



Original Article

## Quality of Headteachers' Supervision Practices and Teachers' Performance in Primary Schools in Bugamba Sub-County, Rwampara District

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Article DOI: <https://doi.org/10.37284/eajes.6.1.1074>

**Date Published:** ABSTRACT

07 February 2023

**Keywords:**

Quality,  
Headteachers,  
Supervision  
Practices,  
Teachers'  
Performance,  
Primary Schools.

The study assessed the effect of headteachers' supervision practice on teachers' performance in Primary schools in Bugamba Sub-County, Rwampara District. A cross-sectional survey research design was used. The study used a population size of 220 teachers and five headteachers. The researcher used the Statistical Package for Social Sciences (SPSS) to help in analysing the data. Univariate data was presented in table form by use of descriptive statistical tools (frequency and percentage). The study findings showed that the quality of headteachers' supervision practices was good (overall mean score = 3.82). The study findings indicated that the level of teachers' performance in primary schools was good (overall mean score = 4.02). The study findings showed that there is a positive statistically significant relationship between the quality of headteachers' supervision practices and the level of teachers' performance in primary schools in Bugamba Sub-County Rwampara District at ( $p = 0.008 < 0.01$ ). It was recommended that the Ministry of Education and sports should emphasise the regular monitoring of professional documents by the headteachers including schemes of work, lesson plans, lesson notes, and class registers.

### APA CITATION

Kirabo, P., Sudi, B., & Jean, T. (2023). Quality of Headteachers' Supervision Practices and Teachers' Performance in Primary Schools in Bugamba Sub-County, Rwampara District Process *East African Journal of Education Studies*, 6(1), 103-110. <https://doi.org/10.37284/eajes.6.1.1074>.

### CHICAGO CITATION

Kirabo, Passy, Balimuttajjo Sudi and Tutegyereize Jean. 2023. "Quality of Headteachers' Supervision Practices and Teachers' Performance in Primary Schools in Bugamba Sub-County, Rwampara District". *East African Journal of Education Studies* 6 (1), 103-110. <https://doi.org/10.37284/eajes.6.1.1074>

### HARVARD CITATION

Kirabo, P., Sudi, B., & Jean, T. (2023) "Quality of Headteachers' Supervision Practices and Teachers' Performance in Primary Schools in Bugamba Sub-County, Rwampara District", *East African Journal of Education Studies*, 6(1), pp. 103-110. doi: 10.37284/eajes.6.1.1074.

### IEEE CITATION

P. Kirabo, B. Sudi & T. Jean. "Quality of Headteachers' Supervision Practices and Teachers' Performance in Primary Schools in Bugamba Sub-County, Rwampara District", *EAJES*, vol. 6, no. 1, pp. 103-110, Feb. 2023.

**MLA CITATION**

Kirabo, Passy, Balimuttajjo Sudi & Tutegyeize Jean. "Quality of Headteachers' Supervision Practices and Teachers' Performance in Primary Schools in Bugamba Sub-County, Rwampara District". *East African Journal of Education Studies*, Vol. 6, no. 1, Feb. 2023, pp. 103-110, doi:10.37284/eajes.6.1.1074

**INTRODUCTION**

Generally, the quality of supervision in this study refers to occasional formative practices carried out outside the classroom leading to the improvement of teaching and learning practices, especially during extra-curricular activities such as sports, debates, and study trips (Wakutile, 2019). In this study, Instructional Supervision refers to an ongoing periodical formative practice carried out solely inside the classroom with the intent to improve teachers' instructional practices and student performance during normal classroom teaching (Antoniou & James, 2014). Success depends on approving schemes of work and lesson plans, monitoring lessons, checking learners' activities, classroom environment management, and assessing teachers' work. This is likely to result in good preparation of the pedagogical documents, effective classroom instruction and management, continuous assessment, and evaluation of learners. The need to put into account the moderating variables is very crucial if there is better teachers' performance which later translates into improved pupils' performance in primary schools.

Globally, headteachers are acknowledged as the principal instructional leaders of their schools and are recognised as pivotal in promoting effective supervision within schools (Plessis, 2013). Headteachers use instructional supervision practices to improve teaching and learning by providing practising teachers with ongoing support and guidance for the benefit of pupils (Darling-Hammond, 2017). Quality of headteachers' supervision was conceptualised as; -classroom observation, checking teachers' professional records, provision of instructional resources, and teacher's professional development. Headteachers' supervision refers to all efforts of headteachers towards providing leadership to

teachers and other workers in the improvement of instruction; it involves the stimulation of professional growth and development of teachers and the selection and revision of educational objectives (Hlam, 2017).

Teachers' performance is defined as the duties performed by a teacher at a particular period in the school system in achieving organisational goals (Redfern, 2019). While teachers' performance was conceptualised as the quality of lesson plans, schemes of work, instructional materials, record of work, record of marks, lesson notes and lesson presentations and co-curricular activities.

In Kenya, the education system places the headteachers in a position of considerable responsibility. Headteachers delegate authority and still know what is happening in all the departments of the school. They should be the ones in control of the school operations; they should be able to call on the advice of others but still retain decision-making authority. Among the responsibilities of a school headteacher include supervising the educational activities in the school he or she heads (Ngware et al., 2006).

The headteacher is the centre of both the teaching and the administrative processes; that is, he is the middle person between the staff members and the school board. The headteacher plays a bureaucratic role (Ongori, 2015). The headteacher is an organiser. The headteacher stands in an intermediate position between the central office and the teachers, as well as between the community and the entire school population. The headteacher interprets official policies for the teachers and non-academic staff members. The headteacher also transmits orders from the school board to the teachers.

In Uganda, The Ministry of Education and Sports is not closely supervising its subordinates in charge of regions, which in turn are not closely supervising and monitoring the Rwampara District Education Officers (DEOs) (Wakutile, 2019). Also, the DEOs are not keeping a close eye on the inspectors of schools, and as a result, the school inspectors do not visit schools to monitor the headteachers, who in turn also are not closely supervising teachers.

Rwampara District Education Office Annual Schools Report (2018) stipulates that supervision is the observation of teachers with their plans and actual teaching and learning. It also includes simulation and directing the growth of teachers aiming at improving all features of the teaching and learning process. Since supervision is an agent of improving the performance of education, headteachers in Rwampara District are expected to continuously cooperate in supporting supervision so as to enhance the quality of education which is a hope for this district. Basing on the Mbarara District Education Officers' Report (2017), observations on inspection of primary schools, and complaints pronounced in various forums on monitoring performance such as; lack of headteachers' records of supervision of teaching and learning process, sketchy schemes of work, none monitoring of pupils' work, and poor classroom instruction and management, the researcher was prompted to carry out an investigation in Rwampara District with particular focus on headteachers' supervision and teachers' performance in Universal Primary Education schools.

Reports from Mbarara District Education Department (2017) showed that there were increasing complaints about teachers' performance in primary schools in the Bugamba sub-county, Rwampara District (Uganda). In the (2016) district local government report of the education department, it was revealed that many teachers were involved in other businesses alongside teaching and that most of them consider their businesses more valuable than teaching yet they operate their

businesses during school days and teaching hours. For example, many teachers do not attend regularly, fail to make lesson plans and schemes of work, and drink a lot of alcohol hence leading to poor performance. The purpose of the study was to assess the effect of the quality of headteachers' supervision practices on teachers' performance in Primary schools in Bugamba Sub-County Rwampara District.

## **THEORETICAL FRAMEWORK**

The study was guided by the theory of Supervisory Options for Instructional Leaders (SOIL) by Fritz and Miller (2003) developed for supervisors in educational settings. The essence of leadership portrayed in the SOIL framework is selecting a particular leadership style that reflects the current developmental level of the teacher. The theory consists of three levels: structured, moderately structured, and relatively unstructured. Each level consists of models that could help supervisors and teachers develop professionally over time. There are two specific features of the model: risk and reward. Risk is defined by Zepeda (2014:15) as "the exposure to possible loss or injury". Some possible risks to a supervisor could be loss of job title, criticism of work ethic by colleagues, and accountability for teacher performance. A reward is defined as "something given or offered for some service or attainment" (Zepeda, 2014:15). A teacher can select from supervisory models immersed in the structured, moderately structured, and relatively unstructured levels of the SOIL framework.

## **METHODOLOGY**

### **Research Design**

This study employed the cross-sectional survey research designs because the study intended to select respondents across different primary schools in Bugamba Sub-County Rwampara District.

## Population and Sampling

The target population included five primary schools in Bugamba Sub-County Rwampara District. From a total of 5 primary schools in Bugamba Sub-County Rwampara District, the study used a sample size of 220 teachers and five headteachers. The study utilised a mixed method in which both quantitative and qualitative methods of data collection were employed. The researcher used a lottery method of simple random sampling to select 135 teachers. The purposive sampling technique is a non-probability sampling method whereby a researcher selects a number of objects that possess features of interest from a given population to form part of the sample (Rai and Thapa, 2015). This method was used in selecting Headteachers.

## Sample Size

A sample comprises the elements of the population to consider for actual inclusion in the study. The researcher sampled five headteachers and 135 teachers within the Primary Schools in Bugamba Sub-County Rwampara District making a total of 140 respondents.

## Data Collection Methods

The collection of data for this study involved the use of a questionnaire survey.

## Data Management and Analysis

Quantitative data were analysed at different levels, namely univariate, bivariate, and multivariate levels. During quantitative data analysis, mean scores of qualities of headteachers' supervision practices were correlated with mean scores of teachers' performance in primary schools using the Statistical Package for Social Sciences (SPSS). This was done with the help of the Pearson correlation coefficient.

## Data Analysis

At the end of data collection, all the completed questionnaires were thoroughly edited, organised, and

processed by the researcher. The researcher coded the responses, especially those on a 5-point Likert scale (5 strongly agree, 4 =Agree, 3=undecided, 2 =Disagree, 1 = strongly disagree). The researcher used the Statistical Package for Social Sciences (SPSS) to help in analysing the data. Univariate data was presented in table form by use of descriptive statistical tools (frequency and percentage). Whereas bivariate data was analysed by Pearson correlation coefficient to determine the relationship between the independent (Headteachers' Supervision Practice) and dependent (Teachers' Performance) Variables. Bivariate data was analysed by the Pearson correlation coefficient because it measures the strength of association between two variables and the direction of the relationship.

## Ethical Considerations

The researcher maintained a high level of ethics throughout the whole research process; Material obtained from other sources such as journal articles, books, and book chapters were acknowledged. The researcher obtained informed consent from all respondents that participated in the study. The respondents also were informed as to why and how they would be chosen. Anonymity was ensured and the researcher observed confidentiality while handling the responses. Information was availed to respondents that the research would not endanger them directly or indirectly and that participation would be voluntary. During data management and analysis, the findings were associated with respondents through a coding system.

## RESULTS

The overall mean score for the quality of Headteachers' supervision was 3.82 which implied that it was good quality of headteachers' supervision practices. The headteacher makes informal visits in class during teaching (mean score = 3.86); the headteacher observes teachers in class and gives feedback (3.51); after classroom observation teachers discuss the results with the

headteacher (mean score of 4.08); the headteacher ensures good storage and maintenance of textbooks (mean score = 3.94); teachers' schemes of work are checked regularly by headteacher (mean score = 3.66); The headteacher checks lesson plans on a weekly basis (mean score = 4.08); Headteacher checks whether teachers' class registers are always marked and checked (mean score = 3.59); Headteachers always check teachers' textbooks used in class (mean score = 3.64); Headteacher

always encourages teachers to go for further studies (mean score = 4.18); The Headteacher holds inset meetings and lesson studies (mean score = 3.64); and teachers always get congratulatory letters when teachers perform well at school (mean score = 3.79). These findings imply that there was good quality of headteachers' supervision practices in primary schools in Bugamba Sub-County Rwampara District.

**Table 1: Descriptive statistics for the quality of Headteachers' supervision practices (n=140)**

Statements on the quality of Headteachers' supervision practices	Mean scores
The headteacher makes informal visits in class during teaching	3.86
The headteacher observes me in class and gives feedback	3.51
After classroom observation we discuss the results with the headteacher	4.08
The headteacher ensures good storage and maintenance of textbooks	3.94
My schemes of work are checked regularly by the headteacher	3.66
The headteacher checks my lesson plans on a weekly basis	4.08
My headteacher checks whether my class register is always marked and checked	3.59
My headteacher always checks my textbooks used in class	3.64
That Headteacher always encourages me to go for further studies	4.18
The headteacher holds inset meetings and lesson studies	3.64
I always get congratulatory letters when I perform well at school	3.79
Overall mean score	3.82

*Mean score between 1-1.4 = strongly disagreeing statement; 1.5-2.4 = disagreeing statement, 2.5-3.4 = moderate, 3.5-4.4=agreeing statement, and 4.5-5.4= strongly agreeing statement.*

According to responses regarding the quality of Headteachers' supervision practices, the overall mean of 4.02 implied that the level of teachers' performance in primary schools is high (agree). Lesson plans are linked to previous and future lessons (mean score = 3.62); schemes of works are updated with clear learning outcomes (mean score = 4.13); lesson notes are organised and detailed (mean score = 4.14); instructional materials are relevant and adequate (mean score = 4.24); record of marks are up to date (mean score = 4.06); teachers set

exams adequate to the level of learners (mean score = 4.24); teachers always check on daily attendance of my students (mean score = 4.09); teachers always record student study progress and competences (mean score = 3.76); teachers always participate in co-curricular activities (mean score = 4.01); teachers always use a variety of teaching methods (mean score = 3.85). The above study findings are in agreement with Redfern (2019) that teachers' performance is an act of accomplishing or executing a given task.

**Table 2: Descriptive statistics for the level of teachers’ performance in primary schools**

The level of teachers’ performance	Mean scores
My lesson plans are linked to previous and future lessons.	3.62
My schemes of work are updated with clear learning outcomes	4.13
My lesson notes are organised and detailed	4.14
My instructional materials are relevant and adequate	4.24
My record of marks are up to date	4.06
I set exams adequate to the level of learners	4.24
I always check on the daily attendance of my students	4.09
I always record student study progress and competences	3.76
I always participate in co-curricular activities	4.01
I always use a variety of teaching methods	3.85
<b>Overall Mean Score</b>	<b>4.02</b>

*Mean score between 1-1.4 = strongly disagreeing statement; 1.5-2.4 = disagreeing statement, 2.5-3.4 = moderate, 3.5-4.4=agreeing statement, and 4.5-5.4= strongly agreeing statement.*

Study findings in Table 3 showed that there is a positive moderate statistically significant relationship between the quality of headteachers’ supervision practices and the level of teachers’ performance in primary schools in Bugamba Sub-

County Rwampara District at ( $p=0.008 < 0.01$ ). This implies that good headteachers’ supervision practices result in good teachers’ performance in primary schools in Bugamba Sub-County Rwampara District.

**Table 3: Pearson Correlation of quality of headteachers’ supervision practices and level of teachers’ performance in primary schools in Bugamba Sub-County Rwampara District**

		Supervision practices	Teachers’ performance
Supervision practices	Pearson Correlation	1	.224**
	Sig. (2-tailed)		.008
	N	140	140
Teachers’ performance	Pearson Correlation	.224**	1
	Sig. (2-tailed)	.008	
	N	140	140

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

**DISCUSSION OF FINDINGS**

The quality of Headteachers’ supervision practices was good (agree) with an overall mean score of 3.82. This agrees with Ylimaki & Jacobson (2013) that general and instructional supervision had a significant correlation with teacher work performance in schools. Additionally, Wakutile (2019) stressed that the quality of Headteachers’ supervision practices should involve the evaluation of teacher’s work which include schemes of work,

lesson plans, lesson notes, cumulative record of marks, marked exercises, tests and home works.

The level of teachers’ performance in primary schools is high (agree) with an overall mean score of 4.02. This is in agreement with Redfern (2019) who stated that teachers’ performance is an act of accomplishing or executing a given task. Teachers’ performance is the duties performed by a teacher at a particular period in the school system to achieve the school’s goals (Aseka, 2016). These duties involve timely syllabus coverage, correct

pedagogical skills, and school and class and regular and punctual attendance. Teachers' performance is highly connected to student outcomes as the end product of education.

There is a positive moderate statistically significant relationship between the quality of headteachers' supervision practices and the level of teachers' performance in primary schools in Bugamba Sub-County Rwampara District at ( $p = 0.008 < 0.01$ ). This is in line with Marshall (2013) who noted that teachers' view of supervision as evaluation might have been possible due to the manner in which headteachers were doing their supervisory practices. Supervision should not be taken for evaluation in some instances. School heads were perceived by their teachers to perform very well in the five aspects of the supervisory practices.

## CONCLUSIONS

It was concluded that there was a good quality of headteachers' supervision practices. This is characterised by headteachers' informal visits, good storage and maintenance of textbooks, teachers' schemes of work checked regularly, teachers' lesson plans checked on a weekly basis, teachers' class register always being marked and checked, encouraging teachers to go for further studies, meetings and lesson studies, meetings and lesson studies, teachers getting congratulatory letters when they perform well.

It was also concluded that there was a high level of teachers' performance in primary schools. Characterised by lesson plans linked to previous and future lessons, updated schemes of work with clear learning outcomes, organised and detailed lesson notes, relevant and adequate instructional materials, up to dated records of marks, students' daily attendance, recording student study progress and competencies, teachers participating in co-curricular activities, teachers using a variety of teaching methods, teachers using a variety of teaching methods.

It was also concluded that there is a positive statistically significant relationship between the quality of headteachers' supervision practices and the level of teachers' performance in primary schools in Bugamba Sub-County Rwampara District. This implies that the more the quality of headteachers' supervision practices is, the higher the level of teachers' performance in primary schools.

## Recommendations

In order to improve the quality of supervision. The Ministry of Education and sports should emphasise the regular monitoring of professional documents by the headteachers including schemes of work, lesson plans, lesson notes and class registers. Headteachers should proceed with focused instructional supervision by conducting classroom observation and checking teachers' professional records in order to keep them well informed about the happenings in the classroom. This process should be well organised and planned to ensure it does not inflict fear or demoralise teachers in their instructional implementation.

In order to improve the level of teachers' performance in primary schools, the ministry of education and sports should organise conferences and workshops for teachers to improve their performance in teaching.

The Ministry of Education should reinforce supervision-based training, refresher courses, seminars, and workshops for headteachers countrywide to update them on the latest practices in instructional supervision to improve teachers' performance.

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