Head Teachers' Support Supervision and Teachers' Performance in Primary Schools in Puranga Sub-County, Aruu Constituency, Pader District

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A Dissertation Submitted to the Directorate of Research and Graduate Training in Partial Fulfilment of the Requirement for the Award of the Degree of Master of Education in Education Management of Gulu University.

June, 2026

Declaration

I, Justine Okello Abolo (Reg. No. 18/U/2798/MED) declare that this research dissertation titled "*Head Teachers' Support Supervision and Teachers' Performance in Primary School in Puranga Sub-County, Aruu Constituency, Pader District*" is my original work and has never been submitted to any University for any academic award.

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Sign.....

Date. 23/06/2026

Approval

This is to certify that this research dissertation titled "*Head Teachers' Support Supervision and Teachers performance in Primary Schools in Puranga Sub-county Pader District*" Was developed under our Supervision and is submitted to the directorate of research and graduate trainings.

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Dedication

I Justine Okello Abolo do dedicate this research work to my beloved parents Daker Elisabeth Aciro Onyoro, Rwot Onyoro Obol Angel, brothers Hakiigaba Jussy Okello, Ojara Pons Obol, Wokorach Alex, sisters: Anna Mary Adoch, Anna Grace Akello and Ventorina Acala. I equally recognise the moral support rendered to me by my dear wife Jenneth Ayuma.

Acknowledgement

I would like to register my special thanks of gratitude to my supervisors Dr. John Baptist Habimana and Dr. Gloria Lamaro for having led me through this academic work successfully. I am indebted to a number of people who gave me the golden opportunity to complete this study programme that enabled me to acquire a Master's degree.

Furthermore, I extent my appreciation to Dr. Denis Thaddeus Ofoyuru, Mr. Ambrose E. Okot, Mr. John Charles Luwar. To all my course mates, you were so amazing and you made my study environment conducive. God bless you.

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Abstract

This study examined head teachers' support supervision and teachers' performance in primary school in Puranga Sub-County, Aruu Constituency, Pader District. The objectives were to examine the practices of head teachers' support supervision in primary schools, to assess the level of teachers' work performance in primary schools and to establish the relationship between head teachers' support supervision and teachers' performance in primary schools in Puranga Sub-County. Correlation research design and mixed method were preferred, data were collected using questionnaires, interviews and observations checklist from 112 participants. Descriptive statistics was used to analyse background statistics, objectives one and two. Pearson correlation was used to analyse the data in objective three, that is, the relationship between head teachers' support supervision and level of teachers' performance. Interview data were both narrative and content analysed. The findings indicated that head teachers in Puranga Sub-County primary schools are actively involved in supervising and supporting teaching and learning processes; ensure timely syllabus coverage, provide necessary learning aids and enforce adherence to timetables, which are vital for maintaining academic standards. Findings highlighted that teachers in Puranga primary schools are performing commendably in several critical areas; effectively align their lesson plans with the syllabi, ensuring that the content taught corresponds to the curriculum requirements. Findings reveal a statistically significant and moderate positive correlation between head teachers' support supervision and teachers' performance in Puranga Sub-County primary schools. The study concluded that that head teachers in Puranga Sub-County are effectively involved in supervisory and support roles, which positively impact teaching and learning outcomes. Teachers in Puranga primary schools exhibit strong performance in curriculum alignment, learner engagement and assessment practices. Head teachers' support supervision plays a significant role in improving teachers' performance in primary schools. It was recommended that head teachers should adopt a structured supervision plan that ensures classroom observation is conducted consistently and incorporate class monitors more effectively in lesson coverage reporting. Head teachers should implement a structured professional development programme where they regularly observe lessons and provide constructive feedback. Head teachers should adopt a systematic and structured supervision framework that includes regular classroom observations, constructive feedback sessions and follow-up actions to address identified challenges.

Keywords: Support Supervision and Teachers' Performance

Chapter One

Introduction

1.0. Overview

Teachers, as the frontline facilitators of education, need guidance, support and continuous professional development to enhance their skills and competencies (Orenaiya, 2014). Head teachers' support supervision acts as a catalyst for fostering a conducive learning environment, empowering teachers, and ultimately, improving the overall performance of the school (Aseka, 2016). Effective support supervision can lead to improved teaching methodologies, increased teacher motivation and enhanced student outcomes (Orenaiya, 2014). This chapter discusses the background to the study, statement of the problem, purpose of the study, objectives, research questions, and scope, significance and conceptual frame work of the study.

1.1. Background to the Study

This section discusses the historical background of the study, theoretical, conceptual and contextual perspectives of the study.

1.1.1. Historical Perspective.

Historically, teachers' performance has been a key determinant of education quality worldwide, evolving through historical periods shaped by socio-economic, political and technological changes. The performance of teachers is influenced by factors such as training, working conditions, remuneration, policies and professional development opportunities (Reepen and Barr, 2010). The genesis of supervision itself traces back in colonial New England where supervision of instruction began as a process of external inspection: one or more local citizens were appointed to inspect both what the teachers were teaching and what the learners were learning. The inspection theme was to remain firmly embedded in the practice of supervision. 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 (Reepen & Barr, 2010).

Over the years, teaching has been a highly respected profession across civilizations (Mudangi, 2019). In ancient societies such as Greece, China and the Islamic world, teachers were regarded as scholars

and played a vital role in knowledge transmission (Mudangi, 2019). In Ancient Greece, philosophers like; Socrates, Plato and Aristotle emphasized critical thinking and mentorship, setting the foundation for modern education. Similarly, in Ancient China, Confucian principles stressed moral education and the teacher-student relationship. During the medieval period, teachers were mostly religious leaders in monastic schools in Europe, focusing on theological studies. The Islamic Golden Age (8th-14th century) also saw significant advancements in knowledge dissemination through scholars in institutions like the House of Wisdom in Baghdad. Industrial Revolution (18th-19th Century): With increased demand for literacy due to industrialization, formal teacher training emerged, and compulsory education laws were introduced in many countries (Mudangi, 2019). In the 20th Century, the rise of progressive education, championed by thinkers like John Dewey, promoted experiential learning and student-centered teaching (Mudangi, 2019). Teachers' roles expanded beyond knowledge transmission to fostering critical thinking and creativity. Global organizations like UNESCO and the World Bank started investing in teacher training to improve educational outcomes (Mudangi, 2019). Meanwhile in the 21st Century, technological advancements, globalization and policy reforms have reshaped teachers' performance expectations. The integration of digital tools, competency-based teaching, and professional development programs have become crucial for improving teachers' effectiveness worldwide (Mudangi, 2019).

Teachers' performance in Sub-Saharan Africa has evolved alongside colonial and post-independence educational reforms. Colonial Era (19th-20th Century): Colonial powers introduced Western-style education, with missionary schools playing a dominant role in training teachers. However, education remained limited, with a focus on clerical work rather than critical thinking or local knowledge (Tshabalala, 2013). During the post-independence (1960s-1980s), many African governments prioritized education expansion, leading to rapid teacher recruitment but often at the expense of quality. Teacher training institutions were established, but shortages, poor working conditions and low pay affected performance (Sule et al., 2015). The Structural Adjustment Programmes (1980s-1990s) saw economic crises led to reduced public spending on education, resulting in teacher shortages, increased workload, and reduced motivation. Some countries introduced cost-sharing policies, further straining the education sector. Recent Trends (2000s-Present) equally has seen efforts to improve teachers' performance have included universal primary education policies, professional development programmes and increased use of ICT in education. However, challenges

such as high pupil-teacher ratios, inadequate salaries, and limited training opportunities persist in many countries (Sule et al., 2015).

By 1800s in Africa, larger schools and districts' demand for supervision grew for teachers who held expertise in specific disciplines and for administrators who could assume increasingly complex roles. One teacher within a building was often selected to assume administrative duties. This "principal" teacher ultimately grew into the role of building principal. The trend towards specialized roles started in large urban districts and soon spread to smaller cities and rural areas as cited in (Wakutile, 2019). At that time, it was acknowledged that the clergy didn't necessarily have the knowledge base to make informed judgments about teacher effectiveness and the supervisor needed to have subject area knowledge and teaching skills, cited in (Wakutile, 2019).

Teachers in Uganda have played a significant role in the country's educational development, influenced by both historical and contemporary factors. Pre-Colonial Period: Indigenous education was largely informal, with elders and clan leaders acting as teachers in oral traditions, vocational skills, and cultural knowledge transmission (Ssekamwa & Lugumba, 2010). During the Colonial Era (1894-1962), the British colonial administration introduced formal education, mainly through missionary schools. Teachers were trained in teacher training colleges (TTCs) but were expected to follow rigid curricula focused on literacy, numeracy, and religious studies. Post-Independence (1962-1980s): Uganda expanded education services, leading to an increased demand for teachers. Teacher training institutions were established, but political instability, particularly under Idi Amin's rule (1971-1979), affected the education sector's growth and teachers' performance. Universal Primary Education (1997-Present): The introduction of Universal Primary Education (UPE) led to a surge in school enrollment, but challenges such as overcrowded classrooms, low teacher salaries, and inadequate instructional materials have impacted performance. The government has since invested in teacher training programs, continuous professional development, and policies to improve teachers' working conditions. Currently, the use of digital learning tools, competency-based curricula, and teacher incentives are being explored to enhance performance (Ssekamwa & Lugumba, 2010). However, challenges such as delayed salaries, inadequate supervision, and large class sizes still affect teachers' effectiveness.

Formal education in Uganda was introduced by the Christian missionaries who came in 1877 and 1879. At first, education was in the hands of missionaries and on establishing schools, teachers were closely inspected or monitored by their bosses to ensure that they did what was expected of them. In 1924 when the government of Uganda took control of education in the country, the education department was established, and the roles of teachers and head teachers were clearly spelt out. Teachers were required to teach and guide students and their immediate supervisors were the head teachers. Head teachers were to inspect their teachers closely to ensure that they did their activities well (Ssekamwa & Lugumba, 2010).

1.1.2. *Theoretical Perspective*.

Theoretically, this study was underpinned Douglas McGregor's Theory X and Theory Y (1960). Theory X, states that most people innately dislike working; they do it because they need the money, because it provides some security or because it helps them feel safe. As a supervision model, theory X advocates for close supervision of employees and asserts that managers should constantly encourage their employees to do more. Theory X holds that employees will do as little as possible whenever possible; therefore, managers have to keep employees as motivated and productive as possible. Therefore, teachers need to be closely monitored for them to perform. Theory Y on the other hand contends that some employees like working and even enjoy it. These workers find satisfaction in a job well done, and they may have personal or professional goals that serve as innate sources of encouragement and motivation. As a supervision model, theory Y advocates that managers spend less time looking after their employees and more time providing a comfortable and friendly work environment. The idea is that employees who are happy at work caused by good supervisors will do a better job and will strive to be the best they can be. The above theory was chosen over the other theories because it directly relates to the study variables as explained above.

1.1.3. *Conceptual Perspective*.

Teachers' performance was defined as teachers' effective execution of school and classroom duties to contribute to accomplishment of school goals as well as his/her personal goals and meet personal need (Wakutile, 2019). According to Amin et al., (2013), teacher's performance are their duties in a particular period in school system for achieving organizational goals determined by their level of participation in the day to day running of school.

In this study, teacher's performance was operationalized as the ability of a teacher to prepare schemes of work, lesson plans, manage classroom activities and continuously assess and evaluate learners and the ability of learners reflected in the learning outcomes.

Meanwhile support supervision is an occasional, formative practices carried in and out outside the classroom leading to the improvement of teaching and learning practices, especially during classroom teaching and learning, extra-curricular activities such as sports, debates, and study trips (Tesfaw and Hofman, 2014). In the view of Wakutile (2019), support supervision is an ongoing periodical formative practice carried out solely inside the classroom with intent to improvement teachers' instructional practices and learner's performance during normal classroom teaching and learning.

In this study borrowing from Tesfaw and Hofman and Wakutile, support supervision is a continuous formative act of conducted both inside and outside classrooms with the intention of improving the learning outcomes in a school setting.

According to Tesfaw and Hofman (2014), head teachers' support supervision is the action carried out by the head teacher, 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 head teachers' support supervision as the continuous monitoring of classroom teaching with the aim of not only promoting professional practices, but also to enhance professional development in a collegial and collaborative style. Wakutile (2019) asserts that the success of head teacher's support supervision depends on approving schemes of work and lesson plans, monitoring lessons, checking learners' activities and assessing teachers work.

Conceptually, in this study, head teachers' support supervision is the act of a head teacher personally or through delegation of his deputies or agents supervising the work of teachers to ensure that they do their work in according to professional code of conduct or well.

1.1.4. *Contextual Perspective*.

In Uganda, the Ministry of Education and Sports (MoES) maintains its supervisory mandate through the Education Standards Agency (ESA), where supervisors are expected to demonstrate competence,

tactfulness, sincerity, and integrity in their work. Effective supervision is intended to ensure quality teaching and learning in schools. However, despite the introduction of the Universal Primary Education (UPE) programme, the education sector continues to face serious challenges, particularly inadequate supervision at different administrative levels (Mudangi, 2019; Esudu, 2010). Esudu (2010) observed that the Ministry of Education and Sports does not closely supervise regional education officials, who in turn fail to effectively monitor District Education Officers (DEOs). Consequently, DEOs do not adequately oversee school inspectors, and many inspectors rarely visit schools to monitor head teachers. This chain of weak supervision eventually affects teachers' performance in classrooms (Mudangi, 2019).

The Ministry of Education and Sports reported that many schools are not inspected regularly due to inadequate staffing and logistical challenges. For example, the Education and Sports Sector Annual Performance Report indicated that less than 50% of government primary schools were inspected annually in some districts, far below the recommended standard of at least one inspection visit per term (MoES, 2014). This limited inspection coverage weakens accountability and instructional support. A national supervision report by the Ministry of Education and Sports revealed that a significant proportion of primary school teachers do not prepare professional documents such as schemes of work and lesson plans. The report noted that about 40% of teachers had incomplete or outdated schemes of work and more than 35% of teachers lacked properly prepared lesson plans. Many teachers did not conduct practical lessons or remedial teaching for weak learners (MoES, 2014). These findings suggest that weak supervision contributes to poor pedagogical practices in schools.

The Uganda National Examinations Board (UNEB, 2015)) has consistently reported low learner performance in the Primary Leaving Examination (PLE). UNEB (2015) indicated that only 11% of candidates passed in Division One nationally, over 40% of candidates obtained Division Four or were ungraded and rural districts recorded lower performance compared to urban districts, largely due to inadequate instructional supervision and poor teaching practices. In rural districts such as Pader District, teacher shortage remains a major challenge. The Ministry of Education and Sports (2012) reported that some primary schools operated with a pupil-teacher ratio exceeding 70:1, compared to the recommended national ratio of 53:1. High workloads reduce teachers' effectiveness and limit the ability of head teachers to conduct meaningful support supervision.

The Organisation for Economic Co-operation and Development (OECD, 2014) highlighted that rural schools in Uganda often lack adequate classrooms, teaching materials, and transport facilities for supervisors. In some sub-counties, inspectors are responsible for monitoring more than 50 schools each, making regular supervision practically impossible. Poor roads and limited funding further hinder school visits and follow-up support.

In Puranga Sub-County, the effectiveness of head teachers' support supervision is critical in determining the quality of education in primary schools. Teachers' performance in the area is assessed through lesson delivery, learner performance, adherence to curriculum guidelines, and commitment to teaching duties (OECD, 2014). However, several contextual factors undermine effective supervision and performance, including teacher shortages and heavy workloads, Low motivation and poor welfare, limited training and professional development opportunities, inadequate infrastructure and teaching resources and weak parental and community involvement (MoES, 2012). The available evidence demonstrates that weak supervision at ministry, district, and school levels significantly affects teachers' professional practices and learner performance in Uganda. Statistical indicators such as low inspection coverage, inadequate lesson preparation, poor PLE results, high pupil-teacher ratios, and limited resources all point to the need for stronger support supervision systems. In rural areas like Puranga Sub-County, improving supervisory practices, teacher motivation and resource provision is essential for enhancing teachers' performance and the overall quality of primary education.

1.2. Statement of the Problem.

Teachers' performance is expected to constitute regular preparation of scheme of work / lesson plans, conduct effective teaching and learning, conduct continuous assessment of learners and release constructive feedbacks. However, due to poor infrastructure, low teacher motivation and limited resources hinder effective supervision, teachers' performance appears to be too low in Puranga Sub-County, Aruu North Constituency, Pader District, appears to be too low (DEO, 2022). Head teachers' support supervision: approving schemes of work / lesson plans, monitoring teaching and learning processes, monitoring teachers' class attendance and assessment of teachers' work are recognized as potential significant contributors to teachers' performance in primary schools in Uganda. Though there are still challenges that hinder its effective implementation: Lack of the necessary skills,

resources or proper training, knowledge, or time to provide adequate support supervision to teachers (MoE&S, 2012). Though other factors could also explain the problem of low level of teachers' performance, this study explored whether head teachers' support supervision dimension could explain the problem. This research, therefore, investigated head teachers' support supervision and teachers' performance in primary schools in Puranga sub-county, Aruu County, Pader District and reported on.

1.3. Purpose of the Study.

The purpose of this study was to investigate the impact of head teachers' supervision on teachers' performance in primary schools in Puranga sub-county, Aruu County, Pader District and report.

1.4. Objectives of the Study.

(i) To examine the current practices of head teachers' support supervision in primary schools.
(ii) To assess the level of teachers' work performance in primary schools.
(iii) To establish the relationship between head teachers' support supervision and teachers' performance in primary schools in Puranga Sub-County, Aruu County, Pader District.

1.5. Research Questions.

(i) What are the current practices of head teachers' support supervision in primary schools in Puranga Sub-County, Aruu County, Pader District?
(ii) What is the level of teachers' work performance in primary schools in primary schools in Puranga Sub-County, Aruu County, Pader District?
(iii) What is the relationship between head teachers' supervision and teachers' performance in primary schools in Puranga Sub-County, Aruu County, Pader District?

1.6. Scope of the Study.

Content Scope. This study investigated head teachers' supervision and teachers' performance in primary schools in Puranga Sub-County, Aruu County-Pader District. Puranga Sub-County is comprised of 04 parishes: Oret, Laminajiko, Apwor, Aringa, Parwec, Te Okutu and Lamincwida. This was because parents of the schools within Puranga sub-county complain a lot

on the level of learners' performance which are attributed to teachers' performance in the primary schools.

Geographical Scope. The study was conducted in Puranga sub-county which is located in Pader district, Uganda. Pader district is in the northern part of Uganda and it is bordered by; Lira is to the South, Otuke to the South- East, Agago to the East, Kitgum to the North, Gulu to the West and Omoro to the South- West. This study involved only 15 primary schools in Puranga sub-county, Pader district. Puranga sub-county was preferred over others because all the primary schools performed poorly in the recent last five years in UNEB.

Time Scope. A study period between 2010 -2024 were covered by this study as this was the period when education system in Uganda was normally operating.

1.7. Significance of the Study

This research is essential for several reasons. Firstly, it will contribute to the existing body of knowledge on educational leadership and management, specifically in the context of primary schools. By exploring the relationship between head teachers' support supervision and teachers' work performance, this study can shed light on effective strategies to promote better teaching practices and student learning outcomes.

Secondly, the findings of this study will benefit educational policymakers, school administrators, and teacher training institutions. Understanding the factors that influence support supervision and work performance can inform the development of targeted training programs for head teachers and teachers alike.

Finally, this research can serve as a basis for further investigations into the impact of support supervision on various aspects of education, paving the way for evidence-based policies and practices that positively impact the overall quality of primary education. This current study is hoped that it might be significant to students of Education and other researchers who may be interested in further research on the similar area as a source of reference.

1.8. Conceptual Framework of the Study

It assumed that there is relationship between head teachers' supervision and teachers' performance in primary schools in Puranga sub-county, Pader district.

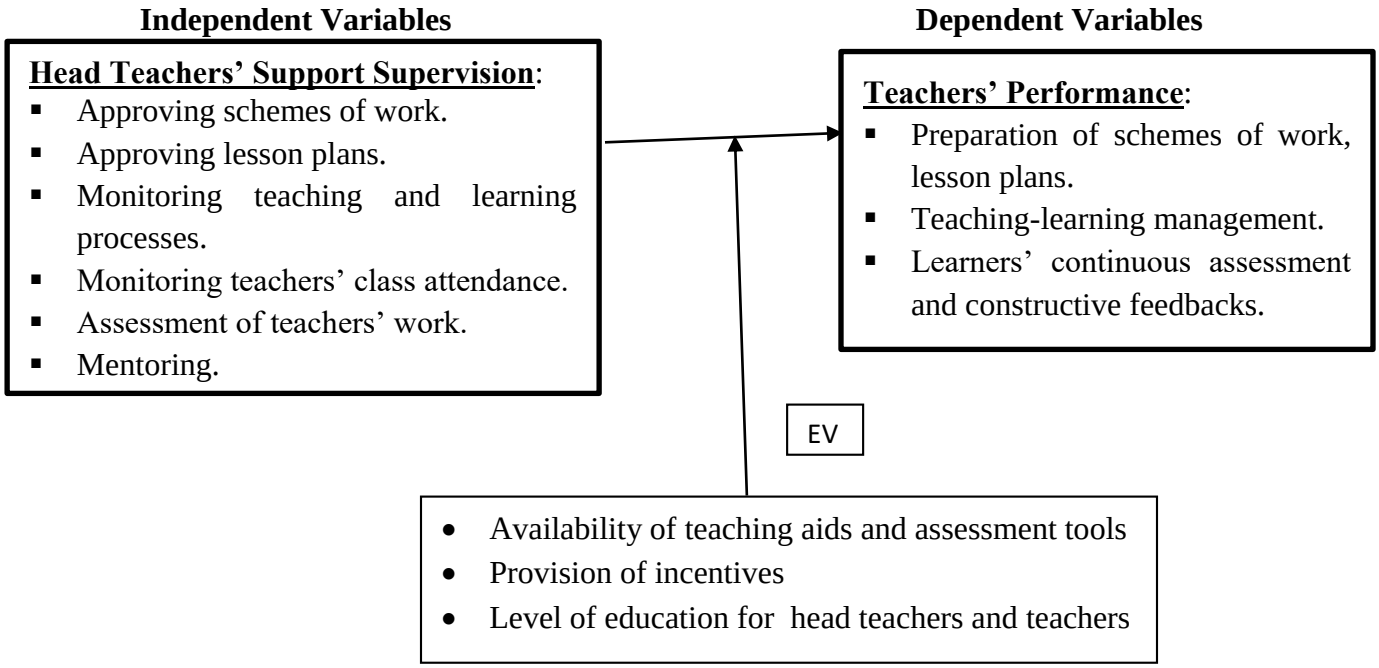


Figure 2: Conceptual Framework Showing the Relationship between Head teachers' Supervision and Teachers' Performance in Primary Schools in Puranga Sub-county, Pader District.

Source: Researcher (2024).

The conceptual framework shows how head teachers' supervision influences teachers' performance. Head teachers' supervision is conceptualized in terms of approving schemes of work and lesson plans, monitoring lesson delivery, and monitoring teachers' attendance, can all influence the performance of teachers in terms of preparing pedagogical documents. E.g. schemes of work, lesson plans; classroom instruction and management; checking learners' activities; as well as continuous assessment and evaluation of learners. Extraneous variables; availability of teaching aids and assessment tools, provision of incentives and level of education of head teachers and teachers mean that these factors can also affect teachers' performance but they were not the focus of this study.

Douglas McGregor (1960) Theory X and Y believes that most people innately dislike working and they work to fulfill their needs; money, provides some security or because it helps them feel safe. As a supervision model, theory X advocates for close supervision of employees and asserts that managers should constantly encourage their employees to do more. Theory X argues that employees will do as little as possible whenever possible; therefore, managers have to keep employees as motivated and productive as possible through supervision. It is worth noting that this theory does

not exhaust the nature of interaction that takes place at school and also does not define the kind of strategies head teachers use to supervise teachers and can best enhance teachers' performance but assumes that all factors are constant. Theory X and X, clearly portray the interplay that takes place at school and it relevantly underpin this study as presented in *Figure 1*, below.

Chapter Two

Literature Review

2.0. Introduction.

This chapter presents a review of related literature on head teachers' support supervision, teachers' performance and the relationship between head teachers' support supervision and teachers' performance in primary schools. The review mainly focused on the different head teachers' practices of support supervision in primary schools and teachers' performance. Many studies were consulted for instance, recent journals, research reports, text books, official documents, among others based on these study objectives.

2.1. Practices of Head Teachers' Support Supervision in Primary Schools.

Kirabo, Balimuttajjo and Tutegyereize (2023) opine that globally, head teachers are acknowledged as the principal support leaders of their schools and are recognised as pivotal in promoting effective supervision within schools as cited in (Plessis, 2013). Darling-Hammond (2017) consent to the above report and reported that head teachers use support supervision practices to improve teaching and learning by providing practicing teachers with ongoing support and guidance for the benefit of pupils. In the view of Hlam (2017), quality of head teachers' support supervision to teachers is conceptualised as; -classroom observation, checking teachers' professional records, provision of instructional resources, and teacher's professional development. Head teachers' supervision refers to all efforts of head teachers 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. The case of primary schools in Puranga sub-county, Aruu Constituency, Pader District is still a content gap that this study filled the gap by investigating head teachers' support supervision and teachers' performance in primary schools in Puranga Sub-county, Aruu Constituency, Pader District and reported on.

According to Cedefop (2015), head teachers (sometimes known as head teachers or principals) support and oversee primary school teachers using a variety of techniques designed to advance efficient teaching and learning. In UK primary schools, the following are some typical head teachers' assistance supervision procedures: Observations and feedback from the classroom Head teachers

frequently observe classroom instruction and provide teachers feedback. These observations concentrate on evaluating instructional strategies, pupil participation, and the general learning environment. Feedback identifies areas for improvement and helps teachers improve. Professional Development: Head teachers are essential in planning and offering opportunities for teachers' professional development. Training sessions, workshops, and conferences on topics including curriculum modifications, pedagogical approaches, and assessment techniques may fall under this category (Cedefop, 2015). The study has methodological and geographical gaps for this study to fill as it was conducted in the UK using qualitative method. This study investigated and reported on head teachers' support supervision in primary schools in Puranga sub-county, Aruu Constituency, Pader District using mixed method.

Head teachers in the USA conduct regular classroom observations to assess teaching practices, classroom management, and student engagement. They provide feedback and coaching, organize professional development activities, collaborate on curriculum plans, provide support resources, and monitor student performance data (Hayes, 2014). Day and Sammons (2016) agree to the above report and assert that head teachers also facilitate data analysis and progress monitoring, guiding teachers in interpreting assessment results and developing strategies for improvement. Head teachers also foster professional learning communities, facilitating regular meetings, discussion forums, and study groups to foster a culture of professional growth and mutual support (Haynes, 2014). Haynes' report reveals the situation as it is in the USA and relates with this study objective one, however, it has geographical and time gaps for this study to fill. This study, therefore, sought to investigate head teachers' support supervision and teachers' performance in primary schools in Puranga sub-county, Aruu Constituency, Pader District and reported on in the year 2025.

In the view of OECD (2016), in Sub- Saharan Africa approaches to head teachers' support supervision vary across countries and regions in Sub-Saharan Africa, depending on local educational policies, resources and cultural contexts. In common summary head teachers' support supervision to teachers involves: Professional development for teachers: Giving head teachers opportunities for professional development is a common aspect of support supervision. This involves education in curriculum implementation, assessment techniques and leadership of instructional teams (OECD, 2016). The intention is to improve the abilities and expertise of school administrators so they can

ably orient and supervise teachers. Supervisors often observe classrooms to evaluate the ways in which students are taught and are being taught. They give head teachers and instructors helpful comments, emphasizing areas for development and exchanging best practices and Uganda inclusive. This procedure encourages ongoing improvement and assists in identifying teaching and learning gaps (OECD, 2014).

Kweku and Baffoe (2018) reported head teachers' support supervision in all the public basic schools in the Anomabo Education Circuit exhibited in the forms: Orientation of new Teaching Staff, Checking Teacher's Record of Work, Provision of In-service Training, lesson observation and Monitoring Punctuality & Regularity. This stems from the mean range of 3.33 and 3.74 obtained for all the five instructional supervisory practices, Orientation of new Teaching Staff, Checking Teacher's Record of Work Provision of In-service Training, Lesson Observation Monitoring Punctuality & Regularity. The above finding relates to this study objective one, however, it has content gaps as it was conducted among basic public primary schools using sectional survey (Kweku & Baffoe, 2018). This study sought to bridge the gaps by investigating head teachers' support supervision and teachers' performance in primary schools in Puranga sub-county, Aruu Constituency, Pader District and reported on using mixed method.

The education system in Kenya places the head teachers in a position of considerable responsibility. Head teachers delegate authority and still know what is happening in all the departments of the school. They are the ones in control of the school operations; they are able to call on the advice of others but still retain decision-making authority. Among the responsibilities of a school head teacher include support supervising of the educational activities in the school he or she heads (Aseka, 2016). In the view of Ongori (2015), head teacher is the center of both the teaching and the administrative processes; the middle person between the staff members and the school board, an organiser, an intermediate position between the central office and the teachers, as well as between the community and the entire school population and interprets official policies for the teachers and nonacademic staff members.

According to Annual Schools Report of the year 2018, head teachers' support supervision in Uganda includes but not limited to; observation of teachers with their plans and actual teaching and learning, approval of scheme of work and lesson plans, simulation and directing the growth of teachers aiming

at improving all features of the teaching and learning process as cited in Rwampara sub-county, Mbarara District by Kirabo, Balimuttajjo & Tutegyereize (2023). If that is the case for primary schools in Rwampara sub-county, Mbarara District, Uganda, this study sought to investigate head teachers' support supervision and teachers' performance in primary schools in Puranga Sub-county, Pader District and reported on.

2.2. The Level of teachers' performance in primary schools.

Munyengabe et al., (2017) reported low level of teachers' work performance in Zimbabwe. For instance, it was revealed that generally, teachers in Zimbabwean Secondary Schools had low levels of teachers' performance due to low motivation and that levels of motivation of lecturers in Chinese University was satisfactory (Munyengabe et al., 2017). On the other hand, Chen (2015) reported moderate level of teachers' performance in government and middle secondary schools in Thimphu. Munyengabe et al. and Chen's studies resonate with this study objective, however, they have content gap as they reported the case of secondary schools as opposed to level of teachers' performance in primary schools. This study, therefore, investigated the relationship between head teachers' support supervision and teachers' performance in primary schools in Puranga Sub-county, Pader District and reported on in 2025.

The Mfantseman Municipality Education Directorate (MMED, 2016) witnessed low level of teachers' performance denoted in poor academic performance among pupils in recent times; in 2010 for instance, 1330 (47.2%) of the 2820 candidates presented for Basic Education Certificate Examination (BECE) in the Municipality passed, indicating that 52.8% of the candidates could not gain admission into Senior High Schools (SHS). In the same year, six schools had zero per cent as reported by Mfantseman Municipal Education Directorate (MMED, 2016). In 2011, performance reduced to 36.8% pass rate, and 11 schools had zero percent pass rate. The pass rates in the BECE in 2013 and 2015 were 48.2% and 53.2% respectively (MMED, 2016). The above study relates to this study objective two, however, it has geographical and time gaps for this study to fill as it was done in Ghana in the year 2016. This study, therefore, sought to investigate the relationship between head teachers' support supervision and teachers' performance in primary schools in Puranga Sub-county, Pader District and reported on in the year 2025.

Kweku & Baffoe (2018) observed high level of teachers' performance above average level. Kweku and Baffoe concluded that majority of the teachers had excellent or very good level of performance which agrees with the results of the study conducted by Rashid & Rana (2019). Rashid and Ranna (2019) equally reported high level of teachers' job performance, thereby, inducing higher-level of learners' achievements and school educational goals. Therefore, it could be argued that good academic performance of pupils in primary schools in West Africa could be attributed to the high level of teachers' performance. Kweku and Baffoe (2018) and Rashid and Rana (2019) align with this study objective, however, nothing was mentioned about the level of teachers' job performance in primary schools in Puranga sub-county which was a content gap for this study to fill. This study investigated the case of head teachers' support supervision and teachers' performance in primary schools in Puranga Sub-county, Pader District and reported on in the year 2025.

Wambui (2015) reported high level of teachers' job performance in Kenya in primary schools as head teachers continuously check on their lesson books, schemes of work, records of work covered and attendance. It has been revealed that most principals check schemes of work, teachers' record of work, protect students' instructional time through punctuality (Wambui, 2015; Aseka, 2016.) Tshabalala (2013) reported high level of teachers' job performance because 66.7% of new teachers are always oriented and equipped and remained focused on work and perform highly. Findings by Wambui (2015) and Tshabalala (2013) relate to this study's objective two but may not be generalised to this study as it was conducted from the context of Kenya in the years 2013, 2015 and 2016. This study was, therefore, left with geographical and time gaps to fill. This study, therefore filled the gaps by investigating head teachers' support supervision and teachers' performance in primary schools in Puranga Sub-county, Aruu Constituency, Pader District and report on in the year 2025.

Kirabo et al. (2023) reported low level of teachers' job performance in Western Uganda. Kirabo et al. (2023) argued that there are increasing complaints about teachers' performance in primary schools for instance in the Bugamba sub-county, Rwampara District, Ibanda and Manafa Districts among others. In the year 2016, district local government reported that many teachers were involved in other businesses alongside teaching and that most of them consider their businesses more than teaching as they operate their businesses during school days and teaching hours (Wakutile, 2019). Many teachers do not attend classes regularly, fail to make lesson plans and schemes of work and drink a lot of

alcohol, hence, leading to poor performance (Wakutile, 2019). Kirabo, Balimuttajjo & Tutegyereize (2023) and Wakutile (2019) reported nothing on the level of teachers' job performance in primary schools in Puranga sub-county. The purpose of this study was to investigate the level of teachers' performance in primary schools in Puranga Sub–County, Aruu Constituency, Pader District and reported on in the year 2025.

2.3. The Relationship between Head Teachers' Support Supervision and Teachers' Performance in Primary Schools.

According to Iwu et al. (2013) as cited in Malik et al. (2010), support supervision motivates teachers and significantly determines educational achievements and outcomes in Pakistan. This implies that objectives of educational institutions like any other organisation can be achieved when the employees (teachers) are well motivated. Motivated teachers are, therefore, more satisfied and that brings about higher performance than those who are less motivated (Iwu et al., 2013). The findings by Iwu and Malik et al. report that a positive relationship exists between head teachers' support supervision and teachers' performance in primary schools. Furthermore, it is argued that the level of staff turnover may reduce to some extent if the staff are motivated by support supervision to perform their tasks as reported in primary schools in South Africa (Nahavandi et al., 2014). Iwu and Malik et al. studies relate to this study, however, it has time and geographical gaps for this study to fill as nothing is mentioned of primary schools in Puranga Sub-county. This study, therefore, investigated the relationship between head teachers' support supervision and teachers' performance in primary schools in Puranga Sub-county, Aruu Constituency, Pader District and reported on in the year 2025.

Mohd, Yan, Jamil, Aida and Azalin (2013) on the other hand assert that support supervision in form of classroom observations can only positively influence teacher's performance when supervisors focus on strengthening the relationship between themselves and teachers by holding coaching discussions one-on-one after the observations but not on faultfinding. Meanwhile Usman (2015) revealed that the manner in which supervisors give feedback to supervisees, significantly impacts on the teachers' pedagogical practices and performance in classroom settings. Although these studies indicated that classroom observations significantly impacted on the teachers' pedagogical practices, the studies were majorly conducted in the context of developed nations. This study

investigated head teachers' support supervision and teachers' performance in primary schools in Puranga Sub-county, Aruu Constituency, Pader District to fill the contextual gap.

Veloo, Komujji and Khalid (2013) in their study about the effect of clinical supervision on the teaching performance of secondary school teachers in Malaysia, relatedly established that support supervision in the form of class observations significantly contributed to improved teachers' performance; preparation, lessons development, learners' assessment and classroom control. In the view of Sule, Ameh and Egbai (2015), when they studied the relationship between instructional supervision and the roles teachers play in ensuring effectiveness in secondary schools in Nigeria, their study revealed that classroom observations positively contributed to teacher effectiveness in a school. This study filled the contextual and content gaps as they above studies were conducted in Malaysia and Nigeria respectively.

In South Korea it was reported that low level of motivation of prospective teachers was association with head teachers' support supervision; harsh feedback after support supervision, poor management styles and attention given to teachers by the head teachers. This might be due to the low level of motivation in prospective teachers that are supportively supervised and advised on what was good and what was bad while executing their work of teaching and learning activities Kim, Park, Cozart, and Lee (2014). The above was conducted on prospective teachers in the primary teachers' training colleges as opposed to the regular employed primary teachers and, therefore, has content and geographical gaps for this study to fill. This study filled the gaps by investigating head teachers' support supervision and teachers' performance in primary schools in Puranga Sub-county, Aruu Constituency, Pader District and reported on in the year 2025.

Rashid & Ranna (2019) reported positive relationship between head teachers' support supervision and teachers' performance in Punjab, Ahore. Their study shows that high level of support supervision of teachers has weak positive correlation with teachers' performance and concluded that high level of teachers' performance has negative correlation with support supervision of teachers. Rashid and Ranna further reveal that moderate level of support supervision of teachers has moderate positive correlation with teachers' performance. This study intended to bridge time and geographical gaps as nothing in the reporting has been mentioned of primary schools in Puranga primary schools in Pader District, Uganda.

In Ghana it was found that there was a significant relationship between head teachers' support supervisory practices and teachers' performance (Panigrahi, 2012). This finding was supported by the study of Supriadi (2015), which found that the teachers believe in head teachers' support supervisory practices have a significant relationship between head teachers' instructional supervisory practices and teachers' motivation. The positive and moderate relationship between these two variables may lead the teachers' performance towards the good-quality performance. Similarly, Esia-Donkoh, & Baffoe, (2018), found significant positive but weak relationship between the support supervisory practices of head teachers and teachers' motivation to perform. This study, therefore, investigated the case of head teachers' support supervision and teachers' performance in primary schools in Puranga Sub-county, Aruu Constituency, Pader District and reported on to bridge temporal and geographical gaps.

Aseka (2016) reported high level of teachers' performance in primary schools with an overall mean score of 4.02. This is in -agreement with Oyewole and Ehinola (2014) who reported that support supervision helped teachers to improve on learners' assessment and evaluation, which further influenced curriculum implementation. 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. The above studies relate to this study objective three, however, they have geographical and time gaps for this study to fill. The studies by Aseka (2016), Oyewole and Ehinola (2014), however, concentrated on the cognitive aspect of the curriculum implementation and neglected the quality aspect of innovation and ability to make correct decisions for personal and social gains which is the content gap. This study investigated head teachers' support supervision and teachers' performance in primary schools in Puranga Sub-county, Aruu Constituency, Pader District and reported on in the year 2025.

Kirabo Balimuttajjo & Tutegyereize (2023) reported a positive moderate statistically significant relationship between head teachers' supervision practices and the level of teachers' performance in primary schools in Bugamba Sub-County, Rwampara District. In agreement with the above report, Marshall (2013) noted that there is a positive statistically significant relationship between head

teachers' 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 head teachers' supervision practices, the higher the level of teachers' performance in primary schools. This study investigated the context of Puranga Sub-County, Aruu Constituency, Pader District, Northern Uganda and report on in the year 2025 and filled the contextual gap.

Summary of the Literature Reviewed Per Research Objective

Kirabo, Balimuttajjo and Tutegyereize (2023) highlight that globally, head teachers are central to effective support supervision in schools, fostering teacher development and improved learning outcomes through practices such as classroom observation, feedback and provision of instructional resources. Various studies from the UK, USA, Sub-Saharan Africa, Ghana, Kenya and Uganda reveal that head teachers enhance teacher performance through methods like professional development, instructional leadership and monitoring of teaching practices, though these studies present contextual, methodological, and geographical gaps. While most prior research focused on regions like the UK, USA and Rwampara in western Uganda, this study to filled the content, geographical and methodological gaps by investigating how head teachers' support supervision influences teachers' performance in primary schools in Puranga Sub-county, Aruu Constituency, Pader District using a mixed-method approach.

Studies by Munyengabe et al. (2017), Chen (2015) and MMED (2016) reveal varying levels of teachers' performance across secondary and primary schools in Zimbabwe, Bhutan, the US, Europe and Ghana respectively, often linked to low motivation and poor pupil outcomes, but with content, geographical and time gaps in relation to primary schools in Uganda. While Kweku and Baffoe (2018) and Rashid & Rana (2019) reported high teacher performance correlating with improved student achievement, Wambui (2015) and Tshabalala (2013). In contrast, Kirabo et al. (2023) and Wakutile (2019) cited low teacher performance in parts of Western Uganda due to absenteeism, poor planning, and engagement in side businesses. However, none of these studies addressed the level of teachers' performance in Puranga Sub-county, Pader District, thus prompting this study to investigate the relationship between head teachers' support supervision and teachers' performance in primary schools in that region and report on it in 2025.

Several studies across different countries reveal a generally positive relationship between head teachers' support supervision and teachers' performance. Iwu et al. (2013) and Malik et al. (2010) found that support supervision enhances teacher motivation and performance in Pakistan and South Africa, while other researchers, including Mohd et al. (2013), Usman (2015) and Veloo et al. (2013) reported moderate level of teachers' performance. Rashid & Ranna (2019) reported varying correlations between different levels of supervision and teacher performance in Punjab, and Panigrahi (2012), Supriadi (2015) and Esia-Donkoh & Baffoe (2018) confirmed a significant link between supervision and teacher motivation in Ghana. Studies from Korea and Uganda (Kim et al., 2014; Kirabo et al., 2023) further validated that supportive supervision boosts performance, although cultural and contextual variations exist. Despite these findings, most of the studies suffer from content, geographical, methodological and temporal limitations, particularly as they do not focus on primary schools in Puranga Sub-county, Pader District. Therefore, this study sought to fill these gaps by investigating the relationship between head teachers' support supervision and teachers' performance in primary schools in Puranga Sub-county, Aruu Constituency, Pader District and reported in the year 2025.

Chapter Three

Methodology

3.0. Introduction

This chapter presents the research methodology, specifically, it presented the research orientation, design, target population, sample population, sampling techniques, data collection techniques, data collection instruments, administration procedures, ethical considerations, data analysis techniques, quality control, assumptions and limitations and delimitations.

3.1. Research Orientation

The study used mixed methods; quantitative and qualitative paradigms. Qualitative approach enabled collection of non-numerical data using interviews and observations from head teachers and observation of documents respectively and gained insight into the opinions, attitudes, perception, attributes and knowledge of the participants (Creswell & Plano- Clark, 2018). Mixed method approaches was appropriate as it allowed the researcher to use a diversity of methods, combining inductive and deductive thinking and counterweighted limitations of exclusively quantitative and qualitative research through a complementary approach (Creswell and Plano-Clark (2018).

3.2. Research Design

This study used correlation research design. This research design was considered appropriate as it describes the existence of the phenomena based on empirical data. Correlation design assisted the researcher to look at the correlation between the head teachers' support supervision and teachers' performance in primary schools in Puranga Sub-County. Correlation research design allowed for easy generalisation of findings on a bigger population and, hence, eliminate bias (Creswell & Plano-Clark, 2018).

3.3. Target Population

The study targeted 15 primary schools in Puranga Sub-County, Aruu North Constituency, Pader District, Uganda. This will consist of comprise of 129 teachers, 15 head teachers and one Center

Tutor Coordinator (DEO's Office- Pader District 2023). Head teachers and Center Tutor Coordinator (CTC) are included in the study population because they are responsible for performing the supervisory role, whereas, teachers are included because they are directly involved in the teaching and learning activities which are the core components of teachers' performance.

Table 1: Sample matrix distribution in the target population

S/N	Name of the Schools	Number of Head teachers	Number of teachers
1	Puranga P/S	O1	15
2	Pope John Paul P/S	01	10
3	Te-Okutu P/S	01	7
4	Adongkena P/S	01	9
5	Ludel P/S	01	10
6	Lakoga P/S	01	6
7	Aringa P/S	01	7
8	Laminajiko P/S	01	8
9	Lamnincwida P/S	01	6
10	Oret Central P/S	01	7
11	Loborom P/S	01	7
12	Odum P/S	01	12
13	Ogonyo P/S	01	10
14	Abalokodi P/S	01	8
15	Awere Lakoga P/S	01	7
	Total	**15**	**129**

Source: District Education Office (2023)

3.4. Sample Size

The sample size total of 112 respondents consisted of 14 head teachers, 97 teachers, one Center Tutor Coordinator (CTC) determined using Krejcie and Morgan (1970) sample size determination as in the table below. Head teachers are endowed with responsibility of managing schools and entire school activities thus, are enriched with information and data about the subject areas. Teachers as the implementers of the teaching and learning activities equally provided vital data which informed this study report. Krejcie and Morgan's' (1970) sample size determination table dictates that when you have a target population 15, your sample size should ne 14, when the target population is 129, the sample size is 97 respectively as shown of table 2 below.

Table 2: Sampling frame showing the study population

Category	Target Population	Sample Size	Sampling Techniques
Head Teachers	15	14	Purposive Sampling
Teachers	129	97	Simple Random Sampling
Center Coordinating Tutor	01	01	Purposive sampling
Total	145	112	

Source: Researcher (2023).

3.5. Sampling Techniques

The study used simple random sampling technique on teachers to enable each teacher to have even chance and likelihood to participate in the study (Creswell & Plano Clark, 2018). The researcher used purposive sampling technique in the selection of head teachers and Center Coordinating Tutor (CCT) respectively. Head teachers are policy implementers and CCT are a relevant stake holders in schools (Creswell & Plano Clark, 2018).

3.6. Data Collection Techniques.

The research data were collected using; questionnaire survey, interviews and observations.

3.6.1 Questionnaire Survey. This study used questionnaire surveys for teachers. In this study, therefore, a structured questionnaire used to collect numerical data from respondents to answer the research questions. Questionnaire served to collect a lot of information within a short period of time, and the data collected are deemed credible because unlike interview where the respondent could be quoted, questionnaires are filled anonymously (Creswell & Creswell, 2018).

3.6.2 Interviews. Self-administered interviews were administered on head teachers and CCT as key informants in this study field because of the nature of their responsibilities that positioned them with valuable information regarding the study variables. In this study, therefore, the researcher used an interview guide to collect non-numeric data from head teachers and CCT for the purpose of backing up numeric data. Interviews generated immediate feedbacks and generate a wide range of views, opinion, thoughts and perception concerning head teachers' support supervision and teachers' performance in primary schools in Puranga Sub-county, Aruu North Constituency, Pader District.

3.6.3 Observations. The researcher moved round to observe lesson plans, scheme of work and assessment results alongside other techniques concurrently as he collects the data to obtain immediate feedback (Kaplan & Maxwell, 2019).

3.7. Data Collection Instruments

This research used questionnaires, interview guide and observations checklist.

3.7.1 Questionnaires. Questionnaires with closed-ended questions were divided in to three sections i.e. section A on background information that requires respondents to tick the most appropriate item that relate to them, section B is on head teachers' support supervisory practices used and requires respondents to tick the most appropriate level of their agreement or disagreement with the statements using five points Likert Scale. Questionnaires were administered on teachers to collect primary data for the study and administered by the researcher to the respective respondents to obtain immediate feedback (Creswell & Creswell, 2018). According to Creswell & Creswell (2018), questionnaire surveys help the researcher in achieving uniformity, stability and consistency in facts and information gathering.

3.7.2 Interviews Guide. Interview guide were structured under background information to collect data using observation and open-ended question is captured in part A, guiding questions on head teachers' support supervisory practices used were treated in part B and guiding questions on teachers' performance is treated in part C. Interview guide is appropriate as it can help the researcher to maximise the limited time of the busy schedules of the respondents during data collection process because of the nature of their office work (Creswell & Creswell, 2018).

3.7.3 Observations Checklist. The researcher moved round to observe lesson plans, scheme of work and assessment results alongside other techniques concurrently as he collects the data to obtain immediate feedback (Kaplan & Maxwell, 2019). Observation will help in verifying the data collected during interviews and questionnaires (Kaplan & Maxwell, 2019).

3.8. Quality Control.

3.8.1. **Validity**. Validity refers to the extent to which the instrument is appropriate for what it is meant to measure (Amin, 2005). To ensure validity, the instruments were sent to two senior lecturers who were well conversant with research to validate as research experts in Gulu University in the

Department of Education, Planning and Management (EPM) for professional guidance, assessments, or judgments regarding the items' relevance and clarity of the questions for the intended purpose. When the content validity index was computed using the specified formula after this step, validity was verified;

$$CVI = \frac{\text{Relevant Items}}{\text{Total Items}} \times 100$$

Since the CVI approach is the most appropriate validity measure for instrument, it was used. The findings from the senior lecturers' validation were used to establish CVI and the result was 0.875 and accepted.

Table 3: Validity of the Tools

Category	No of Items	Approved items	CVI Values
Head Teachers' Support Supervision	*8*	*7*	*0.875*
Teachers' Job Performance	*8*	*7*	*0.875*
Average CVI			*0.875*

Source: Primary data

Results in Table 3 above show that CVI of 0.875 was obtained for all the questionnaire constructs. This score indicates a strong level of agreement among experts that the instrument effectively captures the intended domains. More so, based on the fact that CVI of 0.7 or higher is considered to be an acceptable level of content validity, then this level of content validity provides significant confidence in the ability of the questionnaire to accurately measure the targeted constructs within this study (Amin, 20005).

3.8.2. **Reliability**. Reliability refers to the stability of the measure used to study the relationships between variables as observed by (Amin, 2005). Using SPSS version 25, internal consistency dependability was determined using Cronbach's alpha, a coefficient with a range of 0 to 1. Stronger reliability was indicated by higher values. Generally, a Cronbach's alpha of 0.7 or higher was considered sufficient (Amin, 2005). This method was then strongly agreed independently after coding and analyzing the same interview data.

Table 3. 1: Cronbach's Alpha Values for Reliability

Constructs	Cronbach's Alpha
Head Teachers' Support Supervision	0.891
Teachers' Job Performance	0.925
Average Cronbach Alpha Values	**0.897**

Source: Primary data

Results in Table 4 shows that all the Cronbach values were reliable while the average alpha value was 0.897 which was above 0.7 as recommended in the earlier study of Amin (2005).

3.8.3. Extraneous Variable. The study respondents were selected randomly to participate in the study and matched according to their confounding variables. More so, quality were enhanced through **c**larity on instructions, measures and variables to help to maintain the focus of this study variable as respondents better understand them and provide facts and correct information as required by the questions.

3.9. Administration Procedures

A letter of introduction from the office of Dean Faculty of Education and Humanities were obtained to enable the researcher to proceed to the field. Research assistants were recruited and trained by the researcher. The researcher made a pre-visit to all the schools in advance, create rapport and schedule dates for data collection (interviews and questionnaires management). Using the obtained schedules, the researcher moved to the field to collect data. The researcher himself conducted the interviews with respective respondents, meanwhile, the research assistants oversaw the questionnaires with teachers.

3.10. Ethical Considerations

Informed Consent: The researcher ensured that all participants, including head teachers and teachers, fully understand the purpose, nature and benefits of the study before they agree to participate. Informed consent will be obtained from all individuals involved and they had the freedom to withdraw from the study at any time without facing negative consequences.

Confidentiality and Anonymity: The researcher protected the confidentiality and anonymity of participants. Any data collected should were stored securely and reported in a manner that prevents the identification of individual participants.

Equity and Fairness: The researcher conducted this research in a manner that promotes fairness and avoids any potential bias or discrimination. The researcher ensured that all participants are treated with respect and their diverse perspectives and experiences were taken into consideration.

Ethical Approval: The researcher first sought for ethical approval from relevant authority before commencing the study. The authority can evaluate the research design and ensure that it meets ethical standards and guidelines.

3.11. Data Analysis

Questionnaire data were collected thoroughly edited, organized and processed by the researcher. The researcher coded the responses especially those on 4 Likert-scale (4 =strongly agree, 3 =Agree, 2 = Disagree, 1 = strongly disagree). The researcher used the Statistical Package for Social Sciences (SPSS, 20.0) to help in analyzing the data. Univariate data were presented in table form by use of descriptive statistical tools (frequency and percentage). Descriptive statistics provides information about condition, situation and event that occur in the present using statistical measures through frequency and percentage. Whereas, bivariate data were analyzed using Pearson correlation co-efficient which is a statistical measure that indicates the extent to which two or more variables fluctuate together. A positive correlation indicates the extent to which those variables increase or decrease. While negative correlation indicates the extent to which one variable increases as the other decreases. Meanwhile, data from interviews as well as observation were analyzed non-numerically inform of statements and narrations. The Pearson Product-Moment Correlation Coefficient (Pearson's r) is an appropriate statistical technique for determining the strength and direction of the relationship between two continuous variables (Creswell and Creswell, 2018). Pearson correlation provided a significance value (p-value) that indicates whether the observed relationship is statistically significant.

In this study, Pearson Correlation Analysis was employed to examine the relationship between the independent variables (support supervision) and the dependent variable (teachers' performance or

girls' retention). The analysis enabled the researcher to establish whether changes in the independent variables were associated with corresponding changes in the dependent variable.

The use of Pearson correlation was appropriate because the study objectives sought to determine the relationship between study variables rather than merely describe them. In this study, Pearson correlation was used to establish the relationship between support supervision and teachers' performance in government-aided primary schools.

3.12. Assumptions of the Study.

This study assumed that effective head teachers' support supervision practices can influence positive outcomes of teachers' performance in primary; implying that there can be significant positive relationship between the two variables. Therefore, it was assumed that the methodology chosen is capable of collecting relative data for the study without much influence from variables outside the study interest. The identified sample respondents are assumed to be capable of providing relevant data that can inform the study.

3.13. Limitations and Delimitations of the Study.

The researcher insinuates methodological gaps: the fear to disclose information that can threaten the quality of facts and information by respondents due to the fear of being published out. Therefore, that can be delimited by involving the use of other techniques like emphasizing on confidentiality and anonymity during study reporting, providing the most comfortable environment during the study administration and also by emphasizing on the study purposes. The researcher also fears that other information to inform this study might be missed out by questionnaire on head teachers' support supervision and on level of teachers' performance and that can be erroneously delimited by using interviews and observation. The influence of factors outside the study which can have impact on the quality of information by respondents can be delimited by giving clear instructions to respondents during the study.

Chapter Four

Data Presentation, Analysis and Interpretation.

4.0 Introduction.

In this chapter, data analysis, summary of the findings and interpretations of results were based on the study objectives formulated under chapter one. Descriptive statistics was used to analyse background statistics and objectives one and two. Ordinal regression was used to analyse the data in objective three, that is, the relationship between head teachers' support supervision and teachers' performance in primary school. Interview data were content analysed meanwhile data from observation checklist were analysed according to each theme.

4.1 Demographic Characteristics of Respondents (Teachers).

Description of demographic characteristics according to characteristics of study interest were structured in terms of respondent's division of location, level of the school, gender, age and working.

Table 3: Demographic Characteristics of Respondents (Teachers, N=108).

Characteristics	Constructs	Frequency	Percentage
Gender	Male	*67*	*62*
	Female	*41*	*38*
Age	25-35years	*43*	*39.8*
	36-46 years	*44*	*40.7*
	47-7 years	*20*	*18.5*
	58 years and above	*1*	*0.9*
Working experience as a teacher	4-8 years	*28*	*25.9*
	9-13 years	*37*	*60.2*
	14-18 years	*40*	*37*
	19 years and above	*3*	*2.8*

Source: Primary Data (2025)

Gender Distribution: A majority of respondents were male 67 (*62%*), while females constituted 41 (*38%)* of the sample. This indicates a male-dominated population in the study or workforce.

Age Distribution: Most respondents fall within the 36-46 years age group 44 (*40.7*%). The 25-35 years group 43 (*39.8*%) closely follows, suggesting that the majority of participants are in their mid-career stage. A smaller proportion are aged 47-57 years 20 (*18.5%*), with only *0.9%* aged 58 years and above, indicating fewer older individuals in the sample.

Working Experience: Most respondents have 9-13 years of teaching experience 37 (*60.2*%), suggesting a workforce with considerable experience in the profession. A significant number have 4-8 years 28 (*25.9*%) and 14-18 years 40 (*37%*) of experience, indicating a mix of relatively newer and more experienced professionals. Only a small portion 3 (*2.8*%) have 19+ years of experience, representing the most senior educators.

The study predominantly included male respondents who are in their mid-career stages (36-46 years), with moderate to extensive teaching experience (9-13 years). This demographic distribution suggests a well-established workforce with a balance of younger and more seasoned educators, although older individuals and those with very long teaching careers are underrepresented. This provides valuable insights into the population's characteristics for targeted interventions or programmes.

4.2 Research Question One

What are the current practices of head teachers' support supervision in primary schools in Puranga Sub-County, Aruu County, Pader District?

Table 4 below presents teachers' perceptions of the practices of head teachers' support supervision in primary schools based on responses from 108 participants. The results show that all items recorded mean scores above 2.90 on a four-point scale, suggesting that respondents generally agreed that head teachers regularly undertake supervisory practices aimed at improving teaching and learning.

Table 4: Showing Practices of Head Teachers' Support Supervision in Primary Schools (N=108).

Descriptive Statistics

	Minimum	Maximum	Mean	Std. Deviation
My head teacher tracks teachers' lesson plans on daily basis and gives constructive feedback	*1.00*	*4.00*	*3.2130*	*.65640*
My head teacher ensures that schemes of work and lesson plans are related to the syllabus content	*1.00*	*4.00*	*3.1759*	*.81835*
My head teacher ensures that required learning aids are provided	*1.00*	*4.00*	*3.3889*	*.70821*
My head teacher ensures that all the teachable units for every class and terms are schemed as a way of monitoring syllabus coverage	*1.00*	*4.00*	*3.2222*	*.68813*
My head teacher ensures that class tools are available during lesson preparation	*1.00*	*4.00*	*3.2130*	*.68428*
My head teacher ensures that lesson objectives are specific, measurable, achievable and realistic and time bound (SMART0	*2.00*	*4.00*	*3.2870*	*.58086*
My head teacher ensures that the lessons contain learner centered activities	*1.00*	*4.00*	*3.1481*	*.73389*
My head teacher supervises me at least 3 times a week	*1.00*	*4.00*	*2.9907*	*.71689*
My head teacher ensures that instructional materials are used during every lesson.	*1.00*	*4.00*	*3.2130*	*.71107*
My head teacher ensures that enough content is taught so as to cover the syllabus in time.	*1.00*	*4.00*	*3.3981*	*.65481*
My head teacher ensures that lesson notes, lesson exercises and home work are given to learners daily.	*1.00*	*4.00*	*3.3981*	*.65481*
My head teacher ensures that pupils' exercise books are marked daily with constructive feedbacks.	*1.00*	*4.00*	*3.3889*	*.68130*
My head teacher ensures that teachers use various methods of learner assessment.	*2.00*	*4.00*	*3.4259*	*.61452*
My head teacher ensures that teachers provide remedial lessons as a follow up of every assessment.	*1.00*	*4.00*	*3.2870*	*.62728*
My head teacher ensures that teachers' section of self-evaluation is reflected to show the strong and weak areas and a way forward.	*1.00*	*4.00*	*3.3981*	*.62562*
My head teacher ensures that every staff register on arrival for duty	*1.00*	*4.00*	*3.6667*	*.58004*
My head teacher checks if teachers are attending to their lessons everyday	*1.00*	*4.00*	*3.4259*	*.67261*
My head teacher provides daily lesson coverage form to class monitors	*1.00*	*4.00*	*2.9630*	*.83079*
My head teacher makes sure all the lessons are fully covered by teachers	*1.00*	*4.00*	*3.2037*	*.72032*
My head makes sure that the time table is strictly followed.	*1.00*	*4.00*	*3.4352*	*.65955*

Source: Primary Data (2025)

Findings from table 4 above showed the highest-rated supervisory practice was ensuring that every staff member signs the attendance register upon arrival for duty (M = 3.67, SD = 0.58). This finding indicates that head teachers place considerable emphasis on teacher attendance and accountability as part of their supervisory responsibilities. The relatively low standard deviation further suggests a high level of agreement among respondents.

Similarly, respondents highly rated practices related to ensuring the use of various learner assessment methods (M = 3.43, SD = 0.61), checking whether teachers attend their lessons every day (M = 3.43, SD = 0.67), and ensuring strict adherence to the school timetable (M = 3.44, SD = 0.66). These findings imply that head teachers are actively involved in monitoring classroom instruction and promoting effective curriculum implementation.

Other highly rated practices included ensuring that sufficient content is taught to complete the syllabus on time (M = 3.40, SD = 0.65), ensuring that lesson notes, exercises, and homework are given daily (M = 3.40, SD = 0.65), monitoring teachers' self-evaluation sections (M = 3.40, SD = 0.63), and ensuring pupils' exercise books are marked with constructive feedback (M = 3.39, SD = 0.68). These results suggest that head teachers are committed to maintaining instructional quality and promoting continuous improvement in teaching practices.

The findings further reveal that head teachers regularly monitor lesson preparation activities. Respondents agreed that head teachers ensure the availability of learning aids (M = 3.39, SD = 0.71), verify that lesson objectives are SMART (M = 3.29, SD = 0.58), ensure that teachers provide remedial lessons following assessments (M = 3.29, SD = 0.63), and monitor lesson plans, schemes of work, and syllabus coverage (means ranging from 3.18 to 3.22). These practices indicate a strong focus on instructional planning and curriculum management.

However, some supervisory activities received comparatively lower ratings. The item "My head teacher supervises me at least three times a week" recorded a mean of 2.99 (SD = 0.72), while "My head teacher provides daily lesson coverage forms to class monitors" had the lowest mean score (M = 2.96, SD = 0.83). Although respondents generally agreed with these statements, the lower means and relatively higher standard deviations suggest that these practices are implemented less consistently across schools.

The findings indicate that head teachers generally practice effective support supervision in primary schools. They are particularly strong in monitoring teacher attendance, enforcing adherence to timetables, ensuring lesson delivery, promoting learner assessment, monitoring syllabus coverage, and supporting instructional planning. While classroom supervision and provision of daily lesson coverage forms are practiced, these activities appear less frequent and less consistently implemented compared to other supervisory practices. Overall, the results suggest that head teachers play an active role in supporting teachers and maintaining instructional standards, thereby contributing to improved teaching and learning processes in primary schools.

4.2.1 Findings from Head Teachers' Interview.

Findings from head teachers revealed that:

Approving teachers' lesson plans and schemes of work was rated 81.8% of head teachers approve the lesson plans and schemes of work submitted by teachers, indicating a high level of support in this area. 18.2% of head teachers do not approve these plans, suggesting that there might be room for improvement in communication or alignment between teachers and head teachers regarding lesson plans.

Observation of classroom activities was rated at 100% of head teachers observe classroom activities, indicating a strong commitment to monitoring teaching practices firsthand. None of the head teachers reported not observing classroom activities, suggesting a comprehensive approach to oversight.

Monitoring teachers' attendance was rated at 100% of head teachers monitor teachers' attendance, indicating a diligent approach to ensuring staff presence. None of the head teachers reported not monitoring attendance, suggesting a consistent effort to track staff attendance.

Monitoring teachers' assessment and evaluation of learners to give positive feedback: 100% of head teachers monitor teachers' assessment and evaluation of learners, emphasizing the importance of providing feedback to enhance teaching practices. None of the head teachers reported not monitoring assessment and evaluation, indicating a comprehensive approach to supporting teachers in this area.

4.2.2 Observation Data Analysis of Head Teachers' Support Supervision

Findings from the observation checklist revealed that staff registration book was at 11 (*100%)* of the observed head teachers have a staff registration book. None of the observed head teachers do not have a staff registration book, indicating complete compliance with this administrative requirement. This suggests that head teachers are diligent in maintaining records of staff attendance or other relevant information in the staff registration book.

Time table: 11 (*100%)* of the observed head teachers have a timetable. None of the observed head teachers do not have a timetable, indicating full compliance with this aspect of organizational planning. This indicates that head teachers are ensuring that there is a clear schedule in place for classes, meetings, and other activities within the school.

Duty Rota on the wall: 11 (*100%)* of the observed head teachers have a duty rota displayed on the wall. None of the observed head teachers do not have a duty rota displayed, indicating full adherence to this practice of displaying duty assignments for staff. This suggests that head teachers are transparent in assigning duties and responsibilities among staff members, promoting accountability and organization within the school environment.

Generally, the findings indicated that head teachers are effectively fulfilling their supervisory roles by ensuring the presence of essential administrative tools and documents such as staff registration books, timetables, and duty rotas. This high level of compliance suggests a commitment to organizational standards and the smooth functioning of administrative processes within the school.

4.3 Research Question Two

What is the level of teachers' work performance in primary schools in primary schools in Puranga Sub-County, Aruu County, Pader District?

The data in *Table 7* below were analyzed using descriptive statistics, specifically minimum values, maximum values, mean scores, and standard deviations. Descriptive statistics were appropriate because the study sought to determine the level of teachers' performance in primary schools by summarizing respondents' perceptions on various performance indicators. The mean was used to establish the average level of agreement with each statement, while the standard deviation measured

the extent to which respondents' views varied from the average response. Higher mean scores indicate higher levels of teacher performance, whereas lower standard deviations indicate greater consensus among respondents.

Table 7: *Showing the Level of Teachers' Performance (N=108).*

Descriptive Statistics

	Minimum	Maximum	Mean	Std. Deviation
I prepare lesson plan daily before teaching	*1.00*	*4.00*	*3.2593*	*.70207*
My lesson plans and schemes are related to syllabus content	*1.00*	*4.00*	*3.6204*	*.57547*
I prepare the learning aids before teaching every lesson.	*2.00*	*4.00*	*3.3981*	*.57907*
My schemes of work cover all the teachable units for each term as reflected on the teaching syllabus	*1.00*	*4.00*	*3.4352*	*.64523*
I carry all the class tools to class wherever I go to teach	*1.00*	*4.00*	*3.3704*	*.67799*
My teaching objectives are always SMART.	*1.00*	*4.00*	*3.4074*	*.61198*
I use learner centered approaches to teach.	*2.00*	*4.00*	*3.4907*	*.60366*
I often invite my head teacher to attend my lessons when I am teaching the learners.	*1.00*	*4.00*	*3.1944*	*.70324*
I always use instructional materials to aid my teaching	*1.00*	*4.00*	*3.3241*	*.60879*
I always teach enough content and cover the syllabus in time	*2.00*	*4.00*	*3.5370*	*.60258*
I give lesson notes, exercises and home works after every lesson.	*2.00*	*4.00*	*3.7037*	*.51626*
I mark pupils' exercises daily and give constrictive feedbacks.	*2.00*	*4.00*	*3.7037*	*.49783*
I always use various methods of learners' assessment.	*1.00*	*4.00*	*3.4630*	*.64744*
I teach remedial lessons as a follow up of learners' assessment.	*1.00*	*4.00*	*3.6574*	*3.89143*
I evaluate myself and show the strong and weak areas and give a way forward.	*1.00*	*4.00*	*3.3704*	*.63530*
I always ensure that every day I register on arrival for my duty.	*2.00*	*4.00*	*3.6481*	*.55222*
I daily make sure that every-day I sign when leaving my work place.	*1.00*	*4.00*	*3.5185*	*.67646*
I do sign on my lesson coverage form daily with the class monitors.	*1.00*	*4.00*	*3.0833*	*.81027*
I do make sure all my lessons are fully covered according to schedules.	*1.00*	*4.00*	*3.4537*	*.71544*
I do strictly follow the school timetable as per school duty Rota.	*1.00*	*4.00*	*3.4259*	*.68637*

Source: Primary Data (2025)

The findings in *Table 7* above indicate that teachers generally exhibited a high level of performance, as all the mean scores were above 3.00 on a four-point scale, implying agreement with the performance indicators assessed.

The highest-rated aspects of teacher performance were giving lesson notes, exercises, and homework after every lesson (M = 3.70, SD = 0.52) and marking pupils' exercises daily and providing constructive feedback (M = 3.70, SD = 0.50). These findings suggest that teachers were highly

committed to supporting learners through continuous practice and feedback, which are critical components of effective teaching and learning.

Similarly, teachers strongly agreed that their lesson plans and schemes were aligned to the syllabus content (M = 3.62, SD = 0.58), that they taught remedial lessons following learner assessments (M = 3.66), and that they registered on arrival for duty every day (M = 3.65, SD = 0.55). These results indicate a high level of professionalism, curriculum adherence, and commitment to learner improvement.

The findings further reveal that teachers generally covered the syllabus on time (M = 3.54, SD = 0.60), followed the school timetable (M = 3.43, SD = 0.69), ensured all lessons were covered according to schedule (M = 3.45, SD = 0.72), and used learner-centred teaching approaches (M = 3.49, SD = 0.60). This demonstrates that teachers were actively engaged in effective instructional practices aimed at enhancing learner participation and achievement.

Moderately high mean scores were also reported for preparing learning aids before teaching (M = 3.40, SD = 0.58), developing SMART lesson objectives (M = 3.41, SD = 0.61), using various learner assessment methods (M = 3.46, SD = 0.65), and conducting self-evaluation to identify strengths, weaknesses, and areas for improvement (M = 3.37, SD = 0.64). These findings suggest that teachers generally adhered to sound pedagogical and reflective practices.

However, comparatively lower mean scores were observed for signing lesson coverage forms daily with class monitors (M = 3.08, SD = 0.81), inviting head teachers to observe lessons (M = 3.19, SD = 0.70), and preparing lesson plans daily before teaching (M = 3.26, SD = 0.70). Although respondents still agreed with these statements, the findings indicate that these practices were less consistently implemented than other aspects of teacher performance.

Generally, the findings demonstrate that teachers exhibited a high level of performance across the assessed indicators. Teachers generally adhered to curriculum requirements, prepared instructional materials, employed learner-centred approaches, conducted learner assessments, provided feedback, covered the syllabus on time, and complied with school routines and regulations. The strongest areas of performance were providing assignments and feedback to learners, curriculum alignment, attendance management, and remedial teaching. However, practices such as daily lesson planning, inviting head teachers for lesson observation, and signing lesson coverage forms were less

consistently practiced. In general, the results suggest that teachers were effectively performing their instructional and professional responsibilities in the primary schools studied.

4.3.1 Analysis of Data from Head Teachers' Interview on the Level of Teachers' Performance

Findings from head teachers show that:

Preparing lesson plans and schemes of work: 100% of teachers are performing at a high level in preparing lesson plans and schemes of work. None of the teachers are performing at a moderate or low level in this aspect, indicating a strong competency in this fundamental area of teaching.

Learners' assessment and constructive feedback: 9.1% of teachers are performing at a high level in providing assessment and constructive feedback to learners. 90.9% of teachers are performing at a moderate level in this aspect. None of the teachers are performing at a low level, suggesting a generally satisfactory performance but with room for improvement in providing feedback.

Classroom instruction and management: 9.1% of teachers are performing at a high level in classroom instruction and management. 90.9% of teachers are performing at a moderate level in this aspect. None of the teachers are performing at a low level, indicating a satisfactory performance overall but with opportunities for enhancement in instructional strategies and classroom management.

Time management: 18.2% of teachers are performing at a high level in time management. 81.8% of teachers are performing at a moderate level in this aspect. None of the teachers are performing at a low level, suggesting that while there is generally good time management, there is still some room for improvement in optimizing time usage.

4.3.2 Observation on the Level of Teachers' Performance.

Findings from the observation checklist revealed that scheme of work book signed by head teacher: 100% of the observed teachers have their scheme of work book signed by the head teacher. None of the observed teachers do not have their scheme of work book signed, indicating full compliance with this aspect of administrative procedure.

Lesson plans book signed by the head teacher: 100% of the observed teachers have their lesson plans book signed by the head teacher. None of the observed teachers do not have their lesson plans book signed, showing complete adherence to this requirement. Assessment records book: 100% of the observed teachers have their assessment records book. None of the observed teachers do not have their assessment records book, indicating full compliance with maintaining assessment records.

Overall, the analysis suggests a high level of adherence to administrative procedures among the observed teachers. All teachers have their scheme of work book, lesson plans book, and assessment records book signed by the head teacher, indicating compliance with administrative protocols and documentation requirements. This high level of compliance reflects positively on the organizational culture and commitment to administrative standards within the educational setting.

4.4 Research Question Three

What is the relationship between head teachers' supervision and teachers' performance in primary schools in Puranga Sub-County, Aruu County, Pader District?

Table 10 examined the correlation between Head Teachers' Support Supervision and Level of Teachers' Performance (LTP). The data includes 108 participants and the correlation was tested at a 0.01 significance level (2-tailed).

Table 10: Showing the Relationship between Head Teachers' Support Supervision and Level of Teachers' Performance in Secondary Schools.

		Head Teachers' Support Supervision	Level of Teachers' Performance
Head Teachers' Support Supervision	Pearson Correlation	*1*	*.517***
	Sig. (2-tailed)		*.000*
	N	*108*	*108*
Level of Teachers' Performance in Primary Schools	Pearson Correlation	*.517***	*1*
	Sig. (2-tailed)	*.000*	
	N	*108*	*108*

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

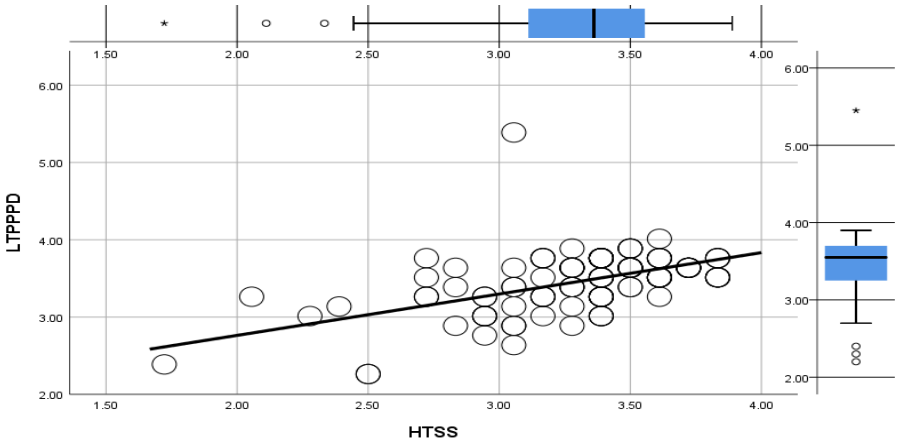
Source: Primary Data (2025)

The Pearson correlation coefficient (*r=0.517r = 0.517r=0.517*) shows a moderate positive correlation between head teachers' support supervision and teachers' performance. This means that as head teachers provide more support supervision, teachers' performance tends to improve. The p-value (Sig. (2-tailed) =*0.000*\ text {Sig. (2-tailed)} = *0.000*Sig. (2-tailed)=*0.000*) is less than *0.01*, indicating that the relationship is statistically significant. This suggests that the correlation is unlikely to have occurred by chance. The analysis was based on 108 observations (N=108N = 108N=108), which provides a reasonable sample size for reliable statistical analysis.

There is a statistically significant and moderate positive correlation (*r=0.517,p<0.01r = 0.517, p < 0.01r=0.517,p<0.01*) between head teachers' support supervision and the level of teachers' performance in primary schools in Puranga Sub-county. This suggests that better and more frequent support supervision by head teachers is associated with improved teacher performance. The findings indicated that head teachers' support supervision plays a crucial role in enhancing teachers' performance in primary schools. Efforts to improve teacher performance should prioritize strengthening head teachers' supervisory roles, as this has a measurable and positive impact.

The scatter plot shows a positive trend line, suggesting a positive correlation between head teachers' support supervision (HTSS) and level of teachers' performance (LTP). This aligns with the earlier correlation analysis (Pearson *r=0.517r = 0.517r=0.517*), indicating that as head teachers provide more support supervision, the performance of teachers improves.

Figure 2: Showing Relationship between Head Teachers' Support Supervision and Level of Teachers' Performance.



Most of the data points cluster around the center, suggesting that the majority of schools in the sample have moderate levels of both HTSS and LTP. The boxplots on the margins indicate that: HTSS has a smaller variability and a compact distribution, with most values ranging between *2.5* and *3.5*. LTP exhibits slightly higher variability, with some extreme values (outliers) observed. A few outliers are present in both variables, as shown by the points outside the whiskers of the boxplots. These represent schools where HTSS or LTP significantly deviates from the norm. The regression line's moderate slope further confirms the positive, though not strong, relationship between HTSS and LTP.

There is a moderate positive relationship between head teachers' support supervision and teachers' performance in primary schools. The majority of schools show average levels of both supervision and performance, with some variability in performance. Outliers suggest that a few schools either perform exceptionally well or poorly under specific levels of head teacher supervision.

The findings confirm that improving head teachers' support supervision is associated with better teacher performance in primary schools. While the relationship is moderate, interventions aimed at enhancing supervision quality could potentially lead to more consistent and improved teacher performance across schools. Efforts should also address outliers to ensure equitable support and performance outcomes.

Chapter Five

Discussions, Conclusions and Recommendations

5.0 Introduction

This chapter present discussions coming up from the investigations and findings on the level of head teachers' support supervision, level of teachers' performance in primary schools in Puranga Sub-County, Aruu County in Pader District and relationship between head teachers' support supervision and level of teacher's job performance in primary schools in Puranga Sub-County, Aruu County in Pader district are presented. The discussions were made following the research questions and conclusions were drawn from the findings. Finally, several recommendations were made.

5.1 Discussions

This section discusses the findings of the study; it begins with report on head teachers' support supervision in primary schools in Puranga Sub-County, Aruu County in Pader District. As discussed below.

5.2 Practices of Head Teachers' Support Supervision in Primary Schools.

The findings indicated that head teachers in Puranga Sub-County primary schools are actively involved in supervising and supporting teaching and learning processes. They ensure timely syllabus coverage, provide necessary learning aids, and enforce adherence to timetables, which are vital for maintaining academic standards. Additionally, head teachers monitor teachers' work by giving feedback, marking students' books, tracking evaluations, and promoting teacher accountability through attendance registers and lesson monitoring. These practices contribute significantly to fostering a structured and accountable teaching environment. However, there are areas requiring improvement. A significant proportion (*20.4*%) of respondents indicated that classroom supervision does not occur three times weekly, suggesting the need for increased frequency of supervision. Moreover, *28.7%* of respondents expressed disagreement with the use of class monitors for reporting lesson coverage, highlighting a gap in utilizing students as partners in ensuring accountability. Strengthening these areas would further enhance the effectiveness of head teachers' supervision and support in schools.

The findings from Puranga Sub-County align with broader global and regional research on head teachers' roles in fostering teaching and learning, as discussed by Plessis (2013), Darling-Hammond (2017), Hlam (2017), Cedefop (2015), Hayes (2014), Day and Sammons (2016), OECD (2014), and Kweku and Baffoe (2018). Plessis (2013) emphasised the pivotal role of instructional leadership, including syllabus coverage and teacher accountability, in driving quality education. The head teachers in Puranga demonstrate such leadership through timely syllabus coverage, provision of teaching aids, and enforcement of timetables. However, the challenges in supervision frequency suggest gaps in consistent instructional leadership, which Plessis identified as critical for sustained improvement. Darling-Hammond (2017) underscores the importance of feedback and evaluation in improving teaching practices. The feedback mechanisms employed in Puranga, such as marking students' books and tracking evaluations, align with these findings. Nevertheless, the limited use of class monitors for lesson coverage reporting reveals a missed opportunity for engaging students as active participants in accountability, as advocated by Darling-Hammond's holistic approach to school management. Cedefop (2015) and Hayes (2014) in the UK both authors highlight the importance of structured teacher support and monitoring in maintaining academic standards. While Puranga's head teachers exhibit strong adherence to structured practices like tracking attendance and lesson monitoring, the inconsistency in supervision frequency reflects a challenge in achieving the rigorous standards observed in the UK. Cedefop's emphasis on systemic professional development also contrasts with the reactive rather than proactive measures evident in Puranga schools.

Day and Sammons (2016) in the USA focused on teacher motivation and its impact on student outcomes. The structured monitoring in Puranga aligns with their findings on the importance of fostering accountability. However, the lack of frequent supervision and underutilization of class monitors could demotivate teachers by creating gaps in support, thereby undermining the effectiveness of the systems in place. OECD (2014) in Sub-Saharan Africa report highlights challenges in educational leadership in Sub-Saharan Africa, including resource constraints and inconsistent implementation of policies. The findings in Puranga reflect these regional challenges, especially in the sporadic nature of supervision. However, the positive practices observed, such as feedback and adherence to timetables, indicate progress towards addressing systemic weaknesses. Kweku and Baffoe (2018) in Ghana emphasise the need for head teachers to balance administrative and instructional leadership roles. The active involvement of Puranga's head teachers in teaching

and learning processes aligns with this dual focus. However, the gaps in supervision frequency and class monitor utilization suggest a need for further balance to optimize outcomes.

While the findings in Puranga reflect commendable practices, they may not fully address the systemic and contextual challenges unique to the area. The lack of consistent classroom supervision three times weekly, as reported by 20.4% of respondents, undermines the effectiveness of instructional leadership. This inconsistency could stem from resource constraints, high administrative workloads, or limited professional development opportunities for head teachers. The disagreement among 28.7% of respondents regarding the use of class monitors suggests resistance or ineffectiveness in involving students in accountability. This gap indicates the need for better strategies to engage students as partners in the learning process, as suggested by Darling-Hammond and Kweku and Baffoe. Unlike developed contexts like the UK and USA, where head teachers benefit from extensive training, technological tools, and adequate resources, Puranga's head teachers operate in a resource-limited environment. This limitation likely affects their ability to consistently implement best practices. The reliance on traditional supervision methods, such as attendance registers, may not sufficiently address the dynamic needs of modern education. Innovative approaches, such as teacher mentoring programs and peer evaluations, could complement these efforts.

5.3 The Level of Teachers' Work Performance in Primary Schools.

The findings highlighted that teachers in Puranga primary schools are performing commendably in several critical areas. Teachers are effectively aligning their lesson plans with the syllabi, ensuring that the content taught corresponds to the curriculum requirements. This practice enhances students' learning outcomes by keeping instruction relevant and structured. Moreover, the use of learner-centered teaching approaches demonstrates a commitment to engaging students actively in the learning process, which fosters better understanding and retention of knowledge. Teachers are also providing frequent assessments with constructive feedback, which is crucial for monitoring student progress and addressing learning gaps. However, there are notable areas for improvement. Teachers are not consistently inviting head teachers to observe lessons, which limits opportunities for professional support, feedback, and accountability. Additionally, the lack of remedial teaching after assessments means some learners who struggle may not receive the additional support they need to

catch up. Daily signing of lesson coverage forms and adherence to timetables are administrative practices that are not consistently followed, potentially affecting classroom organization and accountability. These gaps, if addressed, could significantly enhance the overall effectiveness of teaching and learning.

The findings on teacher performance in Puranga primary schools resonate with broader global and regional research on effective teaching practices, as explored by Chen (2015) in China, Tshabalala (2013) in South Africa, Munyengabe et al. (2017) in Zimbabwe, Kweku and Baffoe (2018) in Ghana, and Wambui (2015) and Aseka (2016) in Kenya. For instance, Chen (2015) in China emphasised the significance of aligning lesson plans with curricula to maintain teaching relevance and improve student outcomes. The teachers in Puranga demonstrate this alignment effectively, enhancing learning outcomes by keeping instruction structured and relevant. However, Chen also underscored the value of collaboration between teachers and school leaders, such as lesson observations, to ensure continuous improvement. Puranga's limitation in inviting head teachers for lesson observation undermines this critical collaborative aspect. Tshabalala (2013) in South Africa highlighted the importance of learner-centered teaching approaches in fostering active student engagement and improving retention. Puranga teachers' commitment to these approaches aligns with these findings, indicating progress in adopting effective pedagogies. However, the inconsistent use of remedial teaching to address learning gaps contrasts with Tshabalala's argument that differentiated instruction and additional support are vital for students who fall behind. Munyengabe et al. (2017) in Zimbabwe equally emphasised the role of assessments and constructive feedback in tracking student progress and addressing gaps. Puranga teachers' frequent assessments and feedback align with these findings. However, the absence of remedial teaching after assessments in Puranga is a significant shortfall, as Munyengabe et al. found that without follow-up interventions, struggling learners are less likely to improve.

Similarly, Kweku and Baffoe (2018) in Ghana emphasised the role of administrative practices, such as adhering to timetables and maintaining lesson coverage records, in fostering accountability and classroom organization. The inconsistent adherence to these practices in Puranga mirrors challenges observed in Ghana, where administrative lapses have been linked to reduced effectiveness in teaching. Strengthening these practices could enhance accountability and structure in Puranga

schools. Wambui (2015) and Aseka (2016) in Kenya both highlighted the importance of teacher accountability and collaboration with school leadership in improving education quality. Wambui emphasized the need for consistent monitoring of lesson delivery, while Aseka advocated for professional development opportunities through lesson observations and feedback. The lack of lesson observation by head teachers in Puranga limits opportunities for professional growth, as identified by these authors. Furthermore, the irregular signing of lesson coverage forms reflects a gap in the accountability mechanisms emphasized in Kenya.

However, while the findings highlight commendable teaching practices, the gaps in inviting head teachers for lesson observations, inconsistent remedial teaching and administrative shortcomings reveal systemic and contextual limitations. The absence of consistent lesson observation by head teachers reduces opportunities for professional development and accountability. Collaborative practices, as advocated by Chen (2015) and Wambui (2015), are critical for improving instructional quality but are underutilized in Puranga. The absence of remedial teaching after assessments undermines efforts to address learning disparities. Tshabalala (2013) and Munyengabe et al. (2017) stress the importance of differentiated support for struggling learners, which is not consistently practiced in Puranga. Inconsistent adherence to administrative practices, such as signing lesson coverage forms and following timetables, reflects a lack of accountability structures. These weaknesses, as highlighted by Kweku and Baffoe (2018), can affect classroom organization and the overall learning environment. In Puranga, resource limitations and high workloads may contribute to the observed gaps. Teachers' ability to invite head teachers for observations or implement remedial teaching may be hindered by systemic challenges, unlike the relatively better-resourced contexts in China or Kenya.

5.4 The Relationship between Head Teachers' Support Supervision and Teachers' Performance in Primary Schools.

The findings reveal a statistically significant and moderate positive correlation ($r = 0.517$, $p < 0.01$) between head teachers' support supervision and teachers' performance in Puranga Sub-County primary schools. This indicates that as head teachers increase and improve their support supervision, teachers' performance also improves to a measurable extent. Specifically, the findings emphasise that head teachers' supervisory practices, such as lesson observation, feedback provision, monitoring

lesson coverage and ensuring accountability, are key drivers of effective teaching. The results underscore the importance of head teachers' involvement in fostering teacher performance. Better support supervision not only motivates teachers but also enhances classroom management, adherence to schedules and the use of learner-centered approaches. Therefore, strengthening these supervisory practices is essential for maintaining and improving teacher effectiveness, which ultimately translates to better learning outcomes for students.

The findings in Puranga Sub-County, which show a statistically significant and moderately positive correlation between head teachers' support supervision and teachers' performance, conform to the study findings by Iwu et al. (2013) in Pakistan, Veloo, Komuji, and Khalid (2013) in Malaysia, Mohd et al. (2013), Usman (2015), Kim, Park, Cozart, and Lee (2014) in South Korea, Rashid and Ranna (2019) in Punjab, Ahore, Aseka (2016), and Oyewole and Ehinola (2014). These studies also highlight the critical role of head teachers in enhancing teacher effectiveness through supervisory and supportive practices. Iwu et al. (2013) in Pakistan found that head teachers' supervisory practices, such as lesson monitoring and feedback, significantly influence teachers' performance. This aligns with the Puranga findings, where similar practices—lesson observation, feedback provision, and accountability are identified as key drivers of teaching effectiveness. The positive correlation observed in Puranga mirrors Iwu et al.'s conclusion that effective supervision motivates teachers and fosters improved teaching outcomes. Veloo, Komuji, and Khalid (2013) in Malaysia emphasised the importance of supervision in promoting adherence to teaching schedules, classroom management, and the use of learner-centered approaches. The findings in Puranga resonate with this, highlighting how head teachers' support supervision enhances adherence to timetables and promotes active teaching methods. However, Veloo et al. also note the need for consistent and structured supervision, which may address gaps in Puranga's system, such as inconsistent frequency of classroom observations.

On the same reporting, Mohd et al. (2013) and Usman (2015) underline the relationship between leadership styles and teacher motivation. They found that supportive supervision enhances teachers' job satisfaction and classroom performance. Similarly, in Puranga, better support supervision is linked to improved teacher motivation and adherence to classroom management practices. Usman’s emphasis on feedback as a cornerstone of supervision is particularly relevant, as the Puranga findings

highlight feedback provision as a critical element of effective supervision. Kim, Park, Cozart, and Lee (2014) in South Korea found that head teachers' involvement in professional development activities, such as lesson observations and feedback, has a significant impact on teaching quality. The Puranga findings corroborate this by demonstrating that supervisory practices are integral to teacher performance. However, while Kim et al. emphasize professional development programs alongside supervision, the Puranga findings do not address the role of professional development explicitly, suggesting a potential area for improvement. Rashid and Ranna (2019) in Punjab reported that consistent supervision leads to better accountability and adherence to schedules. The Puranga findings align with this, noting that head teachers' supervision ensures accountability and schedule adherence. However, Rashid and Ranna also highlight the challenges posed by resource constraints, which may similarly affect the frequency and quality of supervision in Puranga. Ahore, Aseka (2016), and Oyewole and Ehinola (2014) in Africa stressed the importance of head teachers in ensuring that teachers adopt learner-centered approaches and maintain high teaching standards. The Puranga findings echo this, as supervision was found to promote the use of learner-centered methods and effective classroom practices. However, Oyewole and Ehinola also caution that supervision must be consistent and not perceived as punitive, a potential issue in Puranga where inconsistent supervision may limit its impact.

While the findings emphasise the positive correlation between supervision and teacher performance, findings by different authors revealed the limitations and contextual challenges. For example, although supervision is shown to improve performance, inconsistent frequency, as noted in Puranga, may reduce its impact. Veloo et al. (2013) and Rashid and Ranna (2019) emphasize the need for regular and structured supervision to maximize its benefits. Excessive supervision without sufficient autonomy can demotivate teachers. Mohd et al. (2013) and Oyewole and Ehinola (2014) stress the importance of balancing supervision with professional trust and empowerment. Resource limitations, such as a lack of time, training, or tools for effective supervision, may hinder head teachers' ability to provide consistent support. These constraints, highlighted by Iwu et al. (2013) and Rashid and Ranna (2019), may also affect Puranga, given its rural context. Kim et al. (2014) argue that professional development programs complement supervision in enhancing teacher performance. The lack of emphasis on professional development in Puranga could limit the long-term benefits of supervision.

5.5. Concise Findings

The findings indicated that head teachers in Puranga Sub-County primary schools are actively involved in supervising and supporting teaching and learning processes. They ensure timely syllabus coverage, provide necessary learning aids, and enforce adherence to timetables, which are vital for maintaining academic standards. Additionally, head teachers monitor teachers' work by giving feedback, marking students' books, tracking evaluations, and promoting teacher accountability through attendance registers and lesson monitoring.

The findings highlighted that teachers in Puranga primary schools are performing commendably in several critical areas. Teachers are effectively aligning their lesson plans with the syllabi, ensuring that the content taught corresponds to the curriculum requirements.

The findings reveal a statistically significant and moderate positive correlation ($r = 0.517$, $p < 0.01$) between head teachers' support supervision and teachers' performance in Puranga Sub-County primary schools. This indicates that as head teachers increase and improve their support supervision, teachers' performance also improves to a measurable extent.

5.6. Conclusions

The study concluded that head teachers in Puranga Sub-County are effectively involved in key supervisory and support roles, which positively impact teaching and learning outcomes. Their practices ensure accountability and promote timely syllabus coverage. However, the gaps in the frequency of classroom supervision and the use of class monitors for lesson reporting highlight areas for improvement.

This study concluded that teachers in Puranga primary schools exhibit strong performance in curriculum alignment, learner engagement and assessment practices. However, the identified shortcomings in supervision, remedial teaching, and adherence to routine practices suggest room for improvement. Bridging these gaps will not only enhance teacher effectiveness but also contribute to improved student outcomes and better classroom management.

The findings concluded that head teachers' support supervision plays a significant role in improving teachers' performance in primary schools. Strengthening and institutionalizing supervisory practices

can lead to measurable improvements in teaching effectiveness, classroom management, and overall student outcomes. Given the moderate positive correlation, efforts to enhance supervision should be part of a broader strategy to address other factors impacting teacher performance.

5.6 Recommendations

To enhance teaching and learning outcomes, head teachers should adopt a structured supervision plan that ensures classroom observation is conducted consistently (at least three times weekly) and incorporate class monitors more effectively in lesson coverage reporting. This will enhance accountability, improve the tracking of syllabus coverage, and provide additional support to teachers in delivering quality education.

Head teachers should implement a structured professional development programme where they regularly observe lessons and provide constructive feedback. Additionally, head teachers should establish a monitoring system to ensure that remedial teaching, daily lesson coverage documentation, and timetable adherence become consistent practices among teachers. This will promote accountability, continuous improvement, and better learning experiences for students.

This study recommended that head teachers should adopt a systematic and structured supervision framework that includes regular classroom observations, constructive feedback sessions and follow-up actions to address identified challenges. This approach will ensure consistency, accountability and continuous improvement in teachers' performance.

5.7 Suggestions for Further Studies

This study didn't cover aspects of head teachers' support supervision in the district, therefore, suggests the following areas to be investigated and reported upon:

1. Head teachers' support supervision and teachers' performance in primary schools in Pader District.
2. Head Teachers' Supervisory Styles and Teacher Motivation in Classroom Instruction in UPE Schools in Pader District.
3. Head Teachers' Instructional Leadership and Pupils' Academic Performance in Primary Schools in Pader District, Northern Uganda.

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Appendices

Appendix A: Letter of Introduction

GULU UNIVERSITY
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Gulu, Uganda
Tel: 256-4714-432922
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FACULTY OF EDUCATION AND HUMANITIES

4th October 2023

To : To whom it may concern,

This is to introduce to you Mr. Okello Abolo Justine **(18/U/2798/MED)** a student pursuing a programme of study leading to an award of Master of Education, Master of Gulu University.

He is undertaking research on the Topic:

HEAD TEACHERS' SUPORT SUPERVISION AND TEACHERS' PERFORMANCE IN PRIMARY SCHOOL IN PURANGA SUB-COUNTY, PADER DISTRICT

Which is in partial fulfilment of the requirements for the award.

Any assistance rendered to him in relation to this research work will be highly appreciated.

Yours faithfully,

GULU UNIVERSITY
04 OCT 2023
FACULTY OF EDUCATION AND HUMANITIES

Dr. Denis Thaddeus Ofoyuru
Dean, Faculty of Education and Humanities

Appendix B: Questionnaire for Teachers in the Primary Schools in Puranga Sub-County, Aruu North Constituency, Pader District.

Dear Respondent,

My name is Okello Abolo Justine and am glad to inform you that you have been selected to participate in a study which seeks to investigate the relationship between Head Teachers' Support Supervision and Teachers' Performance in Primary Schools in Puranga Sub-County, Aruu North Constituency, Pader District. As an educator, your contribution to this study is of paramount importance. Participate freely in the study and be rest assured of confidentiality as all the information obtained from this study shall be used for academic purposes. You are kindly requested to respond to questions below as specified in each section. There is no need for your name in the questionnaire.

Section A: Respondent's Bio data

1. Your gender…….
2. Your age……..
3. Your working experience as a teacher……..

Section B: The following is a list of statements concerning head teachers' support supervision of teachers. Please tick the column which best describes how often your head teacher carries out the following:

Key: 4 =strongly agree, 3 =Agree, 2 = Disagree, 1 = strongly disagree

Section 1: **Head teachers' support supervision**.

S/N	Head teachers' Support Supervision	4	3	2	1
A	**Approval of Lesson Plan and Scheme of Work**				
A1	My head teacher tracks teachers lesson plans on daily basis and gives constructive feedback				
A2	My head teacher ensures that schemes of work and lesson plans are related to the syllabus content.				
A3	My head teacher ensures that required learning aids are provided				
A4	My head teacher ensures that all the teachable units for every class and term are schemed as a way of monitoring syllabus coverage.				
A5	My head teacher ensures that class tools are available during lesson preparation				
B	**Classroom Observation and Management**				

B1	My head teacher ensures that lesson objectives are specific, measurable, achievable and realistic and time bound (SMART)				
B2	My head teacher ensures that the lessons contain learner centered activities				
B3	My head teacher supervises me at least 3 times a week				
B4	My head teacher ensures that instructional materials are used during every lesson.				
B5	My head teacher ensures that enough content is taught so as to cover the syllabus in time.				
C	**Monitoring of Teachers' Work**				
C1	My head teacher ensures that lesson notes, lesson exercises and home work are given to learners daily.				
C2	My head teacher ensures that pupils' exercise books are marked daily with constructive feedbacks.				
C3	My head teacher ensures that teachers use various methods of learner assessment.				
C4	My head teacher ensures that teachers provide remedial lessons as a follow up of every assessment.				
C5	My head teacher ensures that teachers' section of self-evaluation is reflected to show the strong and weak areas and a way forward.				
D	**Monitoring of Teachers' Attendance and Time Management**				
D1	My head teacher ensures that every staff register on arrival for duty				
D2	My head teacher checks if teachers are attending to their lessons everyday				
D3	My head teacher provides daily lesson coverage form to class monitors				
D4	My head teacher makes sure all the lessons are fully covered by teachers				
D5	My head makes sure that the time table is strictly followed.				

Section C: Teachers' Performance

The following is a list of statements concerning teachers' performance. Please tick appropriately according to your level of agreement.

S/N	**Teachers' Performance**	4	3	2	1
C1	**Teachers' performance in preparation of pedagogical documents**				
	I prepare lesson plan daily before teaching				
	My lesson plans and schemes are related to syllabus content				
	I prepare the learning aids before teaching every lesson.				
	My schemes of work cover all the teachable units for each term as reflected on the teaching syllabus				
	I carry all the class tools to class wherever I go to teach				
C2	**Teachers' performance in classroom instruction and management**				
	My teaching objectives are always SMART.				
	I use learner centered approaches to teach.				

	I often invite my head teacher to attend my lessons when I am teaching the learners.				
	I always use instructional materials to aid my teaching				
	I always teach enough content and cover the syllabus in time				
C3	**Teachers' performance in assessment and evaluation of learners.**				
	I give lesson notes, exercises and home works after every lesson.				
	I mark pupils' exercises daily and give constrictive feedbacks.				
	I always use various methods of learners' assessment.				
	I teach remedial lessons as a follow up of learners' assessment.				
	I evaluate myself and show the strong and weak areas and give a way forward.				
C4	**Teachers' Performance on Time Management**				
	I always ensure that every day I register on arrival for my duty.				
	I daily make sure that every I sign when leaving my work place.				
	I do sign on my lesson coverage form daily with the class monitors.				
	I do make sure all my lessons are fully covered according to schedules.				
	I do strictly follow the school timetable as per school duty Rota.				

Appendix C: Interview Guide for Head teachers in Primary Schools and CCT in Puranga Sub-County, Aruu North Constituency, Pader District.

Study Topic: Head Teachers' Support Supervision and Teachers' Performance in Primary Schools in Puranga Sub-County, Aruu North Constituency, Pader District.

Theme One: Head Teachers' Support Supervision

Guiding Questions: 1. Do you supervise your teachers on preparing pedagogical documents using the following practices?

1) Approving their lessons plan and schemes of work
2) Observation of classroom activities
3) Monitoring teachers' attendance
4) Monitoring teachers' assessment and evaluation of learners to give positive feedback

Theme Two: Level of Teachers' Performance

What is the level of your teachers' performance in term of the following?

a) Preparing lesson plans and schemes of work. High, Moderate, Low.
b) Learners' assessment and constructive feedbacks. High, Moderate, Low.
c) Classroom instruction and management. High, Moderate, Low.
d) Time management. High, Moderate, Low.

What is your general comment of the level of teachers' performance? ……..

……

……..

Appendix D: Observation Checklist

Theme One: Head Teachers' Support Supervision indicated by;

- Staff registration book
- Time table
- Duty Rota on the wall

Theme Two: Level of Teachers' Performance indicated by;

- Scheme of work book signed by head teacher
- Lesson plans book signed by the head teacher
- Assessment records book

Appendix E: Krejcie and Morgan Table of Sample Size Determination (1970)

N	S	N	S	N	S	N	S	N	S
10	10	10	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Sample Size(s) required for the given Population Sizes (N)

Appendix F: A Sketch Map of Pader District Showing the Study Area

