



**HEADTEACHERS' SUPPORT SUPERVISION
AND ENHANCEMENT OF UPE TEACHERS' TEACHING
EFFECTIVENESS IN KIBAALE DISTRICT: A CASE STUDY
OF KIBAALE TOWN COUNCIL, UGANDA**

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Abstract:

The research investigated the influence of headteacher support supervision in enhancing teachers' teaching effectiveness in UPE Schools in Kibaale Town Council, Kibaale District. The study focused on identifying the supervisory activities carried out by headteachers to enhance teachers' effectiveness in teaching in UPE schools and also to determine the extent to which headteachers' support supervision of teachers influences teachers' effectiveness in teaching in UPE schools in Kibaale Town Council, Kibaale District. The study sample size was 98 respondents, of which 85 respondents were teachers and 13 headteachers from UPE schools in Kibaale Town Council, Kibaale District. The study utilized a descriptive cross-sectional survey design, which enabled the use of both qualitative and quantitative approaches. The findings were presented descriptively using frequency tables, graphs and percentages. The study employed purposive and simple random sampling techniques with a descriptive analysis. The study findings revealed that, despite the challenges headteachers face, their supervisory activities and support positively influence teachers' effectiveness in teaching in UPE schools of Kibaale Town Council. Therefore, the study recommended that the Ministry of Education and Sports

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allocate enough resources to the schools to ensure that headteachers conduct their supervision work effectively. Also, the Ministry of Education should organize refresher training to equip headteachers with more skills for conducting teacher supervision in UPE schools of Kibaale Town Council.

Keywords: headteachers, support supervision, teaching effectiveness, Kibaale district

1. Introduction

Teachers' in-effectiveness in teaching remains a major challenge in Universal Primary Education Schools in Uganda, as evidenced by high teacher absenteeism rates estimated at 30 %, pupil repetition rates at 10.19%, and inadequate reading and writing skills rated at 32% (Revised Education Sector Strategic Plan, 2007-2015). In Kibaale District, Primary Leaving Exams results for 2016 show that 30% of the learners failed, particularly Kibaale Town Council, Kibaale District, 15% of failures were registered, and all this is attributed to teachers' ineffectiveness in teaching, which is enhanced by inadequate support supervision of teachers by headteachers. Unfortunately, this situation, if not solved, will likely result in high school dropouts and low-quality future graduates, among others. This study argues that teacher in-effectiveness in teaching is due to inadequate headteacher support supervision in universal primary schools, hence lack of teacher preparation. This study, therefore, sought to investigate the role of headteachers' support supervision of teachers in enhancing teacher effectiveness in Universal Primary Education schools of Kibaale Town Council in Kibaale District.

1.1 Background

Supervision, as a field of educational practice with clearly delineated roles and responsibilities, did not fall from the sky fully formed. Instead, supervision emerged slowly as a distinct practice, always in relation to the institutional, academic, cultural, and professional dynamics that have historically generated the complex agenda of schooling. Globally, scholars agree that headteacher supervision is one of the most useful tools for creating an effective teaching and learning environment (Tyagi, 2011). In Uganda, for example, the Ministry of Education and Sports (2011) stipulated that, among other duties, the heads of schools are responsible for supervising the teaching program, ensuring high-quality teaching and learning, effective use of time for the entire school day and a conducive teaching and learning environment.

The history of supervision as a formal activity exercised by educational administrators within a system of schools did not begin until the formation of the common school in the late 1830s (Sharma, *et al.*, 2011). In the early nineteenth century, population growth in the major cities of the United States necessitated the formation of city school systems. While superintendents initially inspected schools to see that teachers were following the prescribed curriculum and that students were able to recite their lessons, the multiplication of schools soon made this an impossible task for

superintendents and the job was delegated to the school principal (Matete, 2009). Then, in the early decades of the twentieth century, the movement towards scientific management in both industrial and public administration had an influence on schools (Moswela, 2008). At much the same time, child-centered and experienced-based curriculum theories of European educators such as Friedrich Froebel, Johann Pestalozzi, and Johann Herbart, as well as the prominent American philosopher John Dewey, were also affecting the schools (Namugwanya, 2006). Thus, she argues that school supervisors often found themselves caught between the demand to evaluate teachers scientifically and the simultaneous need to transform teaching from a mechanistic repetition of teaching protocols to a diverse repertory of instructional responses to students' natural curiosity and diverse levels of readiness. This tension between supervision as a uniform, scientific approach to teaching and supervision as a flexible, dialogic process between teacher and supervisor involving the shared, professional discretion of both was to continue throughout the century (Ssekamwa & Lugumba, 2010).

Mwinyi (2011) argues that, in the second half of the century, the field of supervision became closely identified with various forms of clinical supervision. Initially developed by Harvard professors Morris Cogan and Robert Anderson and their graduate students, many of whom subsequently became professors of supervision in other universities, clinical supervision blended elements of "objective" and "scientific" classroom observation with aspects of collegial coaching, rational planning, and a flexible, inquiry-based concern with student learning. In 1969, as Mwinyi, P.M. (2011), argues, Robert Goldhammer proposed the following five-stage process in clinical supervision as follows: a pre-observation conference between supervisor and teacher concerning elements of the lesson to be observed; classroom observation; a supervisor's analysis of notes from the observation, and planning for the post-observation conference; a post-observation conference between supervisor and teacher; and a supervisor's analysis of the post-observation conference. For many practitioners, these stages were reduced to three: the pre-observation conference, the observation, and the post-observation conference (Smythe, 1988). Cogan continues to insist on a collegial relationship focused on the teacher's interest in improving student learning, as well as on a nonjudgmental observation and inquiry process.

For Sule, Ameh & Egbai (2015), the initial practice of clinical supervision, however, soon had to accommodate perspectives coming out of the post-*Sputnik* curriculum reforms of the 1960s that focused on the structures of the academic disciplines. Shortly after that, perspectives generated by research on effective schools and effective classrooms that purported to have discovered the basic steps to effective teaching colonized the clinical supervision process. Tesfaw & Hofman (2014) confirm that it was during this period that noted educator Madeline Hunter adapted research findings from the psychology of learning and introduced what was also to become a very popular, quasi-scientific approach to effective teaching in the 1970s and 1980s. In addition, these various understandings of curriculum and teaching were frequently superimposed on the three-to-five-stage process of clinical supervision and became normative for

supervisors' work with teachers, as Taylor & Tyler (2011) reveal. This original process of supervision has been subsequently embraced by advocates of peer supervision and collegial-teacher leadership through action research in classrooms. Despite the obvious appeal of clinical supervision in its various forms, it is time-consuming and labour-intensive, rendering it impossible to use on any regular basis, given the large number of teachers that supervisors are expected to supervise.

Headteachers' support supervision is a constant process that aims at improving teaching by providing needed services to teachers. Therefore, improving teaching is a complex process in which many elements should interact (Olweny, 2009). It should be noted that the acceptance of headteachers' supervision and interaction with instructional supervisors provide the catalyst for any supervisory success. Therefore, the way teachers view the supervision that they are undergoing and think about it is very important in the outcomes of the supervision process (Odhiambo, 2005)

Headteacher as a supervisor focuses on the core responsibility of a school, namely teaching and learning, by defining the school vision, mission and goals, managing the instructional program and promoting school climate (Ali, 1998). As such, it becomes the headteacher's responsibility to work with teachers to manage the teaching process to improve quality. The headteacher must know what is happening in the classrooms and develop the capacities of their staff by building on their strengths and reducing their weaknesses (Alimi & Akinfolarin, 2012). Headteacher supervision in new public management goes beyond the traditional role of school administrators and spends a lot more time focusing on developing knowledge and implementation of the curriculum, as well as instruction and assessment (Bernard & Goodyear, 2008). This study assumes that improvement in pupil learning is more likely to be achieved when the headteacher's supervision is focused and located closest to the classroom.

The theoretical basis for this study is adapted from the interconnected model of professional growth by Clarke and Hollingsworth (2002). The theory proposes that education supervision is a continuous process that is aimed at teacher professional growth, suggesting that change in a teacher who is supervised occurs in recurring cycles. For example, it covers the mediating process of reflection and action within four distinct domains encompassing the teacher's world: the domain of practice, the personal domain, the domain of consequence and the external domain. Teachers' professional growth is achieved through multiple growth pathways between these four domains. The model identifies teacher professional growth as an inevitable and continuous process of learning, including the mediating process of reflection and inaction as the mechanisms by which change in one domain leads to change in another.

According to the Teachers' Professional Growth Theory, the headteacher must bear in mind that teachers are the most essential resources of an educational institution as they play a crucial role in the overall human resource development in their respective schools. The teachers must be respected, listened to, and guided through the challenges that are inevitable in classroom sessions. Teachers are also involved in their professional development activity because the success or failure in performance of any institution

depends on the extent to which headteachers provide and facilitate opportunities for the advancement of teachers by encouraging, motivating and supporting them in their area of specialization. The theory will be necessary to this study as it focuses on how headteachers conduct supervision of teachers in the teaching and learning process in schools of Kibaale Town Council, Kibaale District.

Conceptually, Barton & Stepanek (2012) define supervision as a developmental process designed to support and enhance an individual's acquisition of the motivation, autonomy, self-awareness, and skills necessary to effectively accomplish the job at hand. On the other hand, Grauwe (2007) traces the origins of supervision as a field of educational practice back to the birth of public education, when young nations used education to forge a common language and culture. Supervision emerged slowly as a distinct practice, always in relation to the institutional, academic, cultural, and professional dynamics that have historically generated the complex agenda of schooling. Therefore, in whatever context, headteachers' support supervision is meant to improve teacher effectiveness in teaching.

An effective teacher is one who quite consistently achieves goals that are directly or indirectly related to student learning (Awiti *et al.*, 2013). In addition, Cole (2001) argues that teacher performance is judged in terms of sixteen criteria which include: planning instruction, implementing lessons, demonstrating knowledge of curriculum, minimizing time on task, and providing evaluative feedback, among others. This study will adopt three critical characteristics of effective teachers contained in James. That is to say, teachers' ability to scheme (plan for instruction), prepare lesson plans (implement instruction), and monitor pupils' learning progress.

Supervision can be effective through the supervisory skills that a headteacher acquires for the supervision of teachers. And, it is the acquisition of such skills as technical skills which enables the headteachers to understand their role as supervisors and, through their expertise, guide teachers to the realization of personal professional expectations; human relation skill motivates the headteachers to support, care, express genuine concern and foster healthy relationship among staff with the aim of gaining their trust and respect in the supervision exercise; evaluation skill guides the headteacher to offer an unbiased appraisal of teachers' work performance with the aim of identifying and providing solutions to common classroom problems and communication skill which allows the principals to effectively communicate to teachers (Makotsi, 2003).

Support supervision is an ongoing process by which a headteacher supports and guides teaching, (Ganimian & Murnane, 2014). Support supervision is the function in school that draws together distinct elements of instructional effectiveness, such as the provision of instructional materials, reward and motivation, curriculum coordination, checking records, teacher professional development, observing lessons in progress, and giving feedback in the school setting. Consequently, teachers' effectiveness contributes to improved PLE grades, numeracy, literacy, and high completion rates.

The headteacher is the agent of supervision in a school on behalf of the Quality Assurance and Standards Directorate (Kremer *et al.*, 2013). It is, therefore, incumbent

upon her to ensure the proper translation of education policies and objectives into a program within a school. Over the years, the headteacher's teaching and clerical duties have been reduced, and an increased emphasis has been placed on supervisory roles in the school. Therefore, the headteacher has the responsibility to influence the teachers in their effectiveness by employing several practices. The practices involve checking the teacher's records and pupils' work, providing instructional materials, motivating the staff, and stimulating the pupils to enhance the teacher's effectiveness and pupil achievement.

The effective supervision process involves the continuous assessment and documentation of the level of achievement of key outputs and targets to enable the supervisor to recognize and reward excellent performance and keep records of individual teachers' files (Muthoni & Wafula, 2016). It also involves discussing and documenting critical events. This process facilitates achievement of results, enhances motivation and makes teachers more accountable. However, in practice, and for the case of UPE schools in Kibaale Town Council reports from the teachers reveal that they do not get adequate and quality support supervision. Further, many headteachers in UPE schools in the area carry out many non-instructional duties and have less time to undertake continuous and meaningful support supervision of teachers.

Therefore, the absence of an effective headteacher's support supervision system of teachers should be treated as a matter of serious concern; if the implementation of UPE is happening in the absence of an effective headteacher's supervision, then it is unlikely that teachers are being held accountable for their individual performance. It is therefore important to establish the extent to which headteacher's support supervision enhances UPE teachers' effectiveness in teaching in Kibaale Town Council in Kibaale District.

2. Headteachers' supervisory activities and teachers' effectiveness in teaching

Education plays an integral part in nation-building. Teachers are vital constituents of any educational setup (Ochwo, 2013). Teachers are still in demand irrespective of technological progression and provide a real learning experience through their motivation and job performance (Ssensamba, 2008). Schools are likely to be successful if their teachers perform well (Wildman, 2015). Job performance is actually about encompassing all sorts of activities to be done to gain specific outcomes and set targets. However, low supervision practices may be the precursor of teachers' non-professionalism, which further points to the importance of better supervision practices, (Akpanobong & Asuquo, 2015). Therefore, effective and efficient teaching demands supreme supervision practices on behalf of school managers, i.e. headteachers (McEvan, 2014).

The importance of primary schools cannot be negated on any ground as these schools build up the scholars' foundation for higher studies. Further, headteachers are the managers of these institutions who run them smoothly with the effort of people around them (Heaton, 2016). This has also been pointed out by Glewwe *et al.* (2014), who

state that management is about managing things with the help of people, and this activity improves organizational activity. Good management improves productivity and helps in achieving set targets, (Nairuba, 2011).

Education is the need of the day, and supervision has been given due credit for better education achievements. Headteachers offer guidance to teachers through their supervision, and thus, school objectives are achieved through effective teaching and efficient learning. In this regard, headteachers assist teachers in refining their competencies, which is essential for better teaching of the disciples (Chetty *et al.*, 2014).

Supervision helps promote growth, interaction, fault-free problem-solving, and a commitment to building teacher capacity. However, the purpose of instructional supervision is formative, concerned with ongoing, developmental, and differentiated approaches that enable teachers to learn from analyzing and reflecting on their classroom practices with the assistance of another professional (Glatthorn, 1984; Glickman, 1990). In line with the necessity of a supervisor's help for teachers, Sergiovanni and Starratt (2002) suggested that most teachers are competent enough and clever enough to come up with the proper teaching performance when the supervisor is around.

Kalule and Bouchamma (2013) affirm that the intent of supervision is to promote face-to-face interaction and relationship building between the teacher and supervisor, as well as to promote capacity building for individuals and the organization. Furthermore, Bouchamma (2013) noted that supervision promotes the improvement of students' learning through the improvement of the teacher's instruction, and it promotes change that results in a better developmental life for teachers and students and their learning. Instructional supervision is a service that will be given to teachers, and it is the strategy which helps to implement and improve the teaching-learning process. It is also an activity that is always performed to the advantage of students' learning achievement (Namuddu, 2010). In addition, Ezeocha (1990) stated that the supervisory role in the school covers a wide range of activities. Some of them are developing instructional units, organizing instruction, grouping students, planning class schedules for various classes, maintaining staff personal records, providing materials, and arranging for teachers to receive in-service education.

Supervision is a leadership function of the school headteacher. Unruh and Turner (1970) describe educational leadership as the most significant of all the supervisory components. They contend that a supervisor who chooses not to be led or who cannot lead in a democratic fashion will not survive. Leadership plays an important role in the school by providing opportunities for those in the school system to achieve their goals and objectives. It is important for a principal to have some qualities that can promote effective leadership in the school.

Literature reveals several supervisory practices of the headteacher. One such major supervisory practices is lesson observation (Okumbe, 1999). However, Gazieli (2007) established that the majority of headteachers neither make visits to classrooms to observe teachers' lessons, nor give feedback to teachers after class observations. Musungu and Nasongo (2008) found out from a study that the headteachers'

instructional practices included checking lesson books, schemes of work, records of work covered, and attendance. It has been revealed that most headteachers check schemes of work teachers' records of work and protect students' instructional time through punctuality (Sabitu & Ayandoja, 2012; Samoei, 2014).

Panigrahi (2012) also found that headteachers focused more on work records than on practical work done by teachers, while Kramer *et al.* (2005) observed that distributing literature about instruction, in-service training in the form of workshops, conferences, and seminars from the supervisory practices of headteachers and these equip teachers with expertise as a form of professional development. On orientation of new staff, Samoei (2014) observed that 66.7% of headteachers always orient new teaching staff in their schools. In another study, Muoka (2007) observed that headteachers carry out staff inductions and orientation of school programme.

According to Stadan (2000), a good school headteacher should be approachable, a good listener, very patient, and should be a strong leader. Moreover, supervisors should also have the ability to motivate people and create a feeling of trust in others. Principals require these qualities in order to be effective in administering their schools, which are complex organizations. It is equally important to note that the success of the principal as an administrator depends on his ability to direct, coordinate and motivate the people to achieve the set objectives. However, the supervisory programme is so wide that the headteacher cannot perform these roles alone. Achuinine (1998) notes that some of the functions of the headteacher could be delegated to the deputy headteacher, heads of department and staff.

Communication facilitates the development of good conditions for teaching and learning in education. Without it, the goals of an organization cannot be achieved because thoughts and expectations cannot be shared. Thus, educational supervision cannot be possible without communication. Adair (1988) and Ukeje (1992) note that communication is important for a number of reasons. Some of them include the following; during times of change within an organization, the benefits of change can only be achieved when there is an adequate communication system for explaining to workers the reasons for the change and their expected roles; adequate communication results in greater productivity because employees direct their work more effectively and cooperate more with their leaders; and through communication the morale of workers is improved as they know what their future prospects are in an organization

In the school setting, supervision by the principal will not succeed if he has poor human relations. Teachers most often rebelled against authoritarian leadership, which negated the ideals of human worth and dignity, freedom and equality (Unruh & Turner, 1970). Studies have also shown that people's productivity is higher in a situation where they are given recognition and attention. For example, the famous Hawthorn experiment conducted at the Western Electric Company's plant in Chicago, U.S.A., has shown that good human relations have positive effects on an organization (Musaazi, 2006).

The job of supervisors, as indicated earlier, is to get things done by the people under them. Consequently, a supervisor's effectiveness will depend on the way the

people are treated. If they are respected, they will give their best (Adair, 1988). Similarly, Betts (1983) notes that *"no number of policies and procedures, fancy cafeterias, generous fringe benefits, or sparkling toilet can take the place of supervisors who are interested in their people and treat them wisely and well"*. Supervisors must, therefore, be aware of the human factor. Principals, as supervisors, must learn to motivate teachers and people in the school system to achieve the goals of their schools. Principals must possess good human relations qualities in order to supervise the teaching and learning delivery in their schools effectively.

The use of appropriate techniques of supervision by principals in schools is necessary for the improvement of teaching and learning. However, for a principal to be an effective manipulator of teachers' activities, he needs to be intelligent, have initiative and have the ability to supervise effectively. Scholars like Ukeje (1992), Ogunsanju (1983) and Nwaogu (1980) have identified some supervisory techniques that are appropriate and useful in the school setting. These include the following: classroom visitation-classroom visitations imply the supervisor/principal visits the classroom to watch teachers and students in action.

According to Nwaogu (1980), the purpose of classroom visitations, whether scheduled or unscheduled, should be to aid teachers in being effective teachers. It is also an avenue to study the nature and quality of the students' learning and how the teacher guides or directs it. Classroom visitations, therefore, allow the principal as a supervisor to assess the curriculum in action. It offers the principals an opportunity to understand the status of the curriculum and the experience which the students are having. Through visitations, the principal can detect defects in the curriculum or the teaching and learning process. During classroom visits, the supervisor should take cognizance of the position of the teacher before his/her students and the effect of his/her presence on the teaching and learning activity. The supervisor should be friendly and allow the entire class to be accessible to express themselves (Ogunsanju, 1983).

Workshop techniques: The use of workshop techniques as a supervisory device is gradually being recognized. The techniques offer a group of people working together to be able to identify problems and proffer solutions to them during discussions and conferences under the supervision of resource persons or professionals. Nwaogu (1980) notes that the concept of workshops or conferences with teachers can be divided into two: all school teachers' conferences with the supervisor and individual teachers' conferences with the supervisor. According to him, all school teachers' conferences are more or less staff meetings in the school during which the exchange of ideas takes place and new innovative ideas are brought forth. The individual teachers' conference with the supervisor also provides a forum for the exchange of ideas, suggestions and professional discussions. Through this method, the supervisor is able to understand the problems of the teacher in the classroom. With this, the supervisor can appropriately provide a remedy.

Micro-teaching Technique: This technique provides an opportunity for supervisors and teachers to identify, define, try out, describe, analyze and retry certain

teaching skills. However, specific steps need to be followed to make the method effective: (i) a pre-conference between the supervisor and the teacher, (ii) a collection of relevant audio and visual teaching aids, (iii) a teaching exercise, (iv) teaching observation and (v) a post-conference. The micro-teaching technique is useful in supervision for it allows the supervisor and the teacher to be able to identify and re-identify the strengths and weaknesses involved in the teaching exercise. It also gives the teacher the opportunity to see himself in action and to be able to evaluate his performance with the supervisor to ensure quality delivery.

Research Technique: The use of research techniques or devices for the study of teaching procedures is very vital to the professional growth of teachers. Research means inquiry, which leads to new facts. Supervision, therefore, requires the use of research because it deals with the observation of facts in the teaching and learning situation. Through research, the supervisor can solve educational problems, which may add to his own professional knowledge and growth as well as those of teachers under him (Namuddu, 2010).

Headteachers who are efficient in supervision offer help in assisting teachers in the preparation of lesson plans before lesson instructional tools and other target-oriented teaching activities. Headteachers with better supervision take feedback and then further guide and move teachers towards desired work and objectives (Namuddu, J., 2010). Thus, the importance of supervisory techniques may help in achieving teachers' better performance and this can be accelerated through supervision practices, e.g. visiting classrooms, appraising, and workshops/seminars (Obi, 2004).

Glickman, *et al.* (2007) narrated that supervision is like leadership, which has a function and a process. This improves the quality of education, learning, training and teaching (De Rijdt *et al.*, 2013). Also, it needs understanding, relational skills and procedural skills. In this regard, supervisors collaborate to improve learning (Zepeda, 2014). Staff development supervisory practices of headteachers also respond to teachers' requirements and improve supervisory competence (Suseela, 2005). Therefore, headteachers should offer professional and continuous development, including coursework, seminars, and learning opportunities, for the better development of staff. According to Zepeda (2014), staff development is imperative for better supervision. It helps teachers groom and make education a learning experience. Furthermore, better staff development practices help in offering required training to the teachers concerning curriculum and teamwork (Jill & Betty, 2012).

Additionally, better staff development practices of headteachers may help teachers in terms of human relations and development (Heaton, 2016). In this vein, the goals need to be identified, and better strategies should be selected to approach objectives (Steiner & Kowal, 2007). Hence, staff development practices need to be focused and should be backed up by continuous feedback, (Steiner & Kowal, 2007). Better staff development practices help groom teachers and achieve better performance, and, in the end, make their tasks attractive (William, 2010) and increase the chances of job satisfaction and growth (Kagambe, 2004). Therefore, to achieve the improvement in the

overall standard of education, staff development supervisory practices of headteachers must be given serious consideration.

Empirical evidence generally affirms that headteachers (HTs) play a vital role in monitoring teaching and learning for the success of all pupils. Ali's (2011) study in Bangladesh, for example, found that HTs treated the pupils' achievement as their ultimate goal. In consequence, they worked under pressure, using their skill to handle different adverse situations in school to improve the teaching and learning process. The study also established that the impact of HTs on pupils' learning is generally mediated by teachers, the school climate and classroom practice. This reality prompts HTs to work hard to boost the teachers' motivation and school climate, which ultimately influences the quality of classroom teaching and learning.

In Sub-Saharan Africa, Nhleko's (1999) study in South Africa found that pupils learn better when there is a fair interaction between their parents and schools. In this regard, HTs play a crucial role in creating an enabling school climate for parents through class teachers to monitor their children's homework, aftercare and support. Also, the study found that HTs motivate educators, pupils and parents to enhance the supervision of teaching and learning in their schools and establish effective school supervision as well as management.

The literature reviewed shows that schools which make the most use of consultants in their curriculum improvement efforts are the most effective, and this consultation includes interclass visitation, lesson study and constructive help for teachers (Ssekamwa & Lugumba, 2010). To this is done through the school system and through a network of schools that engage in collective problem-solving. It should be noted that over the years, the headteachers' teaching load and clerical duties have been reduced to allow them more time for supervisory roles. However, it has been found out that teachers do not support the headteacher's presence in the class without knowing the subject matter (Sule, *et al.*, 2015).

Most of the headteachers are known to spend most of their time sitting in the office doing administrative tasks; hence, they have no classroom touch, and many teachers capitalize on the headteachers' weaknesses like this (Taylor & Tyler, 2011). For example, Mwinyipembe & Orodho (2014) their study revealed that teachers plan good records just to show the headteachers, yet they teach using textbooks, using prefects to write notes on the chalkboard and even send work to be done by pupils while they were either in or out of school running their personal needs.

Tesfaw and Hofman (2014) argue that classroom visits by headteachers or other delegated supervisors are one of the most common forms of teacher evaluation, involving live observation of a teacher and analysing his/ her class practices, pedagogical skills, personality and student or teacher interactions in the lesson. The formal technique involves face-to-face contact between the headteacher as a supervisor and the teacher and is followed by post-classroom observation conference analysis to help the teacher improve and give feedback which is very important for teachers to perform.

The supervisor can also employ an informal class visit where the headteacher walks into a classroom and sees how instruction is going, and this provides a quick look at the teacher's performance and environmental factors in the classroom convenient for learners which may last about 30 minutes during which teacher's practices are observed and documented for further discussion.

A study conducted in Nigeria by Sule, Ameh and Egbai (2015) on instructional, supervisory practices and teachers' effectiveness in public secondary schools in Calabar South Local Government Area of Cross River State showed that teachers perceive themselves as involved in decision-making only in the area of classroom management. These advocated for self-supervision and suggested that supervision should increase teachers' willingness to supervise themselves and their colleagues.

Similarly, in Uganda, the Ministry of Education and Sports (2014) emphasized the new desire by teachers to shift from being overpowered by administrative decisions and confined to the classroom to being more involved in collegial instructional supervision and general organizational decisions. They mentioned that if supervisors would spend more of their time and energy in classroom supervision followed by a helpful conference, teachers would appreciate supervision, be friendlier, and even participate in auto supervision. This will avoid a blame game where class visits are just a paper-filling exercise that has no impact on a teacher's job performance.

According to the Ministry of Education and Sports (2014a), for any curriculum to be fully implemented, schools must have adequate resource materials such as textbooks, exercise books, teaching aids and stationery, and it is the duty of a school headteachers to lead the process of drawing up the budget and prioritizing instructional resources. Also, for the teachers to perform their job well it is obligatory for the headteacher to avail necessary equipment and teaching material required promptly (Ssekamwa & Lugumba, 2010).

Therefore, for quality education to be achieved, there is a need not only to make available but also to ensure that the teachers are making good use of the available instruction materials. When well utilized, the resources reduce the length of time required for instruction since learners can do self-study along with classroom instruction (Tesfaw & Hofman, 2014). Examples of instructional materials are tapes, films, and slides that appeal to many senses and make the learning process interesting; thus, an adequate teacher's instructional performance depends on the availability and usage of these materials (Osakwe, 2016).

According to findings by Musaaazi (2006), lack of resources is a problem bedevilling most public schools in Africa; sometimes, the headteachers are in a dilemma about how to satisfy the needs of the schools. A similar study by Kiamba (2011) revealed that most of the physical facilities recorded a greater frequency of being inadequate or lacking altogether, and in his study, most headteachers interviewed cited insufficient funding for instructional material and a lack of storage facilities for textbooks. It is a general view by the public that education standards in public schools are falling due to problems such as inadequate and sustainable teaching and learning materials (Ministry

of Education and Sports, 2014). Teaching and learning materials are basic tools for a teacher and their availability is crucial in the attainment of effective quality education.

Headteachers should also check teachers' professional records as a way of enhancing teachers' effectiveness in teaching. Musungu and Nasongo (2008) carried out a study in the Vihiga sub-county in Kenya investigating the instructional role of headteachers in academic achievement in Kenya's certificate of secondary education. In their findings, a high percentage of principals in high-performing schools checked lesson plans, schemes of work, teacher attendance and class registers regularly. Therefore, during records observation, the headteacher must be objective, maintain confidentiality and provide feedback to the teacher (Musaazi, 2006). However, many studies have revealed that most headteachers focus more on professional records than the real practical work being done by teachers and, therefore, remain effort in uselessness.

This finding was in consonance with Sule, Ameh and Egbai (2015) that most teachers prepare professional records in haste on the verge of external supervision that they hardly refer to, soon after the visit, and this implies that there is a general laxity in school internal supervision which needs to be strengthened in many public schools. In a similar line of argument, teachers interviewed by Mwinyipembe and Orodho (2014) established that at the beginning of the term, Headteachers deliver a lecture on the importance of preparing and using professional records and accomplishing the non-academic roles in readiness for evaluators who may visit the school any time.

This means that teachers and headteachers misunderstand the aim of making professional records. Instead, they prepare them for external supervisors, and if they never come, then soon the teachers give up the preparations. This is in conformity with Sharma, Yusoff, Kannan and Baba's (2011) findings that headteachers being the immediate school supervisors, carried out very limited instructional supervision and instead concentrated on physical development projects. Headteachers' and teachers' work of supervision and assisting pupils to do their work should be considered as a moral obligation warranting self-driven effort. Therefore, headteachers have to delegate checking of some records to panels, but instead, they also wait for external supervisors.

The headteacher should ensure high performance and learn how to deal with underperformance. According to Downing and Peckham-Hardin (2007), poor performance is not necessarily the fault of employees in the organization but may be attributed to the top leadership of the organization that has been unable to establish and develop a well-defined and unambiguous strategic plan for attaining excellent performance.

The headteachers play a crucial role in enhancing Teachers' Professional Development in schools through various supervisory activities planned and organized to ensure that teachers keep abreast with changes inherent in the education sector. A study was conducted by Sailesh, Marohaini and Sathiamoorthy (2011), on instructional supervision in three Asian countries: what teachers and headteachers say. The main research objectives of the study were to examine the nature of supervision in the schools, to assess the perceptions of experienced and inexperienced teachers regarding clinical

supervision practised by the supervisors, and to examine the significance of teachers' supervision. The findings revealed that instructional supervision was carried out to fulfil schools' regulations. The teachers in this study argued that supervisors do not consider instructional supervision as a platform to develop teachers professionally. Instead, it was done to punish, demoralize and insult teachers.

Kipng'etich and Ahmed (2012) conducted a study on headteachers' perception of their roles in secondary schools in Kenya: a study of Kericho Day Secondary School in Kericho County. The purpose of this study was to assess the perception of the headteachers towards their changing roles in secondary schools. The study utilized a descriptive method of research. The sampling design adopted was mainly purposive sampling. The interview guide, document analysis guide and observation guide were used to collect information from the respondents. The study revealed that the headteacher lacked staff members in some curriculum areas, and consequently, the headteacher's day was occupied and overloaded with managerial responsibilities. The headteacher also had limited time to teach any lesson neither did the headteacher attend any lesson supervision in the course of the day.

Komba and Nkumbi (2008) conducted a study on teacher professional development in Tanzania: perceptions and practices. The purpose of the study was to analyse the perceptions and practices of teacher professional development by headteachers, primary school teachers, ward education coordinators, district education officers, school inspectors, and members of the school committee in six school districts. A total of 186 respondents were purposively sampled. Data were collected using questionnaires, interviews and observation checklists. Qualitative responses were coded, categorized and analyzed into themes. Quantitative data were analyzed using frequencies and percentages. The majority of respondents perceived teacher professional development as being important because it improved the teacher professionally, academically and technically. However, most respondents thought it was inadequately supported and motivated by the headteachers. At all levels (national, district, ward and school levels), teacher professional development was poorly coordinated and rarely budgeted for.

Kerei (2010) carried out a study on the survey of factors affecting staff development in public secondary schools in Kajiado Central District. The researcher used a mixed research paradigm, descriptive survey, and naturalistic designs. The study used a stratified sampling technique. Questionnaires and interview guides were used to collect data. About 114 participants from 6 secondary schools took part in the study. Findings showed that teachers generally agreed that staff development programmes were minimal in the district. Among the factors which hindered staff development in Kijiado central district included: poor infrastructure, poor connectivity to the urban centres, non-supportive administration, lack of funds and teachers' unwillingness to attend training programme.

Another study by Ngala and Odebero (2010) on teachers' perception of staff development programmes as it relates to teachers' effectiveness: a study of rural primary

schools in Kenya. The main purpose of the study was to establish how rural primary schools carried out their staff development programmes. The key objectives were to examine the nature of staff development programmes in rural schools, explain teachers' involvement in staff development programmes, and determine the impact of staff development programmes on teachers' effectiveness. Survey design and simple random sampling were used. An interview guide and questionnaire were employed to collect data from the sample of 100 teachers who took part in the study. The study found out that the most popular staff development programmes were attending higher education and training, in-service courses, workshops, seminars and conferences, among others.

A study conducted by Kongo (2012) on the impact of performance appraisal on secondary school teachers' professional development in Kitui West District. The purpose of the study was to investigate the impact of performance appraisal on secondary school teachers' professional development. The study employed a descriptive survey design, targeting all the 30 headteachers and 237 teachers in 30 secondary schools in Kitui West district, the District Education Officer and the District Quality Assurance and Standards Officer. Stratified random sampling and purposive sampling were used to select the participating schools. The study established that the most common hindrances to effective performance appraisal were: lack of finances, poor TSC services, time factor, lack of sponsors and family commitments.

Tiamaro (2009) studied teachers' professional development opportunities among junior secondary school teachers in Antsirabe 1 district in Madagascar. The study aimed to investigate teachers' professional development opportunities offered to junior secondary teachers in Antsirabe 1 district in Madagascar. The study employed a survey research design. The sample comprised of teachers, headteachers and educational stakeholders in charge of teacher training in the district, both public and private sectors. The study used simple random sampling to select teachers. About 116 teachers, 17 headteachers of 21 schools and 4 stakeholders participated in the study. Data was collected from the respondents through questionnaires and interview guides. The findings revealed that teacher in-service training in the district was ineffective since it was less frequent and too short to respond to the various needs of the teachers. Hence, it was characterized by low and selective attendance, which few teachers benefited from. Teachers were not fully involved in in-service training because the headteachers failed to carry out needs assessments to identify teachers' professional needs.

3. Headteachers' support the supervision of teachers and teachers' effectiveness in teaching

Reigner, (2000) and Berry (2011) reiterate that teachers need to be curious, imaginative, interesting, friendly and hard-working in order to be effective in the classroom, thereby creating a learning environment that results in enhancing learners' disposition. Interesting teachers keep students alive, attentive, and focused so that they can hear and learn more from classroom instruction.

The nature of effective teaching skills is that the teacher should renew and, innovate, and enlighten the minds of students so that linkage can be established between past, present and build optimistic hope by preparing them to build meaningful knowledge for correct application.

Teachers should adjust lessons to reach all students, responding to multiples of learning in the classroom in addition to using remediation and enhancement, responding to students' needs, and getting students actively engaged in the lesson, which will increase the rate of retention and reproduction. Therefore, effective teaching skills are essential to successful school outcomes resulting from instructional supervision by headteachers.

Research and experiences have revealed that teachers' actions in their classroom, especially teaching skills, have twice the impact on student achievement as do school policies regarding curriculum, assessment, staff collegiality and community involvement (Marzano, 2003).

Teachers are important. Extensive evidence from developed countries shows that teacher quality has a large effect on children's success in school and in adulthood, especially when exposed to quality teaching at young ages (Chetty *et al.*, 2011; Chetty, Friedman, and Rockoff, 2014). The evidence of the importance of teachers is consistent with research in developing countries, which finds that the interventions that are most effective at improving learning are those that focus on improving teacher training and reforming pedagogical approaches (Glewwe, *et al.*, 2014; Kremer *et al.*, 2013; McEwan, 2014; Ganimian and Murnane, 2014; Evans & Popova, 2016). Yet, direct evidence of the effects of teaching quality in Africa is scant. Such evidence is much-needed: if variation in teaching quality drives large changes in student performance, there is scope for policymakers and administrators to improve learning by emulating the training of the most effective teachers or providing quality teacher support and mentoring.

Katarasibwa (2006) echoes Ekatan, Isingoma, Nanziri and Nabwiso (1995) by looking at teacher effectiveness as the extent to which teachers in a school achieve the requirements of their job in an effort to fulfill school objectives. Teacher effectiveness must be geared towards promoting the process of teaching and learning for the benefit of the pupils. In this study, teacher effectiveness is conceptualized as the extent to which the teacher achieves school objectives through lesson preparations which involve making schemes of work, lesson plans, records of work done, preparing and using learners' registers, actual classroom teaching, assessment and evaluation of the learners, attending staff meetings, management of learners' discipline, involvement in co-curricular activities, counseling and guidance.

Teacher effectiveness is still a critical factor in most developing countries that are implementing universal primary education, yet the quality of an education system depends on the performance of its teachers (Ochwo, 2013; Akpanobong & Asuquo, 2015; Muthoni & Wafula, 2016). UWEZO carried out a study (2012) that revealed rampant teacher absenteeism in both primary and secondary schools as a cause for the declining quality of education. Many teachers do not attend to their duties as educators even when

they are present in school. The findings reveal that primary education in East Africa has experienced enormous growth in terms of enrolment, leading to increases in public expenditure on education; but education quality has remained low, and it may have declined in the rural areas. Several stakeholders in education, such as parents and employers, have always raised questions about the quality of teaching and learning at all levels, from nursery schools to university level. Findings in the UWEZO Annual Report (2012) reveal that basic numeracy and literacy skills of primary school children are lacking across the East African region. The findings also reveal that 29% of the pupils in primary seven still face challenges in reading and understanding an English test in primary two. In Uganda, the 2011 UWEZO report revealed that many pupils in primary six could not understand work meant for primary three levels. The Commissioner for Basic and Secondary Education, (Nkaada, 2014) notes that absenteeism could be curbed through serious monitoring of teachers and headteachers to help improve teaching time and syllabus coverage. Uganda's progress report (2012) on the achievement of the Millennium Development Goals reveals that school enrolment in Sub-Saharan Africa has been rising, but the school system has remained wasteful in terms of repetition. Repeating reflects poor teaching and learning. Repeating is also related to poor teacher performance. Nkaada, (2014) observes that repeating classes may not be avoided if there is no proper teaching.

Absenteeism and failure to cover the syllabus are signs of low teacher effectiveness, which affects the overall pupil academic achievement at the primary level of education. Kagolo (2014) reported that teacher absenteeism in rural areas in Uganda stood at 35% and is the highest in the world, with Ugandan teachers missing two days of work in a week, which is a financial loss to the government and its development partners since teachers are paid on a monthly basis. Progress reports (2012) of Mbale, Manafwa, Bulambuli and Sironko districts local governments revealed that the education and sports sector consumed over 45% of their total district budgets and most of the funds were spent on primary teachers' salaries, yet many of the primary schools hardly produced a single candidate in division one in the Primary Leaving Examinations (PLE) in the last eight years. These districts' progress reports (2012) revealed that teacher absenteeism was a serious challenge, especially during the time teachers' salaries were paid, as most teachers went to collect salaries from banks and did not attend to their work at school. There is inadequate teacher lesson preparation, low syllabus coverage, and late coming. Some education stakeholders, like the Uganda National Teachers' Union (UNATU), have attributed the declining quality of primary education and poor teacher performance in public schools in Uganda to low teacher incentives (Ssesamba, 2008).

Several studies have been done to establish the factors that affect teacher performance in Uganda. For instance, Namuddu (2010) sought to establish the relationship between the appraisal systems and teacher performance in Aga Khan Schools in Kampala, Uganda. The study focused on the effect of teacher-based evaluation and school-based evaluation criteria on teacher performance. The study found out that emphasis was lacking on teacher-based evaluations, while the school-based evaluation

criteria lacked details, organization and emphasis on individual activities. In the study, it was recommended that emphasis be placed on the appraisal process, whereby teacher evaluations would be given priority so that teachers feel empowered. However, its applicability would be a problem since the general school-based evaluation needed to be detailed enough in order to measure practical and specific items of performance in improving the appraisal system to a level where teacher performance would improve. On the other hand, Nairuba (2011) carried out a study on the effect of motivational practices on teachers' performance in secondary schools in Jinja, Uganda. In the study, it was found that there was a very weak relationship between motivational practices and teachers' performance in urban secondary schools in Jinja. The study revealed that although motivational practices were employed, teachers' performance was still very low. The study concluded that there could be other factors that were affecting teachers' performance in the schools. Earlier on, Munene *et al.* (1997) considered the effect of teachers' worker experience and pupils' schooling experience on achievement (performance) in primary schools in Uganda. The researchers found out that there was ample support for the relationship between teacher work environment, teacher experience and performance.

In any organization, supervision is the basis where goals are attained and used to maintain standards and improve the quality of teaching and learning for the teachers and students. The headteacher as a leader of a group of teachers and non-teaching staff in the school system has the function of interacting with both groups in order to improve the learning situation for the students through instructional supervision. Instructional supervision is one of the processes by which school administrators attempt to achieve acceptable standards of performance and results. It is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectations of the educational system (Peretomode, 2004); it is also seen as those activities carried out by headteachers to improve instruction at all levels of the school system (Dittimiya, 1998).

The headteachers supervise the heads of departments by checking their scheme of work and lesson notes, making sure they go to classes regularly, checking absenteeism, rewarding hardworking teachers, punishing the indolent ones, assigning administrative duties to them and encouraging them to do the right things at the right time. He/she provides the materials for the effective discharge of assigned duties, and he encourages experimentation. All these are also inputs into the standard of education. Quinn (2002) points out that headteachers are responsible for informing teachers about new educational strategies, technologies and tools that apply to effective instruction. Therefore, it is evident that pre-eminent in the headteacher's role as an instructional supervisor is his/her ability to motivate and inspire teachers with the end goal of exerting a positive influence on instructional practice and ultimately learners' achievement.

There has been mounting pressure for quality education provision in primary education schools. It seems that many headteachers have not considered their styles of supervisory procedure for quality education provision and teachers' job performance in

their schools. Hence, some seem to find it difficult to effectively administer their schools (Gronn, 2000; Adeyemi, 2004). As such, supervisory management style occupies a vital position in school management. Therefore, school headteachers are in a unique position as the managers or administrators control schools' resources to attain organizational goals. However, it is the headteachers' supervisory responsibility to ensure that educational objectives are achieved by many as one of the determining factors in students' performance.

It is through supervision that a particular headteacher can ensure that the standards are not only maintained but improved upon to achieve expected and stated educational goals and objectives. It is the headteacher's responsibility to guide and direct students in the process of implementing the curriculum and ensure that facilities for teaching and learning are in order and utilized effectively (Achunine, 1998).

No school can succeed in a situation where a headteacher does not constantly check the work of his subordinates. Without supervision of instruction by headteachers of basic education schools, the products may not achieve the overall goals of higher learning. This is so because the main purpose of appointing headteachers to head of schools is to give leadership in the teaching and learning process. Therefore, the quality of basic education schools may be seen largely as a product of the efforts of the headteachers in the discharge of their primary responsibilities in collaboration with teachers, non-academic staff and students.

Beardwell & Claydon (2007) maintain that it is the supervisor who is responsible for quality; hence, if headteachers play their role effectively, there would be no quality debates. Therefore, effective supervision by headteachers is, therefore, necessary in order to enhance the quality of instruction in school which consequently leads to improved performance of students.

Hoy & Hoy (2009) state that the logic of this position is that an orderly school environment that is efficient and well-managed provides the preconditions for enhanced student learning. Effective instructional leadership is generally recognized as the most important characteristic of school administrators. In particular, Ukeje (1992) notes that more thorough supervision has become imperative because of the fast-increasing enrolment rate in schools without a corresponding increase in the number of facilities and qualified teachers.

Poor academic performance of students can be the result of inadequate supervision of headteachers of primary education schools. The absence of effective supervision may lead to many problems in the school system. Some of these problems may include irregular attendance to classes by students and teachers, wastage of human and material resources and general indiscipline in the school (Ezeocha, 1985).

Moreover, it has been observed that many headteachers have neglected their supervisory duties in the following areas; checking class attendance of teachers and students, class visitation, identifying and guiding incompetent teachers and assessing the tone of the school. This results in truancy on the part of teachers and students in many public schools.

According to Tesfaw and Hofman (2014), supervision is carried out by the headteacher subject heads and other assigned supervisors in a school with the aim of providing guidance and support to teachers. Zepeda (2010), on the other hand, looks at supervision as the continuous monitoring of classroom teaching with the aim of not only promoting professional practices, but also enhancing professional development in a collegial and collaborative style. On a similar line of argument (Tesfaw & Hofman, 2014), supervision occurs in two main ways: classroom observations, which are both formal and informal, and portfolio supervision.

The formal observations, according to Mulkeen (2010), occur when a school headteacher or any other administrator sits in the classroom to conduct lesson observations. Such observations start with the supervisor holding a pre-observation conference with the teacher before the actual lesson observation occurs; later, they end with a post-observation conference. Informal classroom observation meanwhile occurs when the headteacher or any other administrator makes a short visit to class when the teacher is conducting a lesson, and such visits are intended not necessarily to evaluate the teacher but rather to gather information on the curricular and the teacher's pedagogical practices (Downey, *et al.*, 2004).

Portfolio supervision is the review of the teacher's artefacts such as the teacher's statement of belief on teaching, sample lesson plans, results of tests, schemes of work, samples of student work, career goals, journals, and such things as lesson notes that considers teacher's effectiveness in their pedagogical skill by looking at children passing (Zepeda, 2010). In this study, to understand the effective contribution of headteacher support supervision to teachers' effectiveness in teaching, the researcher borrowed the definition of supervision from Zepeda, whereby headteacher support supervision is characterized by classroom observations and portfolio supervision.

According to Mulkeen (2010), supervision of artefacts such as schemes of work and lesson notes is done mainly as a ritual to comply with the Ministry of Education policy rather than as a practice to improve teaching and learning. In many schools, the administrators are not keen on ensuring that the preparation of the schemes of work is in adherence to the National Curriculum Development Centre's (NCDC) guidelines that emphasize planning for teaching aids, clearly spelling out objectives for teaching specific topics and indicating a variety of teaching methods. With regard to checking students' notebooks, Mulkeen (2010) confirmed that headteachers and subject heads rarely check students' notebooks to determine the relatedness of what was being taught with what was planned in the schemes of work.

In a similar line of argument, it should be noted that monitoring the relatedness of students' notes to the schemes of work and coverage of instruction forms a basis of purposeful guidance and support to teachers' classroom teaching (Orenaiya, 2014). Musaaazi (2006) contends that, as supervisors review sampled students' notes, this should be done with the knowledge of the teachers. Therefore, teachers and administrators should come to a consensus as to when and how to solicit and review student exercise books. Thus, for effective teaching, teachers ideally should make lesson plans and not

regard them as a waste of time, which are key quality tools of teacher preparation since they clearly indicate learning outcomes, a logical description of the structure of the lesson and teaching methods to be used. Other authors further argue that headteachers always monitor lesson planning that enhances teachers preparing relevant teaching materials and activities for maximum learner participation, which consequently affects the quality of teaching and learning (Musaazi, 2006). This is said to enhance pedagogical practices, which is imperative for headteachers to enforce making lesson plans and completion of syllabus as stipulated by Uganda's Education Act (2008).

With regard to the effects of headteacher supervision, on resource availability on classroom management and content delivery (Tefaw and Hofman, 2014) aver that teaching and learning resource availability helps teachers teach effectively in convenient and comfortable surroundings. The lack of physical resources inevitably hampers the teaching and depresses the children's spirit and the teachers' enthusiasm. In a similar vein, Tyagi (2011) counsels that in order to improve the effectiveness of their teaching, teachers use techniques and tools like simple tools such as the blackboard and technology techniques and tools such as experimentation in laboratories, drama classes in the school theatre, radio, television, video and audio cassettes and computers to supplement what they can do with their local resources.

The headteacher, as the supervisor, has to consider the need for the availability of teaching and learning resources for teacher effective classroom management and content delivery. This is stressed by Musaazi (2006) as he compares education to a motor-car industry. They say that, like in the motor car industry, teachers use techniques and tools to achieve their goals. These are simple tools such as the blackboard and technology techniques and tools such as experimentation in laboratories, drama classes in the school theatre, radio, television, video and audio cassettes and computers. Tyagi (2011) stresses the interrelation of teachers, teaching and learning resources and students in the teaching and learning operational core of education. He says that teaching is a three-way relationship between the teacher, the materials he/she uses, and the students.

Other presented variables concern the form and quality of teachers' organized lessons, which is not possible without resources and can be divided into those that involve giving information (structuring), asking questions (soliciting) and providing feedback (reacting) (MoES, 2015). Regarding the structuring factor, Musaazi (2006) point out that achievement is maximized when teachers not only actively present material but also structure it by: a) beginning with overviews and/or review of objectives; b) outlining the content to be covered and transitions between lesson parts; c) calling attention to main ideas; and d) reviewing main ideas at the end.

Furthermore, the MoES (2015) emphasizes that education programs cannot succeed without adequate facilities like classrooms and textbooks, to name just a few. They go on to say that scientific laboratories and workshops need to be well equipped and supplied with consumables and provision must be made for proper maintenance of buildings and equipment. Institutions should operate with well-stocked and up-to-date libraries with sufficient study space and catering to the teaching and research needs of

the various academic departments. The quality of education and teaching institutions (Marshall, 2009) keeps on saying, is related to the extensive use of modern educational technologies, such as 'multi-media technology', 'network communication technology' and so on, which have increasingly become the quality of education and teaching the new 'growth points'.

Ngala (1997) suggests that headteachers need to supervise teachers by ensuring that lessons are planned early lessons are structured with an exciting beginning, revision of previous knowledge, and teachers use voice variation and summary of significant points at the end; teachers use backups/teaching aids properly; teachers have a good relationship with their students and teachers follow up the curriculum strictly. Okumbe (1999) considers supervision an administrative strategy to stimulate teachers towards greater pedagogic effectiveness and productivity. The stimulation function of supervision enhances teachers' ability to play essential roles aimed at excellence in examinations, which reduces the risk of teacher burnout. Although the duties and responsibilities of the headteacher are enormous, all are geared towards the attainment of the preset broad aims and specific objectives of the educational system. The school as an organization cannot escape its responsibility to the community in which it is set. The responsibilities range from effective use of human resources to continued customer satisfaction and value for their money.

Instructional supervision aids headteachers in coordinating, improving and maintaining high teaching and learning standards in schools. Educational institutions aim to impart knowledge that develops learners mentally, emotionally, socially and spiritually, apart from equipping them with economic skills for full participation in the development of society (Maranya, 2001). It is, however, prudent to note that the greatest strength of any school is its personnel and human resources. Teachers combine their relevant skills, experiences and positive attitudes towards the profession in order to raise the quality of the school's academic performance to high and reputable standards (Mbiti, 2004).

Teachers' attitude toward supervision is also of great concern. Kramer *et al.* (2005) found that there is a significant difference between the attitudes of teachers in low-performance schools and the attitudes of teachers in high-performance schools. Teachers in high-performance schools, on average, had more positive attitudes toward the supervision of instruction than teachers in low-performance schools. This, in effect, implies that some teachers favour instructional supervision while others do not like it at all. According to Kramer *et al.* (2005), teachers in high-performance secondary schools view supervision of instruction in a more positive light than those in low-performance schools.

Kramer *et al.* (2005) noted that supervision of instruction can have either negative or positive effects on the teacher, depending on how the headteacher carries it out. This is another factor to consider. Supervision can encourage or discourage vis-à-vis the teacher's attitude. Bias/prejudice may result in a negative attitude. Consequently, one of the keys to effective supervision is to keep teachers abreast of supervision benefits

through effective communication between the supervisor and the supervisee (Zepeda, 2003).

General and instructional supervision has a significant correlation with teacher's work performance in schools. This is the very reason why the conspicuous decline in supervision of instruction poses a threat to teacher's performance. This, of course, becomes a challenge among others for a country to meet its educational goals and objectives that are considered the compass of the education system of any country (Petty, 2004).

In a related development, Habimana's (2008) study findings indicated that headteachers and deputy headteachers deemed supervisory practices extremely indispensable in secondary schools. The way headteachers and teachers stimulate students affects students' academic performance, and also, from students' responses, how headteachers delegate their supervisory duties affects the students' academic performance. However, according to teachers' responses, the way supervision is carried out does not affect students' academic performance (Habimana, 2008). Teachers and students reported that the time spent by headteachers on supervision of instruction does not affect the academic performance of students, whereas headteachers reported the opposite.

4. Methodology

The study utilized a descriptive cross-sectional survey design, which enabled the study to employ the quantitative and qualitative approaches, as (Amin, 2005; Creswell, 2003) recommend. The study sample population was 98, which included 85 teachers and 13 headteachers from 13 UPE schools in Kibaale Town Council, Kibaale District. The study's accessible population was 95 respondents, which included 83 teachers and 12 headteachers from 13 Universal Primary Education schools in Kibaale Town Council, Kibaale District, selected using purposive and simple random sampling techniques, Dawson, C., 2002). The study utilized closed-ended questionnaires and oral interview guides for data collection, and data was analysed using descriptive and thematic analysis.

5. Findings

5.1 Supervisory activities are carried out by the headteacher to enhance teachers' effectiveness in teaching

Table 1: Table showing the supervisory activities carried out by the headteacher to enhance teachers' effectiveness in teaching

Variable	SA (%)	A (%)	NS (%)	D (%)	SD (%)	Mean	Std. dev
The headteachers' work is satisfying and worthwhile, which contributes to the performance of this school.	40 (48.2)	29 (34.9)	14 (16.9)	0 (0)	0 (0)	3.764	1.21
The headteacher establishes supervision plans and work objectives with teachers.	29 (34.9)	25 (30.1)	5 (6)	22 (26.5)	2 (2.4)	2.302	1.11
The teaching goals and targets are clearly specified by the headteacher, who passes them on to the teachers.	40 (48.2)	23 (27.7)	0 (0)	11 (13.3)	9 (10.8)	2.988	1.51
The headteacher often comes to your class when teaching to evaluate your teaching skills	14 (16.9)	35 (42.2)	3 (3.6)	22 (26.5)	9 (10.8)	3.566	1.35
The headteacher often gives you feedback after class supervision.	19 (22.9)	23 (27.7)	7 (8.4)	28 (33.7)	13 (15.7)	2.514	1.18
Motivation strategies are put in place by the headteacher to encourage teachers' effectiveness in teaching.	18 (21.7)	34 (41)	14 (16.9)	7 (8.4)	10 (12)	3.734	1.42
The headteacher provides instructional resources such as reference books, manuals and chalkboards to teachers.	34 (41)	31 (37.3)	0 (0)	18 (21.7)	0 (0)	3.544	1.13
The headteacher often checks teachers' records to align them with schemes of work and lesson plans.	18 (21.7)	26 (31.3)	22 (26.5)	7 (8.4)	10 (12)	3.246	1.33
The headteacher keeps supervision records so that teachers can make evidence-based decisions for improvement.	26 (15)	29 (28.3)	21 (42.5)	7 (8.4)	0 (0)	2.366	1.41
The headteacher defines the promotion and performance improvement plans for teachers based on the results of the supervision.	18 (21.7)	21 (25.3)	16 (19.3)	18 (21.7)	10 (12)	2.556	1.52

Source: Research data, 2022.

The majority of the respondents about items in Table 1 show that most of the respondents were positive about supervisory activities carried out by the headteacher to enhance teachers' effectiveness in teaching

In the first item, when the respondents were asked whether headteachers' work is satisfying and worthwhile, which helps contribute to the performance of this school, 83.1% agreed and no respondent disagreed. In addition, on the second item, when the respondents were asked whether the headteacher establishes supervision plans and work objectives with teachers, 65.1% agreed, and only 7% disagreed.

This view was supported by respondents in the interview as follows; one female headteacher noted:

"I ensure supervision of all the work done by teachers, including class lessons and their work plans and this has helped in reducing the rate of absenteeism among teachers. There is a register in place where teachers sign after reaching school daily" (Interview on 13th November 2018).

Another headteacher, when asked, responded:

"I ensure that I cooperate with teachers in all the activities done in the school. There are well-established communication channels for all activities. Teachers are kept in line with the school plans and performance targets." (Interview on 13th May, 2022)

In the third item, when the respondents were asked whether the teaching goals and targets were clearly specified by the headteacher who passed them on to the teachers, 75.9% agreed and only 24.1% disagreed. In addition, on the fourth item, when the respondents were asked whether the headteacher often came to their class when teaching to evaluate their teaching skills, 59.2% agreed, and only 37.3% disagreed. This means that, to a certain degree, there is adequate headteachers' supervision of teachers in schools of Kibaale Town Council. This argument was supported by qualitative data as follows, one headteacher, when asked, acknowledged:

"I work hand in hand with teachers in setting achievable goals and targets. Teachers work together to ensure they are achieved. Everything done in the school is through teamwork as a result of having set goals and targets." (Interview on 13th November, 2022)

Another headteacher noted:

"I usually visit classes to assess the teachers' skills in skills like classroom organisation, classroom management and others. This also helps in making teachers ensure that their work is done on time and syllabus completed on time." (Interview on 11th April, 2022)

In the fifth item, when the respondents were asked whether the headteacher often gave them feedback after class supervision, 50.6% agreed, and only 49.4% disagreed. In addition, on the sixth item, when the respondents were asked whether the motivation strategies were put in place by the headteacher to encourage teachers' effectiveness in teaching, 62.7% agreed, and only 20.4% disagreed.

One headteacher noted:

"I ensure to discuss with teachers on a weekly basis about their performance and the performance of the school at large. The challenges facing the school are discussed and measures discussed as a group." (Interview on 15th June, 2022)

Another headteacher noted:

"We face the challenge of teacher motivation as they are not given enough salary with no allowance. The school tries to keep the teachers working, but the government needs to put in place strategies for motivating teachers." (Interview on 12th June, 2022)

In the seventh item, when the respondents were asked whether headteachers provided instructional resources such as reference books, manuals and chalkboards to teachers, 78.3% agreed, and only 21.7% disagreed. In addition, on the eighth item, when the respondents were asked whether the headteacher often checked teachers' records to align them with schemes of work and lesson plans, 53 % agreed, and only 20.4% disagreed.

One headteacher noted:

"The school has instructional materials that are used by teachers when teaching. However, there is a need for more materials so as to improve the performance. The school also needs to be given more funds by the government to cater for such things." (Interview on 17th June, 2022)

Another headteacher noted:

"Some teachers also come with their own instructional materials like textbooks. For example, some teachers own PLE textbooks which they use in teaching the learners. This has also helped in improving performance." (Interview on 7th June, 2022)

In the ninth item, when the respondents were asked whether headteachers kept supervision records for teachers to make evidence-based decisions for improvement, 43.3% agreed, and only 8.0% disagreed. In addition, on the tenth item, when the respondents were asked whether the headteacher defined the promotion and performance improvement plans for teachers based on the supervision results, 43% agreed, and only 33.7% disagreed.

One headteacher noted:

"I keep records for all the activities done including the supervision and performance of teachers both on a termly basis and daily basis. This helps in reviewing and recommending the poor performing teachers to improve at the end of the year." (Interview on 12th June, 2022)

Therefore, the results show that headteachers engage in supervisory activities of teachers in different schools in Kibaale Town Council, but this is met with difficulties, as shown in the above.

5.32 The extent to which headteacher's support supervision of teachers influences teachers' effectiveness in teaching

Table 2: Table illustrating the extent to which headteachers' support supervision of teachers influences teachers' effectiveness in teaching

Variable	SA (%)	A (%)	NS (%)	D (%)	SD (%)	Mean	Std. dev
The school has an annual set of performance targets.	40 (48.2)	29 (34.9)	0 (0)	14 (16.9)	0 (0)	3.32	1.21
The teachers often fill out supervision appraisal forms	17 (20.5)	25 (30.1)	0 (0)	22 (26.5)	19 (22.9)	3.146	1.44
The rate of overall headteacher supervision assessment on teacher effectiveness is satisfactory.	22 (26.5)	29 (34.9)	17 (20.5)	11 (13.3)	4 (4.8)	2.772	1.32
Teachers' payment is linked to their performance.	17 (20.5)	20 (24.1)	15 (18.1)	22 (26.5)	9 (10.8)	4.162	1.11
The promotional policy for all teachers is linked to the headteacher supervision report	29 (34.9)	23 (27.7)	28 (33.7)	7 (8.4)	13 (15.7)	3.264	1.33
In your opinion, the supervision feedback by the headteacher identifies the training needs of teachers.	18 (21.7)	34 (41)	14 (16.9)	7 (8.4)	10 (12)	3.752	1.23
The headteacher provides guidance after supervision.	34 (41)	31 (37.3)	0 (0)	18 (21.7)	0 (0)	3.57	1.25
The headteacher, as the supervisor, recognizes teachers' performance.	22 (26.5)	26 (31.3)	7 (8.4)	18 (21.7)	10 (12)	3.148	1.51
The headteacher, as the immediate supervisor, deals with all teachers fairly.	21 (42.5)	29 (28.3)	18 (21.7)	8 (9.6)	7 (8.4)	3.772	1.17
The headteacher has contributed to overall teacher performance in this school.	18 (21.7)	21 (25.3)	16 (19.3)	18 (21.7)	10 (12)	3.274	1.11

Source: Primary Data, 2022.

The majority of the respondents in the items in Table 2 show that most of the respondents were positive about the influence of headteacher's support supervision on teachers' effectiveness in teaching.

In the first item, when the respondents were asked whether their school had an annual set of performance targets, 83.1% agreed and 16.9% disagreed. In addition, on the second item, when the respondents were asked whether the teachers often filled out supervision appraisal forms, 50.6% agreed, and only 49.4% disagreed.

“Performance targets help guide teachers in fulfilling all their responsibilities. Most teachers attend to their students on a daily basis. The cases of absenteeism are very low in

this school. This has been achieved due to the headteacher's constant supervision and performing of all his roles as a headteacher." (Interview on 13th June 2022).

Another teacher noted:

"Appraisal forms ensure regular attendance. Whenever we are not going to attend, we report before and give the reasons for the failure. We rarely miss classes without permission from the headteacher. This has helped in improving performance." (Interview on 4th May 2022).

In the third item, when the respondents were asked whether the overall headteacher supervision assessment rate on teacher effectiveness was satisfactory, 61.4% agreed, and 18.1% disagreed. In addition, in the fourth item, when the respondents were asked whether the teachers' payment was linked to their performance, 44.6% agreed, and only 37.3% disagreed.

One male teacher noted:

"The headteacher ensures that most teachers finish their syllabus. However, a few do not finish due to lack of enough resources like textbooks and also sometimes high absenteeism levels by students." (Interview on 6th May 2022).

Another teacher noted:

"Payment is not linked to performance. However, this has not stopped teachers from ensuring that assessments and other activities are done as required. This includes giving classroom tests, midterm exams and end-of-term exams. Some teachers also give revision questions to assess the performance of their learners." (Interview on 9th June 2022)

In the first fifth, when the respondents were asked whether the promotional policy for all teachers was linked to the headteacher supervision report, 62.6% agreed, and 24.1% disagreed. In addition, on the sixth item, when the respondents were asked whether their opinion of the supervision feedback by the headteacher identified the training needs for teachers, 62.7% agreed, and only 20.4% disagreed.

One teacher noted:

"The headteacher identifies teacher training needs, such as lesson planning skills. This has increased teacher competence as all teachers do lesson planning as a requirement before attending classes. This has helped in maintaining records of what is taught and what is not taught. This has also helped headteachers to do their supervision reports in a timely manner." (Interview on 15th May 2022).

In the first seventh, when the respondents were asked whether the headteacher provided guidance after supervision, 78.3% agreed, and 21.7% disagreed. In addition, on the eighth item, when the respondents were asked whether the headteacher as the supervisor recognized teachers' performance, 57.8% agreed, and only 33.7% disagreed.

One teacher noted:

"The headteacher provides guidance to teachers aimed at improving the general performance. This has contributed to improving the performance of our school as compared to the past years. The performance has been increasing due to good supervision and the increase in the number of teachers. The government has been posting more teachers to our school." (Interview on 9th May 2022)

In the ninth item, when the respondents were asked whether the headteacher as the immediate supervisor dealt with all teachers fairly, 70.8% agreed, and 18.4% disagreed. In addition, on the tenth item, when the respondents were asked whether the headteacher had contributed to overall teacher performance in that school, 47% agreed, and only 33.7% disagreed.

Another male teacher noted:

"The headteacher has played a key role in improving performance. The performance is not too bad, but to some extent, it is affected by the lack of enough scholastic materials. However, we keep struggling to improve the performance" (Interview on 13th June 2022)

This implies that, to an extent, headteachers' support and supervision of teachers influence teachers' effectiveness in teaching. However, there are several issues raised that completely deter the total achievement of effective teaching of teachers in Kibaale Town Council, Kibaale.

6. Conclusion

From the above findings, the study concluded that, to a large extent, headteacher supervisory activities enhance teachers' effectiveness in teaching in UPE Schools in Kibaale Town Council, Kibaale District, despite the challenges encountered. In addition, the study also concluded that, to a large extent, headteachers' support supervision of teachers influences teachers' effectiveness in teaching in UPE schools in Kibaale Town Council, Kibaale District.

6.1 Recommendation

The study recommended that,

The Government of Uganda, through the Ministry of Education and Sports, should allocate more resources to the schools to ensure that headteachers conduct their supervision work well. This will improve the headteacher's supervisory effectiveness

and, thus, teachers' effective teaching. In addition, the Ministry of Education should organize refresher training to equip headteachers with more skills for conducting teacher-supervision. More instructional materials should also be provided to the teachers to improve their effectiveness in teaching in UPE schools of Kibaale Town Council, Kibaale District. In addition, the Ministry of Education should organize refresher training to equip headteachers with more skills for conducting teacher-supervision. More instructional materials should also be provided to the teachers to improve their effectiveness in teaching in UPE schools of Kibaale Town Council, Kibaale District.

Conflict of Interest Statement

The authors have no conflict of interest to declare.

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