target.

### 3.4 Sampling Procedures

#### 3.4.1 Sample Size

According to Mugenda (2010) and Peter (2012), a sample is a portion of the population whose results can be generalized to the entire population. The population of 250 and a sample size of 148 respondents be selected comprising of 9 Head teachers, 3 heads of departments per school, 112 teachers and 24 learners. The sample size was determined using Morgan and Krejcie table as given by Amin, (2005) (Appendix I).

**Table 1: Category, Samples, population, Sample Size and Sampling Technique.**

SN	Category	Population	Sample size	Sampling Technique
1	Head teachers	15	9	Purposive sampling
2	HODs per school	5	3	Purposive sampling
3	Teachers	190	112	Purposive sampling
4	Learners	40	24	Simple random sampling
	<b>Total</b>	<b>250</b>	<b>148</b>	

*Source; Field data, (2024)*

#### 3.5.2 Sampling Techniques

This study employed a mixed sampling approach, combining both purposive sampling and simple random sampling to enhance representativeness and reduce bias.

Purposive sampling was used to select participants who possess specific knowledge relevant to the study topic. These included head teachers, heads of departments, teachers, and selected

parents (as key informants), because they are few in number, easily identifiable, and hold critical information related to support supervision and teacher effectiveness. Their deliberate inclusion ensured that rich, in-depth data was obtained from knowledgeable individuals.

On the other hand, simple random sampling was applied to select learners and other parents to ensure every individual in the target population had an equal chance of being included. This method was particularly suitable for the quantitative component of the study, promoting objectivity and reducing sampling bias in responses related to teacher effectiveness and its outcomes in schools. By combining these techniques, the study effectively captured both the qualitative depth and quantitative breadth needed to address the research objectives.

### **3.6 Data Collection Methods and Instruments**

Data was both primary and secondary in order to enrich the study. Secondary data was obtained through documentary reviews and the main sources included Ministry of Education, Sports and Science and Technology, Ministry of Finance, Planning and Economic Development reports, UBOS, text books, internet sources, journals and articles, among others. According to Amin (2013), secondary data can be helpful in the research design of subsequent primary research. Here it provides a baseline with which the collected primary data results were compared. In collecting primary data the following methods were employed in the study.

#### **3.6.1 Questionnaire**

Hannan (2019) defines a questionnaire as a device used to gather information about peoples opinions often by asking respondents to give their views about the subject. The questionnaire is applied on respondents who knew how to read and write, but also who are not readily available for interviews. These are head teachers, heads of departments per school, and teachers (key informants) some parents since they are literate and have knowledge concerning the support supervision and teacher effectiveness. Questionnaire is good for gathering descriptive data. This is a method whereby respondents are contacted to give information using a questionnaire. It is basically meant to collect data to a wide extent by getting both facts and opinions. Survey is good for gathering descriptive data.

The questionnaire was applied on respondents who know how to read and write, but also who are not readily available for interviews. These are the key informants since they have knowledge concerning the support supervision and teacher effectiveness. The questionnaires are self-administered and gave to nine people who are key informants and all nine (09) copies of the questionnaire was sent out to the respective respondents.

### **3.6.2 Interview**

According to Gubrium, (2012), an interview is essentially a structured conversation where one participant asks questions, and the other provides answers. In common parlance, the word "interview" refers to a one-on-one conversation between an interviewer and an interviewee. Interviews are discussions meant to gather information on a specific set of topics (Gubrium, 2012). The researcher used semi-structured interviews, which are essentially and verbally administered questionnaires in which a list of predetermined questions were asked with no variation but with some scope for follow-up questions to responses that warrant further elaboration. Interviews also give the researcher an opportunity to revisit some of the issues that have been over-looked in other methods and yet they are deemed vital for the study. The interview method was used on the learners and some parents since not all of them were literate. advocate for student-centered learning and professional growth through experience.

According to Gubrium, (2012), an interview guide is simply a list of the high level topics that you plan on covering in the interview with the high level questions that you want to answer under each topic. Interview Guide is used on the persons with illiterate backgrounds. This tool was applied to some parents and learners since not all of them are literate. The researcher asked respondents the questions in the sequence they appear in the instrument using the techniques of effective interviews and these are listening and paraphrasing, while also probing and note taking. This interview took place at the Bukigai sub county offices and it took twenty minutes for each respondent to be interviewed.

## **3.7 Data Quality Control**

### **3.7.1 Validity**

Validity is defined as the extent to which the instrument measures what it purports to measure (Allen and Yen, 2014). Content validity pertains to the degree to which the instrument fully assesses or measured the construct of interest to what it is supposed to measure. To establish the validity of the instruments, the researcher gave the questionnaires and interview guide to the supervisor to find out the relevancy of each item in the instrument to the objectives and rate each item on the scale of very relevant, quite relevant, somewhat relevant and not relevant.

Data Validity (%) is equal to 
$$\frac{(\text{Valid Data Entry})}{(\text{Total Data Entry})} \times 100$$

Where;

Valid Data Entry is equal to data meets predefined criteria (e.g. correct format, logical values and completeness). Total Data Entry is equal to all collected data points.

### **3.7.2 Reliability**

The questionnaires and interview guide were pretested on key informants and members of married women outside Mbale. The researcher took the questionnaire and interview guide pretest to be conducted in Mbale district or Manafwa district. The researcher checked the pretest data collection and submit it to the supervisor to verify response consistency and customize questions so that only appropriate questions are asked. The supervisor also helped to confirm responses against previous answers where appropriate and detect questions likely to inadmissible responses.

## **3.8 Data Analysis**

### **3.8.1 Quantitative Data**

The data collected from respondents was analyzed statistically to yield descriptive statistics such as frequencies and womens emancipation was presented in tables. The responses from interview guides were analyzed and categorized according to the study objectives that involve correlation analysis conducted to examine the role of support supervision on teachers effectiveness in

primary schools in Bukigai Sub-County, Bududa district. Specifically, examining the role of instructional supervision on teachers effectiveness, examining the role on communication on teachers effectiveness, and evaluating the moderation of learners assessment on teachers effectiveness in selected primary schools in Bukigai sub-county, Bududa district.

### **3.9.2 Qualitative Data**

The qualitative data was analyzed using thematic content analysis. Recorded interviews were first transcribed and then examined for patterns, similarities, and differences to identify key themes aligned with the study objectives. Coding and categorization were applied to organize the data and facilitate interpretation and conclusion-drawing.

To ensure the credibility of the findings, the study used data triangulation by collecting information from multiple respondents, including head teachers, teachers, parents, and learners. Prolonged engagement with participants and peer debriefing further enhanced the believability and accuracy of the data collected.

Dependability was addressed by maintaining consistency in the data collection and analysis processes. A detailed audit trail was documented, showing how data were gathered, coded, and interpreted. This allows for future replication or review of the study's procedures and decisions.

Conformability was ensured by minimizing researcher bias and grounding findings in actual statements from participants. The researcher practiced reflexivity throughout the study and maintained transparency in the data analysis process, supporting all interpretations with direct evidence from respondents.

Transferability was enhanced through thick description of the study setting, population, and data collection context. This enables readers and future researchers to determine the relevance and applicability of the findings to similar contexts or settings.

These steps were taken to ensure that the qualitative findings are trustworthy, rigorous, and useful for informing policies and practices related to support supervision and teacher effectiveness.

### **3.10 Ethical Considerations**

During the collection of data, the researcher made sure that the respondents are not coerced, but rather participate freely. Further, she explained to them the purpose of the study so that they do not have doubts and suspicions about it. This ensures both voluntary participation and informed consent thereof. Furthermore, the respondents assured that whatever is to be hold in utmost confidentiality, and also that their identities are not revealed, that is, anonymity is respected. Further still, before any interview took place, the researcher asked permission from the respondents to record their responses. Lastly, intellectual honesty was observed by avoiding fabrication of data and plagiarism. Thus, field research is actually conducted and data from secondary research was acknowledged by means of citations and referencing.

### **3.11 Limitations of the study**

The process of the research involved a lot of activities which are very costly in terms of money and time. Other constraints that were faced during the research; the research is carried out in an area where the researcher does not reside and originate from. This means that the services of an interpreter are involved, which leads to omission of some information. Respondents were also skeptical about the purpose of the study, thus hiding some information. This is perhaps because of the experiences of some individuals and organizations that use information on related studies for selfish reasons. Therefore, all this leads to gaps of the data that was collected both qualitatively and quantitatively, which in turn affects the conclusions and recommendations. For that matter the conclusion from this study shall be generalized with caution.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

#### 4.0 Introduction

This chapter covers the presentation of findings, analysis and discussion regarding the impact of support supervision on teacher effectiveness in Primary schools in Bukigayi Sub County in Bududa district. The chapter contain the demographic findings for the respondents, response rate, descriptive analysis and inferential analysis as per the study objectives.

#### 4.1 Response Rate

This section presents the response rate of the study both the questionnaires issued and interviews conducted by the study.

**Table 4.1: Response Rate**

Tool	Issued	Returned	Rate
Questionnaires	112	98	88%
Interviews	12	10	83%
FGDs	24	18	75%
<b>Overall</b>	<b>148</b>	<b>126</b>	<b>79%</b>

*Source: field data (2025)*

Findings in tabl4 4.1 indicate that 112 questionnaires were issued to the respondents but only 98 were filled and returned hence forming a response rate of 88%. Of the planned interviews, which were 12, the study managed to involve 10 and hence forming a response rate of 83%. For FGDs, the researcher targeted 24 pupil leaders but only met 18 thereby forming a response rate of 75%. On overall, the study response rate was 79%. This is considered adequate for analysis by Arora and Arora (2003) who recommends 75% response as being adequate.

#### 4.2 Demographic Data of the respondents

The study looked at the demographic characteristics of the respondents and the main focus was paid to; gender, age bracket, education level and work experience as presented below;

**Table 4.2: Respondents' background information**

<b>Item</b>	<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
Gender	Female	34	34.7
	Male	64	65.3
<b>Total</b>		<b>98</b>	<b>100.0</b>
Age bracket	20 - 29 years	32	32.7
	30-39 years	40	40.8
	40 - 49 years	25	25.5
	50 years and above	1	1.0
<b>Total</b>		<b>98</b>	<b>100.0</b>
Education	Certificate	34	34.7
	Diploma	40	40.8
	Bachelors degree	24	24.5
<b>Total</b>		<b>98</b>	<b>100.0</b>
Experience	0-2 years	22	22.4
	3 - 5 years	36	36.7
	5 - 8 years	40	40.8
<b>Total</b>		<b>98</b>	<b>100.0</b>

*Source: field data (2025)*

#### **4.21 Gender**

Findings in table 4.2 show that 64(65.3%) of the participants in the study were female and 34(34.7%) were male. The findings indicate that most of the respondents were female implying that most schools are dominated by female teachers. However, a good number of male respondents participated in the study hence reducing biasness in responses.

#### **4.22 Age bracket of the respondents**

Findings in table 4.2 above indicate that 40(40.8%) of the respondents were 30-39 years, followed by 32(32.7%) of the respondents were 20- 29 years, 25(25.50%) were 40-49 years,

while the least 1(1.0%) were 50 years and above. The findings mean that most of the respondents were mature enough to be in position to effectively deliver services to the nation. This also implies that the respondents at that age tend to be more supportive to each other when it comes to work since most of them still want to learn and this promotes effectiveness in work.

#### **4.23 Level education of the respondents**

Findings in table 4.2 above indicate that 40(40.8%) of the respondents were diploma holders, 34(34.7%) were certificate holders, and 24(24.5%) were bachelor's degree holders. The findings imply that majority of the respondents were diploma holders and this is true for this case as this is the minimum requirement for one to join the teaching profession. This also means that the respondents were able to read and understand the questions thereby giving valid responses.

#### **4.24 Work experience of the respondents**

Table 4.2 indicates that 40(40.8%) of the respondents had worked for 5-8 years, 36(36.7%) had worked for 3 – 5 years, while 22(22.4%) had worked for 0 - 2 years. The findings mean that most of the respondents had worked for quite long and this is enough to motivate them work effectively. This experience gained is also sufficient for them to appreciate the role of support supervision in influencing their work behavior and ultimately improve their effectiveness at work. Therefore policies that are intended to improve school management and operational efficiency can be implemented in a favorable environment thanks to this level of experience. It also suggests that in order to keep this workforce from stagnating and to make sure that their experience is supplemented with the most recent best practices professional development opportunities must be provided on an ongoing basis. To sum up the data emphasizes how crucial it is to use staff experience to improve their effectiveness and further the larger objectives of school improvement through efficient supervision and continuous capacity-building.

### **4.3 Support Supervision and Teacher Effectiveness**

The study focused on the influence of support supervision on teacher effectiveness in primary schools in Bukigayi sub-county in Bududa district. The study collected data in line with the specific objectives and this is presented using mean and standard deviation as follows; Mean

values from 0-2.9 = Disagreement; 3.0-3.1 = Not sure and 3.2 – 5.0 = Agreement. Standard deviation 0-0.9 = Close Variation in responses and 1 Above = High Variation.

### 4.3.1 Descriptive Findings on Instructional Supervision

The first objective of the study was to determine the influence of support supervision on teacher effectiveness in Bukigayi sub-county. Data on this variable was collected, analyzed and presented in table 4.6 below;

**Table 4.6 Descriptive Findings on Instructional Supervision**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
My supervisor provides constructive feedback that helps improve my teaching skills.	98	1	5	2.11	1.234
Classroom observations by supervisors are conducted regularly and fairly.	98	1	4	1.99	.902
Professional development sessions organized through supervision enhance my instructional practices.	98	1	5	3.48	.955
I feel supported by my supervisor when addressing classroom challenges.	98	1	5	3.46	.943
Supervisors encourage me to reflect on and improve my teaching methods.	98	1	5	3.39	.755
The supervision process in my school fosters a collaborative and trusting relationship.	98	1	5	3.35	.932
Supervisors provide useful resources and guidance to improve my teaching effectiveness.	98	1	5	2.88	1.221
Valid N (listwise)	98				

*Source: field data (2025)*

On finding out whether “My supervisor provides constructive feedback that helps improve my teaching skills,” findings presented in the table above reveal a mean score of 2.11 indicating that the respondents were disagreeing with the statement. These findings are further supported by a standard deviation of 1.234 which indicates a high variance in responses. The findings mean that most supervisors do not provide constructive feedback that helps improve teaching skills for the

teachers in primary schools. This implies that when constructive feedback is not given, teachers will not be able to get clear guidance on what is expected of them and this can greatly affect their work effectiveness. The findings are supported by (Dangara. Y. 2015) who noted that support supervision typically focuses on offering constructive feedback, helping with problem-solving, and providing resources or training to improve skills and competencies. An interviewee stated that.

*Although it is an essential component of our supervision process constructive criticism isn't given as frequently or as successfully as we would like. Due to time constraints and our heavy administrative workload classroom visits are brief and follow-up feedback is typically generic rather than tailored. Teachers require specific useful recommendations that they can implement right away in the classroom.*

Another added that;

*Our feedback frequently concentrates on compliance rather than capacity-building. Instead of only pointing out what went wrong we must now mentor our employees and give them advice on how to enhance particular teaching methods. This would facilitate our transition to a culture of supervision that is growth-oriented.*

A FGD response indicated that:

*Sometimes our teachers use the same methods each term and teach in a way that is difficult to understand. We would learn more if someone shared with them what they could improve or alter. I believe that no one gives them advice on how to get better.*

Considering whether classroom observations by supervisors are conducted regularly and fairly, findings presented in the table above reveal that most of the respondents were disagreeing with the statement as indicated by a mean score of 1.99. This is further supported by a standard deviation of 0.902 indicating a close variation in responses. This means that most of the respondents were disagreeing with the statement and this implies that not conducting regular classroom observations can greatly affect classroom attendance by teachers since there will be very minimal supervision from the responsible persons. This contradicts (Tesfaw & Hofman, 2014; Milanowski, 2021) who noted that informal, short, and unannounced observations are

more effective than formal evaluations because they provide a more accurate picture of teachers' actual performance. An interviewee noted that;

*Our supervision timetable isn't always followed because of conflicting demands like meetings and reporting. Perceptions of favoritism may arise because certain teachers are given more attention because of prior grievances or substandard work. We need to make sure that our observation procedures are transparent and consistent.*

Another noted that;

*We lack the manpower to conduct fair and thorough classroom observations on a regular basis despite the fact that it is crucial. Teachers should see it as a constructive exercise rather than a quest to identify flaws. When done correctly it promotes introspection and progress.*

A FGD Response indicated that;

*Unless there is a problem the head teacher rarely visits our class. Teachers would in my opinion prepare better and teach more seriously each day if they were aware that they would be observed more frequently.*

On whether Professional development sessions organized through supervision enhance my instructional practices, findings presented in the table above show a mean of 3.48 signifying that the respondents were agreeing with the statement to some extent and the standard deviation of 0.955 signifies a close variation in the responses. The findings mean that professional development sessions organized through supervision enhance my instructional practices. According to (Tesfaw & Hofman, 2014; Milanowski, 2021), Professional Development, where instructional supervision that incorporates teacher training and professional development enhances teaching effectiveness.

Of the head teachers stated that;

*Teachers have been implementing some of the learner-centered methods and inclusive education workshops we've held in their classrooms. However the effect gradually diminishes in the absence of continuous coaching or mentoring. A more long-term approach to professional development is required.*

Another head teacher added that.

*In general the sessions are beneficial. Certain educators even return with renewed energy and readiness to experiment with novel approaches such as group discussions or visual aids. However more practical assistance is required for those who are less motivated to put what they have learned into practice.*

In FGD pupils noted that:

*After a few lessons our teacher assigns group projects or explains concepts with drawings. Learning is facilitated by this. However not all teachers undergo change some continue to teach in the same way despite training.*

On finding out whether “I feel supported by my supervisor when addressing classroom challenges,” results presented in the table above reveal a mean of 3.46 indicates that the respondents were agreeing with the statement. This is further supported by a standard deviation of 0.943 which signifies that the respondents were varying in opinion to a low level. The findings mean that most teachers feel supported by their supervisor when addressing classroom challenges implying that the teachers are able to receive the much desired support which greatly helps them to improve their effectiveness. This contradicts (Usman, 2015; Sule et al., 2015) who stated that limited Resources and Time: Supervisors often struggle with high workloads, leading to inconsistent and ineffective supervision practices. Resistance from Teachers: Some teachers perceive supervision as punitive rather than supportive, reducing its effectiveness. Of the head teachers stated that;

*Whether its lack of resources big class sizes or disciplinary problems we encourage educators to share any difficulties they encounter. When they do we make every effort to step in and help. Some teachers’ particularly younger ones who are afraid of criticism do not feel comfortable sharing their personal information.*

Another head teacher noted that;

*A safer atmosphere for handling issues arises when educators know they can count on us. We have dealt with cases of emotional exhaustion absenteeism and bullying. We must reassure educators that our purpose is to support them not to discipline them.*

FGD with pupils indicated that;

*Sometimes our teacher will say I will report you to the head teacher and then they will come and talk to us or help to calm the class down when we misbehave or make noise. That indicates that they are supporting the instructor.*

Regarding whether supervisors encourage me to reflect on and improve my teaching methods, results presented in the table above show that most of the respondents were agreeing with the statement as indicated by a mean score of 3.39. This is supported by a standard deviation of 0.775 which signify a close variance in responses. The findings mean that supervisors encourage teachers to reflect on and improve their teaching methods. This implies that encouraging teachers is critical towards ensuring that they effectively deliver. Harris and Muijs (2005) conducted a mixed-methods study and discovered that schools that used supportive and formative supervisory approaches had better teacher performance and job satisfaction than those that used traditional evaluative supervision.

One of the head-teachers interview respondent noted that;

*We urge educators to evaluate their own work during staff meetings and performance evaluations. We pose questions such as what went well in your lesson. And what would you do differently? But we must standardize and organize this procedure.*

Another head-teacher noted that;

*Reflection is taken seriously by some educators who use it to modify their methods. For others it's just a formality. Our goal is to instill in our employees a culture of open and ongoing self-evaluation.*

FGD response with pupils;

*Some educators pause to inquire about our understanding or promise to try to clarify things more clearly the next time. They are the ones who are interested in our learning process. Some simply instruct and leave.*

Concerning the statement “The supervision process in my school fosters a collaborative and trusting relationship,” findings presented in the table above reveal a mean of 3.35 signifying that

most of the respondents were agreeing that the supervision process in the school fosters a collaborative and trusting relationship. The standard deviation of 0.932 indicates a close variation in responses. The findings imply that supervision process in the school which fosters a collaborative and trusting relationship plays a key role in encouraging the teachers to work. This is supported by Dempster and Lizzios (2007) who noted that instructional supervision that incorporates peer observations and constructive criticism improves teachers self-efficacy and capacity for pedagogical innovation.

Of the head teachers stated that;

*We have put a lot of effort into making sure that supervision is viewed as a conversation rather than a hierarchical procedure. Trust is built when educators believe that their opinions are valued and that the feedback is intended to be helpful rather than judgmental. This facilitates cooperation and the exchange of best practices.*

Another head-teacher noted that;

*Trust is gradually expanding. Teachers now come forward to indicate areas in which they would like assistance or instruction. That indicates they view us as more than just assessors but as collaborators in their growth.*

FGD indicated that;

*We feel at ease in class when the head teacher and other teachers are approachable and engage in frequent conversation. Teachers who feel supported smile more and spend more time with us you can tell the difference.*

On whether Supervisors provide useful resources and guidance to improve my teaching effectiveness, findings presented in the table above reveal a mean score of 2.88 indicating that most of the respondents were disagreeing with the statement. The standard deviation of 1.221 indicates a high variance in responses. The findings mean that supervisors provide useful resources and guidance to improve my teaching effectiveness.

A head-teacher interviewee stated that:

*We make an effort to provide syllabi lesson plans and visual aids. However a significant barrier is funding. Instructors must frequently share scarce resources or improvise. Better funding would allow us to provide them with more printed guides and current instructional materials.*

Another head-teacher stated that;

*The interview response from the deputy head teacher. We provide guidance in departmental meetings but we have limited access to tangible materials. Teachers must also be trained on how to maximize the limited resources at their disposal.*

#### **4.3.2 Descriptive Findings on Communication**

The first objective of the study was to determine the influence of communication on teacher effectiveness in Bukigayi sub-county. Data on this variable was collected, analyzed and presented in table 4.7 below;

**Table 4.7 Descriptive Findings on Communication**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
I communicate clearly and effectively with my students during lessons.	98	1	5	2.64	1.344
I use both verbal and non-verbal communication to engage students in learning	98	1	5	3.40	.992
Feedback from supervisors and peers helps me improve my teaching methods.	98	1	5	3.51	.955
Communication between teachers and school administration is open and supportive.	98	1	5	3.53	.888
I adapt my communication style to suit students from different cultural backgrounds.	98	1	5	3.68	.880
Communication within the school promotes a positive and collaborative work environment.	98	1	5	3.94	1.376
I receive clear and constructive communication regarding my professional development.	98	1	5	4.43	.963
Valid N (listwise)	98				

*Source: field data (2025)*

On finding out whether “I communicate clearly and effectively with my students during lessons,” findings reveal a mean of 2.64, signifying that respondents generally disagreed or remained neutral. The standard deviation of 1.344 indicates a wide variation in responses. This means that while some teachers feel confident in their communication, others face challenges. The implication is that there is a need for targeted professional development in effective classroom communication to enhance lesson delivery and student understanding. According to effectiveness (Brinia et al., 2022), clear communication between teachers, parents, and school administrators contributes to overall school.

An interviewee stated that;

*We still see difficulties especially with recently hired or less experienced staff even though some teachers consciously try to make the material simpler and use language that is easier for learners to understand. Some teachers lack the pedagogical expertise to simplify complex concepts for a wide range of learners which has an impact on comprehension.*

Another added that:

*Particularly in upper classes the propensity to employ monologue teaching techniques lowers student engagement. Our teachers have been urged to use two-way communication techniques which include asking questions gauging comprehension and changing the tone in response to students' responses.*

A FGD involving students, asserted:

*While some teachers are easy to understand and follow others act as though we already know everything. When we ask for clarification they use harsh language and either move on too quickly or say you will understand later.*

Regarding the statement "I use both verbal and non-verbal communication to engage students in learning," findings show a mean of 3.40, indicating moderate agreement among respondents. The standard deviation of 0.992 reflects moderate consistency in responses. This means that many teachers are applying both types of communication, but not extensively. The implication is that schools should strengthen teacher capacity in using verbal and non-verbal cues to improve learner engagement and participation. According to (Okon, 2011), different cultures have varying norms for verbal and non-verbal interaction, affecting student engagement and teacher effectiveness. For instance, some cultures encourage expressive classroom participation, while others prefer a structured, hierarchical interaction style.

Interview with the head teacher indicated that:

*Teachers who successfully integrate facial expressions gestures and movement throughout the classroom with spoken cues tend to keep students attention longer. These strategies work particularly well for controlling big class sizes and upholding discipline in nonverbal ways.*

Another added that;

*Learner engagement is enhanced by the use of chalkboard illustrations pointing and even just making eye contact. These abilities are now being incorporated into our professional development peer observation checklist.*

A FGD with the students:

*We like classes where the teachers smile act out scenarios or draw on the board. Learning becomes enjoyable and simple to remember when a teacher employs humorous facial expressions or hand signals.*

Concerning the statement "Feedback from supervisors and peers helps me improve my teaching methods," findings indicate a mean of 3.51, suggesting that teachers agree with the statement. The standard deviation of 0.955 indicates relatively uniform views. This means that most teachers consider feedback useful in improving their instructional approaches. The implication is that schools should continue to promote supportive feedback mechanisms to help teachers refine and develop their teaching practices. According to (MOE, 2021 and The National Teacher Policy 2019 reports) strengthening structured feedback systems and supportive supervision could enhance communications impact on teachers performance.

An interviewee stated that;

*A key component of our supervision approach is constructive criticism. We sit with the teacher offer substitutes and occasionally model lesson segments in addition to simply pointing out gaps. Instructors who use this strategy see rapid improvement.*

Another noted that:

*Through a mentorship program we have established senior teachers give new hires feedback. Nonetheless a cultural change is still required for peer-to-peer feedback because some employees take criticism personally.*

A FGD with pupils:

*Some educators alter their teaching strategies by introducing more group projects or questions after senior teachers or school inspectors visit the classroom. We perceive a difference.*

On whether "Communication between teachers and school administration is open and supportive," findings reveal a mean of 3.53, showing agreement among respondents. The standard deviation of 0.888 suggests consistency in opinions. This means that teachers generally experience good communication with the administration. The implication is that this supportive communication culture should be maintained and strengthened to enhance teamwork and staff morale.

*Our policy is open to everyone. During staff meetings or even informally teachers are free to voice their concerns or offer suggestions for improvements. We do know though that some people continue to worry about being misinterpreted or scrutinized.*

The deputy head teacher noted that:

*We purposefully include a time for open discussion and feedback in our weekly staff meetings. Our aim is to establish a culture in which educators participate in decision-making rather than merely receiving instructions.*

On finding out whether "I adapt my communication style to suit students from different cultural backgrounds," findings show a mean of 3.68, indicating strong agreement. The standard deviation of 0.880 suggests consistency in this perception. This means that most teachers are making efforts to use culturally responsive communication strategies. The implication is that schools should continue supporting inclusive teaching practices that promote equity and respect in diverse learning environments.

An interviewee stated that;

*We encourage educators to be sensitive to cultural differences particularly in schools like ours where students are from a variety of ethnic backgrounds. Using typical local references and steering clear of biased examples are part of this.*

Another noted that;

*Being patient with students who have trouble understanding the language of instruction is another aspect of adapting communication. We have urged educators to use regional vernacular or occasionally translate challenging ideas.*

The pupil leaders said:

*It makes us feel understood and makes learning enjoyable when teachers make us laugh by using examples from our own lives or even by speaking to us in our mother tongue.*

Concerning the statement "Communication within the school promotes a positive and collaborative work environment," findings indicate a mean of 3.94, reflecting agreement among teachers. However, the standard deviation of 1.376 shows a high level of variability in responses. This means that while many teachers experience positive and collaborative communication, others may not. The implication is that school leadership should address communication gaps and ensure that collaboration is inclusive and consistent across all departments.

An interviewee stated that;

*We actively encourage collaboration among teachers by encouraging them to share resources plan lessons together and help one another through difficult times. This partnership boosts creativity and morale.*

Another added that:

*The deputy head teacher. Teaching teams across subjects have been formed as a result of our transparent culture. In some classes teachers co-mark co-plan and even co-teach which improves student learning and fosters professional relationships.*

The pupils stated that:

*When educators collaborate we can see that they are teaching the same material supporting one another and preventing confusion between lessons. During breaks we even catch them teasing or supporting one another.*

Regarding the statement "I receive clear and constructive communication regarding my professional development," findings reveal a mean of 4.43, representing strong agreement. The standard deviation of 0.963 indicates that responses were fairly uniform. This means that most teachers are well informed about professional growth opportunities. The implication is that such effective communication should be sustained and replicated in other operational areas, such as curriculum implementation and student support systems.

### 4.3.3 Descriptive Findings on Moderation of Learners Assessment

The first objective of the study was to determine the influence of moderation of learner’s assessment on teacher effectiveness in Bukigayi sub-county. Data on this variable was collected, analyzed and presented in table 4.8 below;

**Table 4.8 Descriptive Findings on Moderation of Learners Assessment**

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Moderation of assessments helps me ensure fairness and consistency in grading student work	98	1	5	3.14	1.268
Participating in moderation activities enables me to reflect on and improve my teaching methods.	98	1	5	3.39	.981
Moderation encourages collaboration and sharing of best practices among teachers.	98	1	5	3.47	.955
I receive adequate training and support to effectively participate in moderation processes.	98	1	5	3.53	.888
Moderation feedback helps me adjust my instructional techniques to better meet student needs.	98	1	5	3.68	.880
Time constraints make it difficult for me to fully engage in moderation activities.	98	1	5	3.61	.795
School leadership provides clear guidelines and resources to support assessment moderation.	98	1	5	3.56	.985
Moderation processes contribute to my professional growth and improve my effectiveness as a teacher.	98	1	5	3.60	.917
Valid N (listwise)	98				

*Source: field data (2025)*

Concerning the statement “Moderation of assessments helps me ensure fairness and consistency in grading student work,” findings reveal a mean of 3.14, indicating that respondents were moderately in agreement. The standard deviation of 1.268 shows considerable variation in

responses. This means that while some teachers recognize the value of moderation in ensuring fairness, others may be unsure or not fully engaged. The implication is that schools should raise awareness and provide training on moderation procedures to improve grading practices and uphold assessment integrity.

An interviewee noted that;

*Grading is now more transparent thanks to moderation. Discrepancies decrease when educators collaborate to discuss marking schemes. Not all departments though participate regularly some regard it as an optional rather than necessary task.*

Another stated that:

*Cross-marking among teachers which we have implemented has exposed instances of excessively stringent or lax grading. Balance is promoted by moderation although some educators are still hesitant frequently citing time constraints.*

Regarding the statement “Participating in moderation activities enables me to reflect on and improve my teaching methods,” findings show a mean of 3.39, signifying moderate agreement. The standard deviation of 0.981 indicates a fair level of consistency in responses. This means that many teachers find moderation helpful in enhancing their teaching. The implication is that schools should incorporate structured reflection components into moderation activities to promote continuous pedagogical improvement.

An interviewee stated that;

*After comparing student performance during moderation teachers frequently identify areas in which they need to improve. They then modify their teaching strategies or broaden their focus.*

The deputy head teacher noted that:

*Reflection after an assessment is encouraged. For example we ask the teacher to assess how the subject was taught if the majority of students failed to answer a question. Reflective practice is becoming more popular.*

On inquiring about the statement “Moderation encourages collaboration and sharing of best practices among teachers,” findings indicate a mean of 3.47, suggesting general agreement. The standard deviation of 0.955 reflects consistent responses. This means that teachers view moderation as a useful platform for professional exchange. The implication is that schools should support collaborative moderation sessions and encourage knowledge sharing to build a strong professional learning community.

An interviewee noted that;

*Meetings for moderation have evolved into venues for professional development. New teaching techniques are frequently developed during these sessions and seasoned educators assist one another.*

Another added that;

*Collaborative moderation has produced some of the best lesson plans. Teachers gather for this occasion not only to mark assignments but also to share knowledge.*

On the statement “I receive adequate training and support to effectively participate in moderation processes,” findings reveal a mean of 3.53, indicating agreement among respondents. The standard deviation of 0.888 shows that responses were fairly consistent. This means that many teachers feel equipped to engage in moderation. The implication is that educational institutions should maintain and expand training opportunities, ensuring equitable access for all staff.

An interviewee stated that;

*Every term we train our internal staff in effective moderation techniques. The issue is turnover if we don't orient new teachers early they may miss out.*

Another added that:

*In addition to training we also offer guidelines rubrics and sample scripts as support. For less seasoned employees more organized mentoring is necessary.*

Regarding the statement “Moderation feedback helps me adjust my instructional techniques to better meet student needs,” findings show a mean of 3.68, reflecting strong agreement. The

standard deviation of 0.880 suggests consistent agreement. This means that moderation feedback is generally perceived as valuable. The implication is that feedback should be timely, specific, and supportive so that teachers can make effective adjustments to their teaching approaches.

An interviewee stated that;

*Learning gaps are frequently revealed by moderation feedback. For example a teacher may decide to modify their approach to teaching questioning strategies after realizing that the majority of students struggled with analysis rather than recall.*

Another added that:

*Teachers are encouraged to record their moderation feedback and incorporate it into their lesson plans. In response to student mistakes some now modify their tempo or add more examples.*

On the statement “Time constraints make it difficult for me to fully engage in moderation activities,” findings indicate a mean of 3.61, showing a high level of agreement. The standard deviation of 0.795 reveals a uniform perception of this challenge. This means that teachers face genuine time pressures that limit their participation. The results imply that school leaders should consider scheduling flexibility and time allocation to ensure that moderation is not sidelined due to competing responsibilities.

An interviewee noted that;

*It is true that teachers are overworked particularly during the final rush moments. We make an effort to set aside planning times for moderation but other obligations take precedence.*

Another said:

*A lot of educators express their desire for better scheduling for moderation. It is frequently forced to choose between reporting and teaching which reduces its depth and utility.*

On finding out whether school leadership provides clear guidelines and resources to support assessment moderation, findings reveal a mean of 3.56, indicating agreement. The standard deviation of 0.985 reflects some variation in responses. This means that while most teachers

appreciate leadership support, there may be inconsistencies in its delivery. The findings imply that school administrations should improve consistency in guidance and ensure that all teachers receive the necessary tools for effective moderation.

An interviewee said:

*We have templates for a standard moderation checklist and marking guide. However there are differences in how they are implemented some departments use them effectively while others do not.*

Another said;

*The model papers previous exam scripts and digital marking tools are all provided by the school. The consistent use of these resources in all subject areas is what is lacking.*

On the statement "Moderation processes contribute to my professional growth and improve my effectiveness as a teacher," findings show a mean of 3.60, suggesting agreement among teachers. The standard deviation of 0.917 indicates relatively consistent responses. This means that teachers view moderation as beneficial to their development. The findings imply that schools should recognize moderation not just as an administrative requirement, but as an essential part of teacher professional development strategies.

An interviewee stated that;

*Peer review is a type of moderation. Teachers develop professionally learn new things and examine their prejudices. We now incorporate the results of moderation into performance evaluations.*

#### **4.3.4 Descriptive findings on Teacher Effectiveness**

This section presents descriptive findings on teacher effectiveness in primary schools in Bukigayi sub-county.

**Table 4.9 Descriptive Findings on Teacher Effectiveness**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
I regularly engage learners in practical teaching activities during lessons.	98	1	5	3.14	1.268
I use real-life examples and demonstrations to enhance student understanding.	98	1	5	3.39	.981
I assess learners continuously to monitor their academic progress.	98	1	5	3.47	.955
I provide timely and constructive feedback on learners' assessments.	98	1	5	3.57	.849
I plan my lessons effectively to ensure proper time allocation for each activity.	98	1	5	3.56	.920
I complete teaching tasks and syllabus content within the allocated time.	98	1	5	3.39	.970
Practical teaching improves learner engagement and academic performance.	98	1	5	3.58	.836
Effective time management helps me achieve my teaching objectives consistently.	98	1	5	3.56	.953
Valid N (listwise)	98				

*Source: field data (2025)*

Concerning the statement "I regularly engage learners in practical teaching activities during lessons," findings reveal a mean of 3.14, indicating that respondents moderately agreed. The standard deviation of 1.268 shows significant variation in responses. This means that while some teachers often apply practical activities, others may not do so consistently. The implication is that schools should encourage and support the integration of more practical and hands-on activities through provision of materials and continuous pedagogical training.

An interviewee stated that;

*It is challenging for many of our teachers to be practical in the classroom because of the dearth of resources and packed classrooms. To make this feasible we require additional assistance.*

This demonstrates that even though educators recognize the value of hands-on learning structural constraints limit their efficacy.

Regarding the statement "I use real-life examples and demonstrations to enhance student understanding," findings show a mean of 3.39, which reflects moderate agreement. The standard deviation of 0.981 suggests a fair level of consistency in responses. This means that many teachers make efforts to relate content to real-world contexts, although this may not be practiced by all. This implies that lesson planning should intentionally incorporate real-life applications to promote deeper learner comprehension.

One respondent said:

*To help students grasp concepts better we encourage our teachers to connect lessons to real-world situations. For example we encourage the use of locally accessible resources to illustrate ideas in science and mathematics.*

On the statement "I assess learners continuously to monitor their academic progress," findings indicate a mean of 3.47, demonstrating general agreement among teachers. The standard deviation of 0.955 reflects consistent responses. This means that most teachers understand and apply continuous assessment practices. The implication is that such assessment should be supported with appropriate tools and training to ensure it effectively informs instruction and improves learning outcomes.

*Some educators regularly administer quick assessments pose oral queries and track pupils' progress. Others require more direction and monitoring in order to establish it as a habit.*

This suggests that although the practice does exist there are differences in its frequency and quality which calls for stricter administrative oversight.

Regarding the statement "I provide timely and constructive feedback on learners' assessments," findings show a mean of 3.57, indicating that respondents agree. The standard deviation of 0.849 suggests a high level of consistency. This means that many teachers understand the value of

feedback in supporting learner improvement. This implies is that teachers should continue prioritizing timely feedback and schools should monitor and support this process through marking guidelines and assessment policies.

On the statement "I plan my lessons effectively to ensure proper time allocation for each activity," findings reveal a mean of 3.56, indicating agreement among respondents. The standard deviation of 0.920 shows moderate variation. This means that most teachers make an effort to manage their lesson time well. The findings mean that training in instructional time management and lesson pacing should continue to be emphasized to improve classroom productivity.

On the statement "I complete teaching tasks and syllabus content within the allocated time," findings show a mean of 3.39, indicating moderate agreement. The standard deviation of 0.970 shows some variability in responses. This means that some teachers meet syllabus coverage targets while others struggle. The findings imply is that school administrators should provide supportive supervision and resource planning to help teachers cover syllabi effectively within term timelines.

Regarding the statement "Practical teaching improves learner engagement and academic performance," findings reveal a mean of 3.58, indicating agreement. The standard deviation of 0.836 reflects consistency in the responses. This means that teachers acknowledge the positive impact of practical teaching on learners. This implies is that schools should prioritize experiential learning by providing adequate teaching aids, equipment, and opportunities for practical application.

On statement "Effective time management helps me achieve my teaching objectives consistently," findings reveal a mean of 3.56, showing agreement. The standard deviation of 0.953 indicates relatively consistent responses. This means that many teachers consider time management crucial to their instructional success. The results imply is that ongoing support should be provided to teachers in planning and prioritizing their classroom tasks, especially in the context of large workloads and limited instructional hours.

*Teachers who arrive prepared and stick to the lesson plan are better able to cover material and deal with difficulties in the classroom. We make an effort to reaffirm this through peer support and staff meetings.*

#### 4.4 Correlation Analysis

In order to establish the relationships between the study variables, the researcher performed correlation analysis between records management and teacher effectiveness. In interpreting the correlations, a scale of  $-1 \leq r \leq +1$  was adopted where  $-1 \leq r \leq 0$  represents negative relationships while  $0 \leq r \leq +1$  represent positive relationships. Further still,  $r = 0$  represents no relationship while  $r > 0.5$  implies strong positive relation and  $0 < r < 0.5$  represent weak positive relationships. On the other hand,  $r < -0.5$  represents strong negative relationship while  $0 > r > -0.5$  represent weak negative relationships. At the end of the process, the results presented in the tables under this section were obtained.

##### 4.4.1 Relationship between instructional supervision and teacher effectiveness

The study determined the relationship that exists between instructional and teacher effectiveness. The results are presented in the table 4.10 below;

**Table 4.10 Relationship between instructional supervision and teacher effectiveness**

#### Correlations

		Instructional supervision	Teacher effectiveness
Instructional supervision	Pearson Correlation	1	.777**
	Sig. (2-tailed)		.000
	N	98	98
Teacher effectiveness	Pearson Correlation	.777**	1
	Sig. (2-tailed)	.000	
	N	98	98

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

*Source: field data (2025)*

Findings in table 4.10 reveal a strong positive and significant relationship between support supervision and teacher effectiveness at  $(r) = 0.777^{**}$ ;  $p = 0.000$  at the level of significance 0.01(2-tailed) given by the Pearson Correlation. The findings indicate that when support supervision is emphasized, teacher effectiveness is enhanced within the sub county. The findings align with Tesfaw & Hofman, 2014; Milanowski, 2021) who noted that there is a

relationship between instructional supervision and teacher effectiveness on the impact of instructional supervision on teacher effectiveness by several studies in confirming a strong positive correlation between instructional supervision and teacher effectiveness. The results equally align with those of Mohamad et al. was carried out in Malaysia. (2012) discovered that teacher performance was positively impacted by instructional supervision particularly when supervisors adopted supportive non-authoritarian techniques. The results showed that lesson planning instructional strategies and assessment procedures were all enhanced by supervision. Similarly research conducted in Indonesia by Setiawan and Fauzan (2018) demonstrated that consistent and beneficial supervisory visits improved classroom management and teachers instructional competencies which in turn improved student academic performance. Research from Sub-Saharan Africa supports these conclusions even more.

#### 4.4.2 Relationship between communication and teacher effectiveness

The study determined the relationship that exists between communication and teacher effectiveness. The results are presented in the table 4.11 below;

**Table 4.11 Relationship between communication and teacher effectiveness**

#### Correlations

		communication	Teacher effectiveness
communication	Pearson Correlation	1	.767**
	Sig. (2-tailed)		.000
	N	98	98
Teacher effectiveness	Pearson Correlation	.767**	1
	Sig. (2-tailed)	.000	
	N	98	98

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

*Source: field data (2025)*

Results in table 4.11 reveal a strong positive and significant relationship between communication and teacher effectiveness at  $(r) = 0.767^{**}$ ;  $p = 0.000$  at the level of significance 0.01(2-tailed) given by the Pearson Correlation. The findings imply that when communication is emphasized,

teacher effectiveness is enhanced. The findings are supported by Mwaura and Nyambogas (2020) who in their study in Kenya highlighted the positive correlation between teacher satisfaction and instructional effectiveness and internal school communication which includes regular staff briefings administrators open-door policies and teacher participation in decision-making.

#### 4.4.3 Relationship between moderation of learners assessment and teacher effectiveness

The study determined the relationship that exists between moderation of learners assessment and teacher effectiveness. The results are presented in the table 4.12 below;

**Table 4.12 Relationship between moderation of learners assessment and teacher effectiveness**

#### Correlations

		Moderation	Teacher effectiveness
moderation	Pearson Correlation	1	.953**
	Sig. (2-tailed)		.000
	N	98	98
Teacher effectiveness	Pearson Correlation	.953**	1
	Sig. (2-tailed)	.000	
	N	98	98

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

*Source: field data (2025)*

Results in table 4.12 reveal a strong positive and significant relationship between moderation of learners assessment and teacher effectiveness at  $(r) = 0.953^{**}$ ;  $p = 0.000$  at the level of significance 0.01(2-tailed) given by the Pearson Correlation. The findings imply that when moderation of learner’s assessment is emphasized, teacher effectiveness is enhanced. These findings are similar to those of Klenowski and Wyatt-Smith (2012) who investigated the role of moderation in maintaining the caliber of assessments in schools in Australia. Their results highlighted how organized moderation exercises helped educators make well-informed pedagogical choices have fruitful professional conversations and match their expectations with national standards.

## 4.5 Regression Findings

The findings of the regression analysis which looked at the relationship between the independent and dependent variables are shown in this section. To ascertain the degree to which the predictors affect teacher effectiveness regression analysis was used. The results provide empirical support for or opposition to the study's questions by quantifying the direction and strength of these relationships. The model summary coefficients and significance levels are all part of the analysis and are interpreted in accordance with the objectives of the study.

### 4.5.1 Effect of Instructional Supervision on Teacher Effectiveness

This section presents regression findings on the effect of Instructional Supervision on Teacher Effectiveness by indicating the extent to which this variable predicts teacher effectiveness based on the coefficient of determination as indicated in Table 4.13 below.

**Table 4.13 Effect of Instructional Supervision on Teacher Effectiveness**

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.777 <sup>a</sup>	.604	.600	.52178

*a. Predictors: (Constant), instructional supervision*

*Source: field data (2025)*

The regression results in Table 4.13 reveal that instructional supervision has a substantial influence on teacher effectiveness. The model yielded an R value of 0.777, indicating a strong positive correlation between instructional supervision and teacher effectiveness. The R Square value of 0.604 implies that approximately 60.4% of the variation in teacher effectiveness can be explained by instructional supervision alone. This suggests that improvements in supervisory practices could lead to significant enhancements in teacher performance. Overall, these findings suggest that instructional supervision is a strong and significant predictor of teacher effectiveness. This aligns with Usman, (2015) and Sule et al., (2015) who suggested that there must be recommendations for effective instructional supervision such maximizing the impact of instructional supervision, research suggests: Establishing mutual trust between teachers and supervisors to create a collaborative environment.

#### 4.5.2 Effect of Communication on Teacher Effectiveness

This section presents regression findings on the effect of Communication on Teacher Effectiveness by indicating the extent to which this variable predicts teacher effectiveness based on the coefficient of determination as indicated in Table 4.14 below.

**Table 4.14 Effect of Communication on Teacher Effectiveness**

##### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.767 <sup>a</sup>	.589	.585	.53167

a. Predictors: (Constant), communication

*Source: field data (2025)*

The regression analysis presented in Table 4.14 shows that communication has a strong effect on teacher effectiveness. The R value is 0.767, indicating a high positive correlation between communication and teacher effectiveness. The R Square value of 0.589 means that 58.9% of the variation in teacher effectiveness can be explained by communication practices within the school. This implies that enhanced communication between school management, staff, and other stakeholders contributes significantly to improving teacher performance. Overall, the findings suggest that effective communication is a key factor in promoting teacher effectiveness in the school setting. According to Kraft and Papay (2014), Schools with professional communication climates where teachers freely exchange ideas best practices and concerns were better able to maintain high teacher performance and retention.

#### 4.5.3 Effect of Moderation of Learner Assessment on Teacher Effectiveness

This section presents regression findings on the effect of Moderation of learner assessment on Teacher Effectiveness by indicating the extent to which this variable predicts teacher effectiveness based on the coefficient of determination as indicated in Table 4.15 below.

**Table 4.15 Effect of Moderation of Learner Assessment on Teacher Effectiveness**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.953 <sup>a</sup>	.908	.907	.25124

a. Predictors: (Constant), moderation of learner assessment

*Source: field data (2025)*

The regression findings in Table 4.15 indicate a very strong relationship between moderation of learner assessment and teacher effectiveness. The R value is 0.953, signifying a very high positive correlation between the two variables. The R Square value of 0.908 suggests that 90.8% of the variation in teacher effectiveness can be explained by the moderation of learner assessment. This shows that moderation plays a critical role in shaping and improving teacher performance, likely by ensuring consistency, fairness, and professional reflection in assessment practices. These results suggest that when moderation processes are well implemented, they significantly enhance teacher effectiveness in measurable ways. These findings align with ODonovan Price and Rust (2016) who that assessment moderation gives teachers formative feedback that helps them improve their teaching methods and assist students who struggle.

**4.5.4 Influence of Support Supervision on Teacher Effectiveness**

Here, the researcher sought to examine the overall influence of support supervision on teacher effectiveness Bukigayi Sub-county and also to examine how the individual dimensions of support supervision influence teacher effectiveness. To achieve the goal, multiple linear regression analysis was performed and results into the findings presented below.

**Table 4.16: Multiple Model Summary**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.953 <sup>a</sup>	.909	.906	.25305

a. Predictors: (Constant), moderation, instructional supervision, communication

*Source: field data (2025)*

The model summary in table 4.16 above using predictor moderation, instructional supervision, and communication reveals that Adjusted R Square value is 0.909. This implies that 90.9% (0.909\*100) variations in teacher effectiveness is explained by moderation, instructional supervision, and communication while the remaining 9.1% is explained by other factors. The findings imply support supervision has a significant contribution towards teacher effectiveness.

The researcher also ran regression analysis to ascertain the individual contributions of the dimensions of records management on service delivery. The results are presented in table 4.17 below:

**Table 4.17: Regression Coefficients**

<b>Coefficients<sup>a</sup></b>						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	-.036	.143		3.250	.803
	Instructional supervision	.061	.080	.240	2.762	.448
	Communication	.007	.047	.118	2.158	.875
	Moderation	.940	.066	.915	14.173	.000

a. Dependent Variable: teacher effectiveness

**Source: field data (2025)**

The regression analysis results in Table 4.14 indicate that all three components of support supervision instructional supervision, communication, and moderation of learner assessment positively influence teacher effectiveness in Bukigayi Sub-County. Among these, moderation of learner assessment demonstrates the strongest predictive power, with a standardized beta coefficient ( $\beta$ ) of 0.915, implying that a 100% improvement in this area leads to a 91.5% increase in teacher effectiveness.

Instructional supervision has a beta value of 0.140, suggesting a modest predictive effect, where a 100% improvement in this aspect yields a 14% increase in teacher effectiveness. Similarly,

communication registers a beta value of 0.118, indicating a comparatively weaker predictive contribution of 11.8%.

These findings underscore that while all aspects of support supervision are positively associated with teacher effectiveness, moderation of learner assessment stands out as the most influential predictor, while instructional supervision and communication, though beneficial, exhibit weaker predictive strength.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents a summary of findings, conclusions and recommendations regarding the influence of support supervision on teacher effectiveness in primary schools in Bukigayi Sub-County.

#### **5.1 Summary of findings**

##### **5.1.1 Instructional Supervision and Teacher Effectiveness**

The study looked into how support supervision might improve primary school teacher's efficacy. The results showed that many educators felt under supported in important areas. The statement my supervisor provides constructive feedback that helps improve my teaching skills for example had a low mean of 2.11 indicating that respondents generally disagreed with it. A high standard deviation (1.234) which indicated a significant range of viewpoints further supported this. Comparably the statement about fair and frequent classroom observations had a low mean of 1.99 indicating that these kinds of supervision practices are not often carried out and a standard deviation of 0.902 indicating a smaller range of responses. The mean score for respondents however was 3.48 with a standard deviation of 0.955 indicating a moderate level of agreement regarding the beneficial impact of professional development. In addition most teachers (mean = 3.46 SD = 0.943) felt that supervisors helped them deal with problems in the classroom.

According to the results the statement that supervisors promote reflection on teaching practices had a mean of 3.39 (SD = 0.775). Additionally the supervision process was thought to promote a cooperative and trustworthy relationship (mean = 3.35 SD = 0.932). Notwithstanding these conflicting findings a strong and statistically significant positive correlation between teacher effectiveness and support supervision was found by the Pearson correlation ( $r = 0.777^{**}$   $p = 0.000$ ). According to the results there is a 24 percent increase in teacher effectiveness for every 100 percent improvement in instructional supervision.

### **5.1.2 Communication and Teacher Effectiveness**

The study examined various aspects of communication and their influence on teacher effectiveness. Findings show that many teachers do not consistently communicate clearly and effectively during lessons, as reflected in a mean score of 2.64, with a high variability in responses. This suggests a need for improvement in classroom communication strategies. However, teachers moderately agreed (mean = 3.40) that they use both verbal and non-verbal cues to engage learners, although the practice is not yet fully widespread. A more encouraging finding was that teachers value feedback from peers and supervisors (mean = 3.51), indicating that supportive feedback mechanisms are positively influencing instructional improvement.

The results further revealed that communication between teachers and school administration is generally open and supportive (mean = 3.53), fostering a healthy working relationship. Teachers also reported strong agreement (mean = 3.68) that they adapt their communication to suit students from different cultural backgrounds, reflecting efforts toward inclusive teaching. Positive and collaborative communication within schools was also noted (mean = 3.94), although some inconsistencies were identified, pointing to potential communication gaps in certain areas. Lastly, the highest agreement was observed in the statement on receiving clear and constructive communication regarding professional development (mean = 4.43), indicating that professional growth communication is well managed. Overall, the Pearson correlation results ( $r = 0.767^{**}$ ,  $p = 0.000$ ) confirmed a strong positive and significant relationship between effective communication and teacher effectiveness.

### **5.1.3 Moderation of Learner Assessment and Teacher Effectiveness**

The study looked at how teacher effectiveness is affected by learner assessment moderation. According to the findings teachers agreed moderately to strongly that moderation is important for improving collaboration instructional improvement and grading fairness. The average mean scores which had comparatively constant standard deviations and ranged from 3.14 to 3.68 showed that most teachers understand the advantages of moderation. Teachers emphasized the significance of receiving proper training and resources participating in cooperative moderation sessions and getting feedback from moderation. However a major obstacle to full participation was found to be time constraints. A strong positive and significant relationship between

moderation practices and teacher effectiveness was also found by the Pearson correlation analysis ( $r = 0.953^{**}$   $p = 0.000$ ). An increase in teacher effectiveness of 91.5 percent was linked to a 100 percent improvement in moderation techniques.

## **5.2 Conclusion**

### **5.2.1 Instructional Supervision and Teacher Effectiveness**

According to the study's findings support supervision is essential for raising primary school teachers' efficacy. Major gaps exist even though some supervisory practices like planning professional development sessions promoting reflection and fostering collaborative relationships are well-received. These include a lack of helpful criticism poor classroom monitoring practices and a dearth of instructional materials. The full potential benefits of support supervision might not materialize if these gaps are not filled.

### **5.2.2 Communication and Teacher Effectiveness**

Communication, though often under-emphasized in school-based supervision practices, emerges as a critical predictor of teacher effectiveness. The study highlights that practices such as culturally responsive communication, regular updates from school leadership, and clear feedback mechanisms positively influence teacher performance. Nonetheless, deficiencies in classroom communication especially the ineffective use of non-verbal cues and collaborative dialogue point to the need for more comprehensive communication frameworks. These should be integrated across all levels of Uganda's education system to improve teacher-administrator interactions and ensure effective instructional delivery. The findings strongly suggest that communication should be prioritized as an essential supervisory function, as it sustains both accountability and instructional coherence.

### **5.2.3 Moderation of Learner Assessment and Teacher Effectiveness**

The study comes to the conclusion that enhancing teacher effectiveness requires careful consideration of learner assessment moderation. It supports professional growth collaborative practice reflective teaching and equitable grading. Full participation in moderation activities is however hampered by issues like time constraints and uneven administrative support. The

integration of organized well-supported moderation systems in schools to improve professional development and instructional quality is generally strongly supported by the evidence.

### **5.3 Recommendations**

#### **5.3.1 Instructional Supervision and Teacher Effectiveness**

To enhance teacher effectiveness through instructional supervision, the study recommends the following:

Policy-makers (Ministry of Education and Sports) should institutionalize periodic in-service training for school supervisors and headteachers focusing on giving constructive feedback, conducting equitable classroom observations, and supporting reflective teaching practices. These trainings should be included in annual district education plans and budgets.

School administrators should develop and implement peer-mentoring systems where experienced teachers are paired with less experienced colleagues for professional support. These programs can be structured around lesson observations, co-teaching, and reflection sessions to encourage a collaborative supervision culture.

Supervisors should ensure that classroom observations are carried out consistently and transparently, using standardized observation tools approved by the District Inspector of Schools. This consistency will reduce perceptions of bias and encourage teacher engagement.

Education officers should ensure that supervision is not merely evaluative but support-oriented, with the provision of teaching and learning materials, model lesson plans, and real-time instructional feedback.

School leadership should foster reflective teaching by organizing regular review meetings where teachers assess and adapt their methods based on learner diversity and assessment results.

Lastly, the Ministry of Education should review and update supervision policies to incorporate modern instructional supervision standards, and establish district-level accountability frameworks to monitor supervision quality and effectiveness.

### **5.3.2 Communication and Teacher Effectiveness**

To strengthen the role of communication in improving teacher effectiveness, the study recommends:

School administrators should conduct regular communication skills workshops focusing on classroom clarity, use of verbal and non-verbal cues, and feedback delivery. These can be integrated into Continuous Professional Development (CPD) sessions and cluster-based trainings.

Headteachers and senior management teams should institutionalize structured teacher-administrator dialogue forums, such as weekly staff meetings and termly performance feedback sessions, to encourage transparency and mutual understanding.

To address intercultural communication gaps, district education departments should organize diversity and inclusivity workshops that train teachers on culturally responsive communication strategies, especially in linguistically and ethnically diverse classrooms.

School management should establish cross-departmental communication protocols, such as shared noticeboards, WhatsApp groups, or staff communication logs, to bridge gaps between departments and ensure information flow.

Best practices from professional development communication, such as timely updates and inclusive participation, should be extended to areas like curriculum delivery, learner support, and community engagement to promote a consistent communication culture throughout the school system.

### **5.3.3 Moderation of Learner Assessment and Teacher Effectiveness**

Given that moderation has the highest predictive value on teacher effectiveness, the study recommends:

School administrators should design and enforce clear, written guidelines for learner assessment moderation, including checklists, rubrics, and timelines aligned with the national curriculum.

Headteachers should create a termly schedule for assessment moderation sessions that accommodates teachers' workloads, ensuring that participation does not conflict with instructional time or other administrative duties.

Moderation meetings should be treated as professional learning communities, where teachers discuss learner work samples, share marking schemes, and reflect on instructional challenges and successes.

Moderation feedback should be documented and shared with individual teachers promptly, with emphasis on instructional improvement rather than punitive evaluation.

Finally, researchers and academic institutions should investigate how assessment moderation practices affect learner outcomes and teacher growth, with particular focus on under-resourced rural schools.

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

Further research can be conducted in the following areas:

1. School Inspection and Teacher Effectiveness in Private Schools in Bududa District
2. School Management Committee Activities and Operational Performance of Primary Schools in Bududa District.
3. Effect of Resource Allocation on School Infrastructure and Learning Outcomes in Bududa District
4. Influence of Parent-Teacher Associations on Discipline and Academic Standards in Primary Schools in Bududa District

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## APPENDIX I : QUESTIONNAIRE FOR TEACHERS

Dear participants,

Please kindly respond to the questions and statements as frankly and truthfully as possible. All information given will strictly be used for academic purpose and will be kept confidential.

**Do not write your name.**

### SECTION A: Introduction.

1. SEX: MALE  FEMALE

2. AGE BRACKET  
 20-29 years  30-39 years  40-49 years  Over 50 years

3. HIGHEST QUALIFICATION  
 Certificate  Diploma  Bachelor's degree

4. NUMBER OF YEARS IN THE TEACHING SERVICE  
 0-2 years  3-5 years  5-8 years  Over 8 years

### SECTION B TO E

*For sections B to E, kindly tick your suitable response according to the meaning in the table below. For the questions under each table, fill in your opinion in the spaces provided.*

Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

#### Section B: Instructional Supervision

SN	Statement	1	2	3	4	5
1	My supervisor provides constructive feedback that helps improve my teaching skills.					
2	Classroom observations by supervisors are conducted regularly and fairly.					
3	Professional development sessions organized through supervision enhance my instructional practices.					
4	I feel supported by my supervisor when addressing classroom challenges.					
5	Supervisors encourage me to reflect on and improve my teaching methods.					

6	The supervision process in my school fosters a collaborative and trusting relationship.					
7	Supervisors provide useful resources and guidance to improve my teaching effectiveness.					

**Section C: Communication**

SN	Statement	1	2	3	4	5
1	I communicate clearly and effectively with my students during lessons.					
2	I use both verbal and non-verbal communication to engage students in learning					
3	Feedback from supervisors and peers helps me improve my teaching methods.					
4	Communication between teachers and school administration is open and supportive.					
5	I adapt my communication style to suit students from different cultural backgrounds.					
6	Communication within the school promotes a positive and collaborative work environment.					
7	I receive clear and constructive communication regarding my professional development.					

**Section D: Moderation**

SN	Statement	1	2	3	4	5
1	Moderation of assessments helps me ensure fairness and consistency in grading student work					
2	Participating in moderation activities enables me to reflect on and improve my teaching methods.					
3	Moderation encourages collaboration and sharing of best practices among teachers.					
4	I receive adequate training and support to effectively participate in moderation processes.					
5	Moderation feedback helps me adjust my instructional techniques to better meet student needs.					
6	Time constraints make it difficult for me to fully engage in moderation activities.					
7	School leadership provides clear guidelines and resources to support assessment moderation.					

8	Moderation processes contribute to my professional growth and improve my effectiveness as a teacher.					
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**Section E: Teacher Effectiveness**

SN	Statement	1	2	3	4	5
1	I regularly engage learners in practical teaching activities during lessons.					
2	I use real-life examples and demonstrations to enhance student understanding.					
3	I assess learners continuously to monitor their academic progress.					
4	I provide timely and constructive feedback on learners' assessments.					
5	I plan my lessons effectively to ensure proper time allocation for each activity.					
6	I complete teaching tasks and syllabus content within the allocated time.					
7	Practical teaching improves learner engagement and academic performance.					
8	Effective time management helps me achieve my teaching objectives consistently.					

**THANK YOU**

## **APPENDIX II: INTERVIEW GUIDE**

1. How important is instructional supervision to teachers?
2. What are the challenges that affect instructional supervision in schools?
3. What solutions do you suggest towards the challenges affecting instructional supervision?
4. What are some of the communication feedback roles that improve teacher effectiveness?
5. What are the benefits of communication on the teachers effectiveness?
6. What are the benefits of moderation of learners assessment towards teachers effectiveness?
7. How has the moderation assessment of learners helped in enhancing teachers performance in your school?
8. How has moderation of learners assessment impacted on students performance in their final examinations?

APPENDIX III: LETTER OF DATA COLLECTION



making a difference

Date: April, 25<sup>th</sup> 2025.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

**Re: Assistance for Research:**

Greetings and best wishes from Uganda Martyrs University! This letter is to introduce to you **Khabuya Grace**, Reg. No. **2023-M313-42799**, who is a student at Uganda Martyrs University. As part of the requirements for the award of a Master's Degree in Education, the student is expected to submit a dissertation, which involves a field research carried out in an institution of learning/an organization or office.

Her topic is **Support Supervision and Teachers' Effectiveness in Primary Schools in Bukigai Sub-county, Bududa District.**

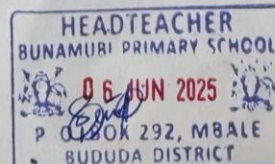
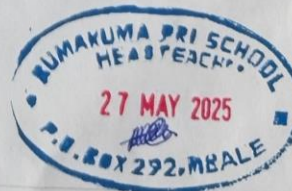
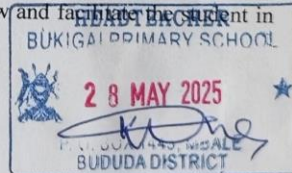
The purpose of this letter is to request for your permission to allow and facilitate the student in carrying out this study. Your support will be greatly appreciated.

Thank you in advance.

Yours Sincerely,

**Mr. Tebaese Christopher,**

**Coordinator, MED Programme Mbaale.**



**APPENDIX IV: Table for Determining Sample Size from a Given Population**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

**Note: N is population size**

**S is sample size.**

**Krejcie, Robert V., Morgan, Daryle W, Determining Sample Size for Research Activities, Educational and Psychological Measurement, 1970.**

APPENDIX V: MAP OF BUDUDA DISTRICT

