Instructional Supervision and Teacher Effectiveness in Government Aided Secondary Schools in Kwania District

Geoffrey Acut

22/U/1529/MFC/PS

BED (KYU)

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Declaration

I, Geoffrey Acut, hereby declare that this research report with the topic Instructional Supervision and Teacher Effectiveness in Government Aided Secondary Schools in Kwania District is my original work and it has not been submitted to any institution of learning for any academic award.

Signature: ..... Date 1/6/2026 .....

Geoffrey Acut

22/U/1529/MFC/PS

Approval

We hereby certify that this research report entitled ‘’ *Instructional Supervision and Teacher Effectiveness in Government Aided Secondary Schools in Kwania District* ‘’ which was done under our supervision and ready for submission to the Faculty of Education and Humanities, Gulu University with our approval.

Signature: .. …… Date: . Date. 1/6/2026 ….

Dr. John Bismarck Okumu (PhD)

Signature: …….. Date: 1/6/26

Dr. George Opio (PhD)

Dedication

This research report has been dedicated to my parents, family members, and friends whose prayers have enabled me to reach heights that I would have never reached.

Acknowledgement

I thank the Almighty God for having given me the chance to take on this study and for having guided and protected me throughout this study despite numerous challenges.

In a distinct way, I do extend my sincere gratitude to my supervisors Dr. John Bismark Okumu and Dr. George Opio for their close guidance and availability every time I needed them in the course of my study. Without their massive input, my efforts would bear no fruits.

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Abstract

The purpose of the study was to investigate the influence of instructional supervision on teacher effectiveness in Government aided secondary schools in Kwania District. The study was guided by three objectives; to assess the level of instructional supervision in government aided secondary schools, to examine the level of teacher effectiveness in government aided secondary schools and to establish the relationship between instructional supervision on teacher effectiveness in government aided secondary schools in Kwania District. The study used concurrent/ convergent research design involving mixed method approach. A total of 220 respondents were sampled. The findings revealed that most teachers perceive supportive supervision as generally effective, especially in terms of receiving constructive feedback and encouragement to collaborate. A study also revealed that instructional supervision, particularly through instructional leadership, plays a significant role in enhancing teacher effectiveness in government-aided secondary schools in Kwania District. The study concludes that while instructional supervision in government-aided secondary schools demonstrates promising elements particularly in supportive and collaborative approaches its effectiveness is limited by inconsistent implementation and communication gaps. The study recommends Ministry of Education and Sports (MoES) should develop and enforce a national policy framework mandating regular, classroom-based instructional supervision in government-aided secondary schools. This framework should emphasize developmental supervision through feedback, coaching, and mentoring rather than compliance-based assessments. Study also recommends District Education Officers (DEOs) should facilitate regular supervision visits to schools to assess the quality and consistency of teachers' planning and classroom management practices. They should also gather and share best practices across schools within the district to address common gaps and encourage peer learning.

Chapter One

Introduction

1.0 Overview

Teacher effectiveness is an issue of concern in education globally and Uganda is not exceptional (UNESCO 2023). Governments of Uganda through Ministry of Education and Sports in collaboration with development partners have over the years invested heavily in education to improve teacher effectiveness in secondary schools through; support supervision, Diploma Entry scheme for government sponsored upgrading teachers, among other Continuous professional development Programmes but it seems little have been achieve. By focusing on continuous improvement and aligning instructional goals with curriculum standards. It has been noted that instructional supervision can help teachers refine their teaching strategies, implement innovative pedagogical approaches and address the diverse needs of students. However, when conducted thoughtfully and comprehensively, instructional supervision contributes significantly to the overall quality of education in schools (Gore 2017). Studies elsewhere have linked teacher effectiveness with instructional supervision therefore the current study investigated the influence of instructional supervision on teacher effectiveness. This chapter presents background to the study, problem statement, general objective of the study, specific objectives, research questions, Research Hypothesis, scope of the study and conceptual framework.

1.1 Background of the Study

The background to this study is divided into four perspectives; Historical background, Theoretical background, conceptual background and Contextual background as presented in the subsection below;

1.1.1 Historical Background

Globally, teacher effectiveness has remained a central issue in education because the quality of teaching influences learner achievement, classroom participation, discipline, and completion rates. Early discussions on effective teaching emerged from studies on teacher education conducted in the United States during the twentieth century. Learned and Bagley (1920) argued that teachers needed professional preparation that would enable them to assess learners continuously and improve instructional practices throughout their careers. Their views were later supported by research which associated effective teaching with proper lesson preparation, classroom management, learner engagement, and continuous assessment practices (Darling-Hammond, 2000). In many countries, concerns about declining learner achievement shifted attention from increasing school enrolment to improving the quality of classroom instruction and teacher performance (Hanushek, 2011). International education reports further indicated that schools with effective teachers often registered better learner outcomes compared to schools where teachers lacked pedagogical competence and professional support (Organisation for Economic Co-operation and Development [OECD], 2013). Research also showed that effective teachers were more likely to motivate learners, provide timely feedback, and adapt teaching methods according to learners' academic needs (Stronge, 2007).

In Africa, debates on teacher effectiveness became more pronounced following efforts to improve educational quality across the continent. The African Union observed that many African countries continued to experience shortages of qualified teachers, particularly in secondary schools, which affected the quality of teaching and learning (African Union Commission, 2018). Studies conducted in different African countries found that ineffective teaching was associated with poor lesson delivery, limited learner participation, inadequate assessment practices, and weak classroom management (Mulkeen, 2010). During continental education discussions, policymakers emphasized that improving teacher performance was

necessary for achieving educational transformation and skills development among African learners (African Union, 2019). Researchers further noted that schools with ineffective teachers often experienced poor learner performance, increased absenteeism, and low completion rates among students (Orodho, 2014). In several African education systems, teacher effectiveness was also linked to the availability of professional development opportunities, regular supervision, and instructional guidance provided by school administrators (Moon, 2007). As a result, many governments introduced reforms intended to strengthen teacher training and classroom supervision in schools.

Within East Africa, public concern over learner achievement increased attention toward the quality of teaching taking place in schools. Uwezo East Africa (2015) reported that many learners completed school cycles without attaining expected literacy and numeracy competencies despite increased access to education. This situation raised questions about teacher effectiveness and classroom instructional practices in the region. Research in East African countries indicated that some teachers experienced difficulties in lesson planning, classroom interaction, and continuous learner assessment, which negatively affected student performance (Barrett et al., 2007). Education stakeholders also observed that inadequate instructional supervision limited teachers' ability to improve classroom practices and adapt to curriculum changes (Verspoor, 2008). Effective teachers in the region were associated with learner-centered teaching methods, proper time management, regular assessment, and positive teacher-learner relationships that encouraged active classroom participation (Hardman, Abd-Kadir, & Smith, 2008). Consequently, governments and education institutions in East Africa intensified efforts to improve teacher competence through professional training and school-based supervision programs aimed at strengthening classroom instruction.

In Uganda, instructional supervision and teacher effectiveness have evolved through different phases of educational development. During the missionary period, supervision of instruction

was mainly conducted by religious leaders to ensure that teaching followed established educational and moral standards (Ssekamwa, 1997). Later, teacher education institutions such as Makerere University and National Teachers' Colleges were established to prepare teachers and school administrators capable of improving classroom instruction and learner performance (Byamugisha & Ssenabulya, 2005). Despite government efforts to improve education quality, reports continued to indicate weaknesses in lesson preparation, learner assessment, classroom management, and syllabus coverage among some teachers in government-aided secondary schools (Oonyu, 2007). The introduction of the New Lower Secondary Curriculum further increased the need for teachers to adopt learner-centered approaches, continuous assessment, and competency-based teaching methods (Ministry of Education and Sports, 2020). National Curriculum Development Centre and Uganda National Teachers' Union organized teacher training programs to support implementation of the curriculum, although concerns remained regarding the capacity of school administrators to supervise teachers effectively (Uganda National Examinations Board, 2022). It is against this background that the study seeks to examine instructional supervision and teacher effectiveness in government-aided secondary schools.

1.1.2 Theoretical Background

This study was guided by Path-Goal Theory postulated by Robert House in 1971 and modified in 1996. The theory was developed by Robert House in 1971(Sadegur & Marr, 2020). The theory postulates that a leader's primary goal is to give their subordinates the direction, encouragement, and help them attain their personal goals as well as the goals of the institution. It is founded on the idea that a leader's actions affect the contentment, motivation, efficiency, and output of their workforce. Therefore, the responsibility of school administrators, such as the head teacher, deputy head teacher, director of studies, heads of departments, are to assist the teachers in carrying out their duties effectively. Path-Goal theory is very important in

guiding school administrators in the day today management of their staff in effective teaching such as; Goal-Path Theory emphasizes the importance of the school administrators clarifying the path for the followers to achieve their goals and the school's objectives. In a school setting, administrators can help teachers understand the specific objectives, curriculum standards, and expected outcomes for their students. This clarity helps teachers sail thought the path to effective teaching. School administrators should help teachers identify any obstacles that may hinder teachers' ability to achieve their goals and provide them with necessary resources that may impede effective teaching.

The Path Goal Theory emphasizes the leader's role in motivating and inspiring their teachers to perform their tasks effectively by varying motivational strategies such as; financial, verbal and material and providing performance-based rewards as well as celebrating teachers 'achievements. The theory also suggest that school leaders should adapt their leadership styles such as; directive, supportive, participative among others based on the characteristics of their teachers and their abilities. By effectively employing the principles of path goal theory, teachers feel empowered, supported and motivated as well as satisfied, engaged and committed to their works ultimately leading to more effective teaching and improved student outcomes. In a nutshell therefore, The Path Goal Theory provides a valuable framework for school administrators to carry out instructional supervision to enhance the effectiveness of teaching by clarifying the path, removing obstacles, motivating teachers and adapting their leadership styles to the specific needs of the school and its teachers.

The study adopted the Path-Goal Theory postulated by Robert House in 1971 and modified in 1996 because it explains how leadership behavior influences the performance and effectiveness of subordinates in an organization (House, 1971; House, 1996). In the context of government aided secondary schools in Kwania District, instructional supervision by headteachers and school administrators is expected to guide, support, and motivate teachers towards improved

teaching performance and achievement of educational goals. The theory emphasizes that leaders enhance subordinate effectiveness by providing clear direction, support, supervision, and motivation while removing obstacles that hinder performance (House, 1971). This is relevant to the study because effective instructional supervision involves classroom observation, professional guidance, monitoring lesson preparation, and providing feedback to teachers, which can improve teacher commitment, teaching methods, classroom management, and learner outcomes. Therefore, the theory provided a suitable framework for understanding how supervisory practices in schools can influence teacher effectiveness in government aided secondary schools in Kwania District.

1.1.3. Conceptual Background

This section looked at definitions of two notions; teacher effectiveness and instructional supervision in schools. According to Robert (2010), who cited Charlotte (1996), teacher effectiveness is a collection of actions that they implement into their regular professional practices in the classroom. Deeper subjects' comprehension, designing lesson plans, getting to know individual students, gauging students' understanding in class, and using incentives and rewards to encourage learning. In its operational sense, the ability of teachers to effectively plan lessons, manage time, maintain regular attendance in school, employ flexible teaching methods. To Odit et al (2023) Teacher effectiveness centers on the teacher's knowledge of subject matter, expertise and resourcefulness that enhance students' academic performance. Effective teachers are expected to clearly spelling out the learning outcomes to focus learners on the learning goals; make the content as clear as possible and builds on existing knowledge of the learners; engaging learners in activities during the teaching and learning process; and display of high level of enthusiasm that reflects professional competence and confidence. In this study teacher effectiveness will include scheme of work, lesson plan, classroom management, assessment and feedback and actual teaching and learning.

According to (Fasasi & Ijaiya, 2017), the term instructional supervision is a process of overseeing monitoring, guiding, checking, directing and assessing one or many aspects of any educational setting with the aim of providing support services and improvement of all the school personnel's activities towards the realization of educational goals. Furthermore, (Olorode & Adeyemo, 2012) in their study, argued that, instructional supervision as a daily guidance of all educational practices including the coordination of the work in totality and creation of conducive working relationship among all the institutional personnel. Consequently, the efficacy of teachers., cover the necessary content, assess students' understanding, have high expectations of learners, and have a favorable attitude toward school initiatives. Many researchers claim that supervision has the capability to improve teacher effectiveness and lead to student success by improving teachers' professional growth and their work performance (Kholid & Rohmatika, 2019). n this study instructional supervision will mean; support supervision, collaborative supervision and instructional leadership.

Therefore, Instructional supervision is the process of assisting teachers in the form of guidance, direction, stimulation, or other development activities to develop and improve the teaching and learning process

1.1.4 Contextual Background

Ministry of Education and Sports Circular, 2021, The government of Uganda has instituted policy guidelines on instructional supervision tasking Head teachers to be custodians of good education and high standards, effective implementers of the national curriculum, monitors of adequate syllabus coverage and quality teaching/learning in schools in order to achieve the national objectives of quality education (The Republic of Uganda, 2008; Ministry of Education and Sports, 2019).

To satisfy the needs and aspirations of our community, Uganda has made various endeavors to deliver high-quality education, National Curriculum Development Centre (NCDC) through Uganda National Teachers' Union (UNATU) embarked on training of teachers to equip them with the right skills, knowledge and pedagogies to effectively handle the New Lower Secondary Curriculum (NCDC Epidemiological Report, 2021). At the school level, deputy head teachers, heads of department and director of studies are expected to perform the job of instructional supervisor (Nobile, 2018). The majority of stakeholders in Kwania District are concerned about the quality of instructional supervision because most teachers lack professionalism and sound pedagogical methods, which are particularly problematic in secondary schools. One effort was to supervise teachers in classrooms so they could teach more effectively (Ministry of Education and Sports Circular, 2018).

Therefore, the goal of this study is to determine the connection between instructional supervision and teacher effectiveness in secondary schools in the Kwania District. Kwania District is listed as one of the poorest districts nationwide in UCE 2022. Only 21 Candidates out of the 690 candidates that sat for the UCE in Kwania District got first-grade, according to the results announced on February 9th, 2023. Schools that were known to have a head teacher and parents who were known to follow up and supervise the teaching and learning in the school appear to fare better than those where parents and school heads are hesitant.

In secondary schools in Kwania District, head teachers seemingly do not perform instructional monitoring, lesson plans and schemes of work are rarely prepared by most teachers, nor are there enough practical lessons or remedial classes for academically weak students (Jared's, 2011). There is also typically little programs coverage and little involvement in extracurricular activities.

1.2. Statement of the Problem

Secondary education in Uganda has had issues of in structural supervision and teacher effectiveness in the previous year's to provide quality, appropriate, accessible, and affordable education to the national. This cannot be achieved without teacher effectiveness and supervision of instructions by school administration. Supervision of classroom instructions is seemingly falling as head teachers take it for granted despite the fact that the Ministry of Education and Sports (MOES) emphasis on the importance of instructional supervision in enhancing teachers' performance in Uganda (Education Service Commission Report, 2022), inadequate supervision persists in Kwania district due to complacency among head teachers and other authorities (Ekaettte & Eno, 2016). This has led to various challenges in the teaching environment, including absenteeism, inadequate assessment and feedback, poor time management, poor classroom management control, and actual teaching and learning.

In the 2022 UCE examination released by Uganda National Examination Board on 9th Feb, 2023, 21 out of 690 candidates who sat in Kwania District got first grade which is 3.04%, that is a manifestation of teachers' ineffectiveness. Nevertheless, the decline in Kwania District academic performance is becoming alarming, in that, the results is far-much below average. This could be as a result of lack of instructional supervision of school heads who seem to possess limited capacity to enforce and mobilize teachers to carry out the exercise (Ekaettte & Eno, 2016). Given the pressing need to address the declining teacher effectiveness in Kwania district, this study aims to explore the effect of instructional supervision on teachers' effectiveness. This study therefore, intended to explore whether instructional supervision could explain low teacher effectiveness in government aided secondary school in Kwania District.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of instructional supervision on teacher effectiveness in Government aided secondary schools in Kwania District.

1.4 Specific Objectives.

The objective s of this study was to;

1. A assess the level of instructional supervision in government aided secondary schools in Kwania District
2. Examine the level of teacher effectiveness in government aided secondary schools in Kwania District
3. Establish the relationship between instructional supervision on teacher effectiveness in government aided secondary schools in Kwania District

1.5. Research Questions

This study answered the following questions;

1. What is the level of instructional supervision in government aided secondary schools in Kwania District?
2. What is the level of teacher effectiveness in government aided secondary schools in Kwania District?
3. What is the relationship of instructional supervision on teacher effectiveness in government aided secondary schools in Kwania District?

1.6 Scope of the Study

The scope of this study is broken into geographical, content and time scope as described below.

1.6.1 Geographical Scope

This particular study was conducted in Kwania District located in the Northern region of Uganda. Kwania District is located in Northern Uganda, approximately 380 km (direct) from Kampala via Lira. It lies between longitudes 32.7, E34o 43’27.708 E and latitudes 1.99763 N 1o 59’51.474. It is bordered by the Districts of Kole in the North, Dokolo in the East, Apac in the West and Amolatar District in the South through Lake Kwania. The District Headquarters is situated in Aduku TC, 22kms to the East of Apac district, along Apac - Lira Road and from Lira City, it is approximately 37km, West of Lira City, along Lira-Apac Road.

1.6.2 Content Scope

The study focused on examining the effect of instructional supervision on teacher effectiveness of government aided secondary schools in Kwania District. Instructional supervision status was examined in terms of how the school administrators support the teacher in developing pre-teaching activities that was measured in term of supportive supervision**, c**ollaborative supervision and **i**nstructional leadership while teacher effectiveness in this study referred to as teachers’ ability to use scheme of work, lesson plan**, c**lassroom management**, a**ssessment and feedback and actual teaching and learning.

1.6.3 Time Scope

The study focused on the years 2020 up to 2024. This is because during this period, the district education stakeholders have brought up a number of concerns regarding teachers' unethical behavior, and students’ performance on national exams has been so poor despite the presence of administrators and teachers in government aided secondary schools in Kwania District.

1.7 Significance of the Study

The study is intended to help the following categories of people; it is hoped that the study would contribute towards a better understanding of the complex process of instructional support supervision and would assist supervisors in making the supervisory process more effective. It also seeks to help head teachers and other supervisors to identify the best practices that they can apply to promote efficiency and effectiveness in primary schools.

The study is believed to add a leaf to the existing knowledge on instructional support supervision which Stakeholders such as; education managers, the education policy makers and teachers, head teachers, parents, community leaders, partners and donors in decision making. The study is hoped to pave way for other interested researchers to investigate further the relationship between Instructional supervision and teacher's effectiveness, by expanding the scope to the remaining districts and city in northern region of Uganda.

1.8 Conceptual Framework

The conceptual frame work illustrates the relationship between Instructional Supervision and teacher effectiveness in Secondary Schools. In this case, from the illustration below, independent variables represent the different instructional supervision practices and how they influence teacher effectiveness in Government Aided secondary schools in Kwania District as presented in the dependent variable and the moderating variables are those factors that are strengthening the relationship between teacher effectiveness (independent variables) and the dependent variables as demonstrated below.

1.9. Conceptual Framework

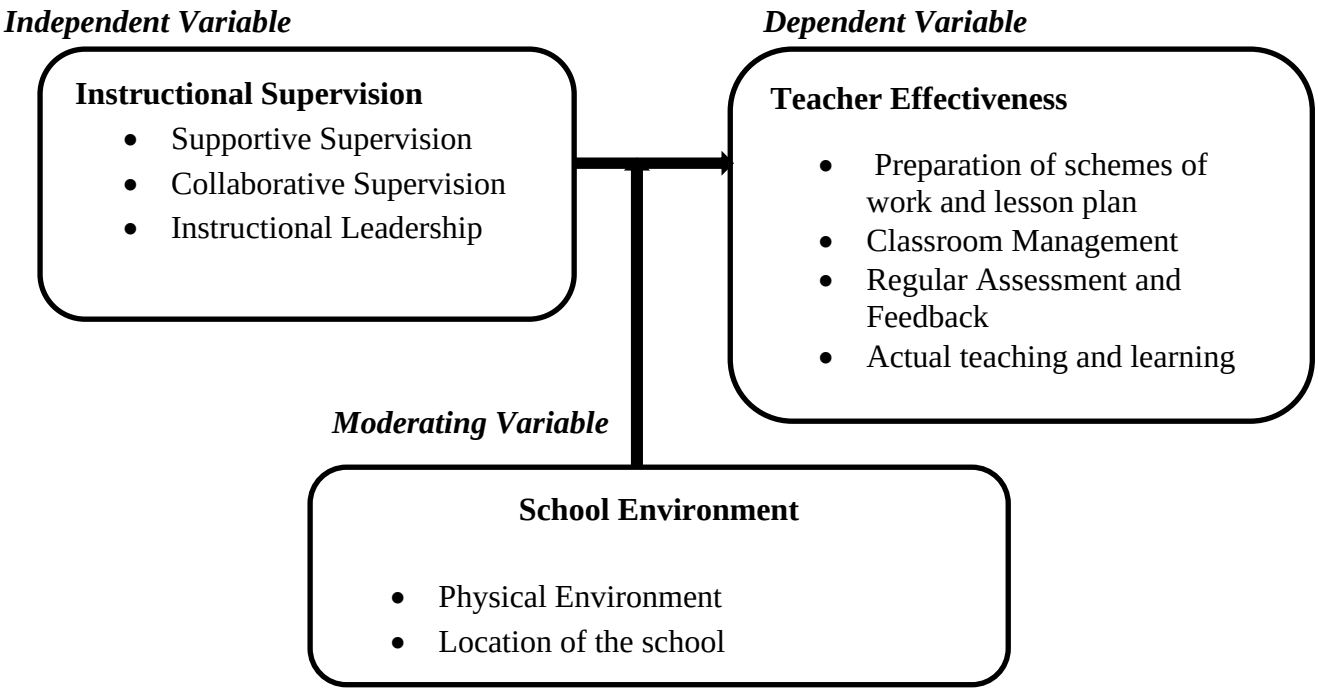


Figure 1:Conceptual framework

Sources: Adapted from Abbas Abubakar Hiliya1 et al, 2022 and modified by the researcher.

Conceptual framework illustrates the relationship between instructional supervision and teacher effectiveness. For example, the independent variable is instructional supervision involving supportive supervision**,** formative evaluation**, c**ollaborative supervision and instructional leadership**.** This influence the dependent variables, which is instructional quality**, c**lassroom management**,** assessment and feedback**.** According to this framework, factors that moderate the above variables to take place include: student engagement and motivation and physical environment. In summary, incorporating all of the above variables create a favorable atmosphere for the supervision process, which unsurprisingly leads to the development of teacher effectiveness**.**

Chapter Two

Literature Review

2.0 Introduction

This chapter provided a review of related literature on investigating instructional supervision and teacher effectiveness in secondary schools. The literature reviewed theories that guided the study and examined key constructs that influenced these factors, drawing on extensive research to understand how different elements contributed to an effective educational environment. The constructs explored included supportive supervision, formative evaluation, collaborative supervision, instructional leadership, instructional quality, classroom management, assessment and feedback, teacher-student relationships, and taxpayer education.

2.1 The Level of Instructional Supervision in Government Aided Secondary Schools

2.1.1 Instructional Supervision

Supervision of teachers is a tool for effectiveness (Tyagi, 2023). He noted it as; timely, effective, and corrective measures shall be in place to ensure the improvement of teacher effectiveness in schools. It has been noted that, supervision of teachers in Nigerian schools entirely rests on the shoulders of supervisors all inclusive, thus, head teachers, assisted by their deputies, heads of departments (Kutsyuruba, 2021). In study conducted in Kenya, (Kebeney & Mary , 2023), the study recommends that principals make teachers aware that the success of instructional supervision is meant to benefit them and improve their classroom pedagogy and not a punitive exercise. Principals should also believe in the efficacy of instructional supervision as a tool for improving teaching and learning processes (Lorensius, Anggal & Lugan , 2022).

School leaders support and evaluate teachers' instructional practices to enhance student learning. According to Glickman, Gordon, and Gordon (2019), instructional supervision focuses on improving teaching strategies, fostering professional growth, and ensuring that educational goals are met. According to Reni, Syarwani, Achmad, (2023). the process often involves classroom observations, feedback sessions, and the development of instructional plans. However, by involving teachers in decision-making processes and recognizing their expertise, supportive supervision fosters a sense of ownership over their professional development (Blase & Blase, 2019).

2.1.2 Supportive Supervision

Supportive supervision is fundamental in enhancing teachers' instructional practices by providing essential resources, mentorship, and professional development opportunities. Glickman, according to (Gordon, 2020) argue that supportive supervision fosters a nurturing environment where teachers feel valued and confident, which directly impacts their teaching effectiveness. (Tyagi, 2023), confirmed that, supervisors offer ongoing support rather than merely evaluating performance, teachers are more likely to engage in effective instructional practices and achieve better outcomes for students. The provision of adequate support helps in building teachers' confidence and competence, thereby enhancing their instructional practices and overall effectiveness (Tyagi, 2023).

Supportive Supervision emphasizes a collaborative and empowering approach (Weerakoon., 2023). It is rooted in the belief that teachers are capable professionals who can improve their practice with the right support and resources. Supportive supervision involves ongoing dialogue, mutual respect, and shared decision-making between supervisors and teachers (Blase & Blase, 2019). Furthermore, this approach aims to create a safe environment where teachers feel valued and encouraged to reflect on and improve their practices.

Ongoing communication between supervisors and teachers helps to build relationships based on trust and mutual respect, enabling more effective feedback and support (Gordon et al., 2022). Furthermore, supportive supervision encourages teachers to engage in self-reflection and peer feedback, which can enhance their instructional strategies and overall effectiveness (Schön, 2023). However, recognizing the importance of a positive work environment, supportive supervision aims to reduce stress and promote job satisfaction among teachers (Kraft et al., 2021)

2.1.3 Collaborative Supervision

Collaborative approaches to supervision are mainly designed to help beginning teachers and those who are new to a school or teaching environment with appropriate support from more experienced colleagues. Thus, these colleagues have an ethical and professional responsibility for providing the needed type of support upon request (Kutsyuruba, 2021). The major components of collaborative approaches to supervision are peer coaching, cognitive coaching, and mentoring. However, various authors have stated that these approaches to instructional supervision overlap each other but are quite different in their purpose and function (Kutsyuruba, 2021).

Through classroom observation when teaching and learning are in progress, meetings, conferences and deliberations with teachers are areas where heads of school provide supervision instructions for the effective professional development of teachers to improve the teaching-learning process (Kunter, Klusmann, Baumert, Richter, Voss, & Hachfeld., 2024). Effective supervision instructions given by school heads provide room for teachers to collaborate and are willing to share what they think would help the school develop in the services being provided for better outcomes (Tyagi, 2023). However, in Tanzania, even though

some secondary schools succeeded in performing better, less is known about how they manage to practice internal supervision effectively.

Supervision in which teachers in a given school work collaboratively in pairs and small teams to observe each other's teaching and to improve instruction ((Leus & Maslak, 2019). Peer coaching, according to (Ogwari, & Minja., 2024) is defined as teachers helping each other reflect on and improve teaching practice and/or carry out new teaching skills needed to carry out knowledge gained through faculty or curriculum development. Peer coaching differs from other coaching approaches in that it involves teachers of equal status (beginners with beginners or experienced with experience) and focuses on innovations in curriculum and development. Robbins clearly stated peer coaching as a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new (innovative) skills; share ideas; and teach one another or solve problems in the workplace ((Reni , Syarwani, Achmad., 2023). The goal of coaching as described by (Devine et al, 2021) is to develop communities within which teachers collaborate with each other to honor a very simple value: when we learn together, we learn more, and when we learn more, we will more effectively serve our students.

Supervision refers to becoming aware (mediated thinking) of one's own teaching effectiveness. According to (Devine, Meyers, & Houssemand., 2022), Cognitive coaching is an effective means of establishing sound relationships between two or more professionals of different statuses (beginners with experienced teachers, beginners with assigned supervisors, or experienced teachers with assigned supervisors).

Collaborative supervision focuses on the partnership between supervisors and teachers to identify goals, address challenges, and develop strategies for improvement (Leus & Maslak, 2019). According to (Hargreaves & Fullan,, 2022), collaborative supervision fosters a sense of

shared responsibility and ownership over instructional practices. This involves joint problem-solving and decision-making, which enhances the effectiveness of instructional practices. (Day, Sammons, & Gorgen, , 2020) Indicates that, collaboration between supervisors and teachers promotes a supportive professional environment, where both parties work together to improve teaching and learning outcomes.

2.1.4. Instructional Leadership

Instructional leadership involves supervisors setting clear expectations for teaching and learning, providing direction, and ensuring alignment between instructional practices and educational goals (Emanuel & Mwila., 2023). According to (Day, Sammons, & Gorgen, , 2020) describe instructional leadership as a proactive approach to guiding teachers and shaping the instructional culture of the school. However, (Manaseh, 2023), effective instructional leaders focus on creating a shared vision for instructional excellence, offering support, and monitoring the implementation of instructional practices. Furthermore, the findings highlight that strong instructional leadership is associated with improved teacher performance, a positive school climate, and enhanced student achievement (Emmer & Evertson., 2023).

From the study conducted in Kenya, (Kebeney & Mary , 2023), they pine that, many principals in public secondary schools rarely provide effective instructional leadership. The study also found that quite a number of teachers do not believe in the efficacy of principals' instructional supervision as a tool for improving classroom pedagogy. They have little interest in instructional supervision activities. In other words, (Glickman, 2023), noted that, the inability of principals to provide effective instructional supervision is attributed to teachers' attitudes.

2.2 The level of Teacher Effectiveness in Government Aided Secondary Schools

2.2.1. Teacher Effectiveness

The ability of a teacher to produce significant learning gains in students, which can be measured through standardized test scores, student engagement, and overall academic achievement (Darling-Hammond, 2021). On the other hand, encompasses the methods and strategies employed by teachers to facilitate learning, including lesson planning, instructional delivery, and assessment practices (Pianta et al., 2019). Various approaches have been utilized to measure teacher effectiveness. It was noted that, value added models are widely used, assessing the contribution of a teacher to student learning gains over time (Rivkin et al., 2022). However, these models have been critiqued for their reliance on standardized testing and their inability to account for external factors affecting student performance (McCaffrey et al., 2019).

According to (Smith, 2021), Teacher effectiveness is a critical concept in education, and it encompasses various measures that contribute to a teacher's ability to positively impact student learning. Based on extensive research, here are some key constructs of teacher effectiveness. It has been noted in Indonesia that, (Reni , Syarwani, Achmad., 2023) teacher motivation has positive impact on effectiveness in state vocational schools. Therefore, it is crucial to boost teacher motivation in order to reinforce the link between it and student success. Moreover, effective teachers often employ differentiated instruction to meet diverse learning needs, fostering an inclusive classroom environment (Tomlinson, 2023) however, strong content knowledge, effective communication skills, and the ability to build positive relationships with students (Stronge, 2024).

2.2.2 Schemes of Work and Lesson Planning

In a preliminary informal discussion with seven seasoned teachers and five pre-service student teachers at one of the secondary schools in Masvingo Rural the writers established that most

teachers could not distinguish between the term's curriculum and syllabus. Yet they have passed through teachers training programme at college or university. The paper is based on the philosophy that teaching and learning are highly complex and pervasive phenomena, and therefore in a formal setting they have to be well structured for efficiency and effectiveness. A successful formal teaching and learning process, thus, requires proper selection and arrangement of the teaching items or materials. Selection and sequencing of learning content and methodologies are found in the curriculum, syllabus, scheme of work and lesson plan stages (Musingafi, Mhute, Zebron, & Kaseke, 2023). Lesson plan was found to be a valid and reliable tool that education evaluators can use to strengthen effective teaching in all grades of education (Ndihokubwayo, Byukusenge, Byusa, Habiyaremye, Mbonyiryivuze, & Mukagihana. 2022). Rwandans in schools meet the challenges of the 21st century. The introduction of Competecy Based Curriculum (CBC) requires large-scale efforts to prepare the education system to deliver its approaches rapidly. "Curriculum change on its own to bring about transformation is incomplete without a simultaneous change in pedagogy (Blignaut, 2020)". Therefore, action is needed to push the status from the current level to the expected level in all aspects of CBC understanding, implementation, and outcomes by starting with the lessons' preparation.

2.2.3 Classroom Management

Strategies teachers use to maintain a productive learning environment is known as classroom management (Brophy, 2021). According to (Emmer and Evertson, 2024), it as the ability to organize and manage the classroom to maximize student engagement and minimize disruptive behavior. In school setting, effective classroom management involves establishing clear rules, routines, and procedures that promote a positive learning atmosphere (Marzano et al., 2022). However, quality of learning depends much on classroom management, and instructional supervision always helps to alert the teacher in managing class (Emanuel & Mwila., 2023).

Instructional supervision practices engage teachers and their principals in a mutual relationship for the sole purpose of developing, maintaining and improving a school's instructional programs, especially its curriculum and teaching personnel in attaining quality of education (Emanuel & Mwila., 2023).

In one of the studies conducted by, (Brophy, 2021), effective classroom management involves creating a positive and productive learning environment by maintaining order, minimizing disruptions, and fostering a respectful atmosphere. According to ((Borgmeier, 2021) argue that strong classroom management skills are associated with better student behavior and academic outcomes. According to (Emmer & Evertson., 2023), Effective classroom management strategies help in creating an environment conducive to learning, where students are engaged and focused. Furthermore, it was highlighted that, well-managed classrooms lead to improved student behavior, increased engagement, and better overall academic performance.

Despite the clear benefits of effective classroom management and assessment practices, several challenges persist (Marzano, 2022). Teachers often face large class sizes, diverse student needs, and limited resources, which can complicate the implementation of effective strategies (Emmer & Evertson, 2023). Additionally, the pressure of standardized testing can lead to a narrow focus on summative assessments at the expense of formative practices, undermining opportunities for meaningful feedback (Au, 2020).

2.2.4. Assessment and Feedback

It has been affirmed that (Lorensius, Anggal & Lugan , 2022), Teachers always use aids or media in teaching, including always using textbooks, giving assignments and skills related to practical tools, and giving assignments related to the library. (Hattie, 2020), noted that, teachers also involve students in various learning experiences, including involving students in the preparation of lesson plans, giving students responsibility for all tasks assigned to them,

motivating students to study diligently, and presenting various learning experiences and assessed feedback from students' performance and Information provided to students regarding their performance relative to learning goals. Effective feedback is timely, specific, and constructive, helping students understand their strengths and areas for improvement (Hattie & Timperley, 2020).

The use of assessments and feedback is crucial for monitoring student progress, guiding instruction, and providing constructive feedback (Hattie & Timperley., 2023). However, emphasize that effective feedback is specific, actionable, and helps students understand their strengths and areas for improvement (Nicol, & Macfarlane-Dick, 2024). Furthermore, Formative assessments and timely feedback are essential for helping students set and achieve learning goals. According to (Tomlinson, 2022), effective assessment practices and feedback contribute to improved instructional practices and student learning by providing valuable insights for continuous improvement.

2.2.5 Actual Teaching and Learning

Teaching and learning process can be defined as a transformation process of knowledge from teachers to students. It is referred as the combination of various elements within the process where an educator identifies and establish the learning objectives and develop teaching resources and implement the teaching and learning strategy. On the other hand, learning is a cardinal factor that a teacher must consider while teaching students (Munna & Kalam, 2021).

(Tamsah, Ilyas & Yusriadi, 2021). In their study argued that paying attention to the suitability of methods, training participants, quality of content, and improving impacts teaching-and-learning effectiveness.

2.3. School Environment

The effectiveness of the class room teaching-learning process depends on many factors (Stronge, 2021). In order to ensure an optimum teaching-learning environment in the classroom, the instructional supervision process should be implemented regularly and systematically (Weerakoon., 2023). In this context, it is very important to identify issues encountered by supervisors and teachers in line with the school based instructional supervision process. It has been identified that instructional supervision process is a good mechanism to up-grade the performance of teaching-learning process and promote teachers' professional development (Emanuel & Mwila., 2023). Majority of principals faced lack of experienced and competent supervisors in the school, time allocation problems for the supervision process and negative attitudes and unhappiness of teachers concerning supervision as problems in the instructional supervision process (Weerakoon., 2023).

2.3.1. Location of the School

Teacher job satisfaction is an essential factor for teachers' and school effectiveness and students' academic and educational achievement (Lopes & Oliveira (2020). Teachers' psychological characteristics, such as their motivation and personality, play for critical outcomes in terms of teacher effectiveness, teachers' well-being, retention, and positive interpersonal relations with multiple stakeholders (Bardach, Klassen & Perry, 2022). International surveys suggest that teachers spend, on average, 10.5 days per year engaged in courses, workshops, conferences, seminars, observation visits, or in-service training (Sellen, 2019). While research has identified some programmes or interventions for which there is persuasive evidence of impact on pupil attainment (Allen et al., 2021, 2023), most schools do not have access to these programmes, due to either cost or location.

2.3.2 Physical Environment

The physical environment of a school, including its infrastructure, classroom setup, and facilities, plays a significant role in supporting effective teaching and learning. Earthman (2017) points out that a well-maintained, clean, and conducive physical environment impacts student concentration and overall learning. The study noted that, factors such as classroom layout, lighting, and noise levels are critical in creating an optimal learning environment. (Kraft & Papay, 2019), physical environment supports better educational outcomes by providing a setting that enhances students' ability to focus and engage with the instructional material. Furthermore, systemic issues such as high-stakes accountability pressures and insufficient resources can hinder the implementation of effective supervision practices. Addressing these challenges requires ongoing professional development for supervisors, as well as a commitment to creating a culture of collaboration and trust within schools (Kraft & Papay, 2020).

2.4 Summary of Literature and Research Gap

The reviewed literature indicates that instructional supervision plays a major role in improving teacher effectiveness through supportive supervision, collaborative supervision, and instructional leadership. Scholars such as (Glickman, Gordon, & Gordon, 2020) and (Blase & Blase, 2019) emphasize that effective instructional supervision enhances teachers' professional growth, instructional practices, and classroom performance. Similarly, (Tyagi, 2023) and (Lorensius, Anggal, & Lugan, 2022) noted that supportive supervision motivates teachers and improves teaching and learning outcomes, while (Kutsyuruba, 2021) and (Leus, 2018) observed that collaborative supervision through peer coaching and mentoring strengthens teachers' instructional competencies. In addition, studies by (Emmer & Evertson, 2021), (Hattie & Timperley, 2020), and (Tomlinson, 2023) established that teacher effectiveness is

reflected in lesson planning, classroom management, assessment, feedback, and actual teaching and learning processes. However, despite the extensive literature on instructional supervision and teacher effectiveness, most studies were conducted outside Uganda, particularly in countries such as Kenya, Tanzania, Indonesia, and Nigeria, with limited focus on government aided secondary schools in Kwania District. Furthermore, many previous studies concentrated on general instructional supervision practices without specifically examining how supportive supervision, collaborative supervision, and instructional leadership influence teacher effectiveness in terms of schemes of work preparation, classroom management, assessment and feedback, and actual teaching in government aided secondary schools. Therefore, this study was necessary to bridge the contextual and empirical gap by examining the relationship between instructional supervision and teacher effectiveness in government aided secondary schools in Kwania District.

Chapter Three

Methodology

3.1 Introduction

This chapter therefore presented the research approach, research design, study population, sample size determination, sample selection, data collection methods, data collection tools, quality control, administration procedure, ethical considerations, and data analysis.

3.1. Research Approach

The study used mixed methods approach. The mixed method approach is a combination of both qualitative and quantitative research approaches premised on a view that a situation couldn't be clearly understood from one dimension (Creswell, 2014). This approach according to Saunders et al, (2020) is based on the assumption that combining both quantitative and qualitative approaches best provides an understanding of a research problem. Quantitative approach is the type of research approach that describes phenomena numerically and underscores objectivity in data collection and analysis (Cohen et al, 2019). Its data are expressed in numbers and analyzed using statistical methods with emphasis on facts, causations and relationships while qualitative approach is a research approach that focuses on gaining a rich and complex understanding of people's experience, beliefs and behavior (Pandey & Pandey, 2021). Data collection involves seeking for people's explanation of what they observe, do, believe or feel (Merriam and Tisdell, 2016). The purpose of using mixed method in this study therefore is to facilitate triangulation and enable comprehensive analysis of the study research objectives (Saunders et al, 2020)

3.2. Research Design

The study used concurrent/ convergent research design, which is considered a suitable research design for mixed method studies (Creswell &Plano, 2009). The concurrent mixed method design underscores collection of both quantitative and qualitative data at the same instance (Creswell, 2014). This implied, therefore, that the study collected quantitative data using questionnaires from teachers in the schools while simultaneously conducting interviews with the District Education Officer (DEO), District Inspector of Schools (DIS), Head Teachers, Deputy Head Teachers, and Directors of Studies within the schools at the same point in time. Data analysis using the concurrent design was also done simultaneously with the goal of triangulating the findings in mind (Creswell, 2014). To cater for the varied categories of participants, the study used a cross-sectional research design. It was flexible because it enabled the researcher to collect data from varied categories District Education Officer (DEO), District Inspector of Schools (DIS), head teachers, Deputy Head Teachers, Directors of Studies, and teachers at the same time (Neuman, 2014). This study considered both concurrent and cross-sectional designs because whereas concurrent detailed the mixing of data collection methods, cross-sectional catered for the timing of data collection from the stratified participants (Creswell & Plano, 2009).

3.3. Study Population

The study population for this study consisted of all the head teachers (6), all teachers (460), all Director of Studies (DOS) (6), all deputy headteachers (6), District Education Officer (DEO) and District Inspector of Schools (DIS)

3.4 Sample size Determination

The sample size was determined using Morgan and krejcie (1970) table of sample size determination (Morgan &Krejcie,1970).

Table 3.1: Sampling Frame

Category	Population	Sample Size	Sampling Procedure
DEO	01	01	Purposive
DIS	01	01	Purposive
Head Teacher	06	06	Purposive
Deputy Head Teachers	06	06	Purposive
DOS	06	06	purposive
Teachers	460	200	Simple random sampling
TOTAL	**480**	**220**	

Source: Morgan and krejcie (1970)

3.5 Sampling Techniques

The study used both probability and non-probability sampling techniques since it was a mixed approach study. For the probability sampling method, the study employed simple random sampling, particularly the lottery method (Creswell, 2014). In the lottery method, participants were assigned codes and names written on pieces of paper and put in a box. The researcher then shook the box so that all the participants had the same chances of being chosen and selected one code at a time until the sample size was reached (Creswell, 2014). The lottery method was used to select teachers because the population was relatively large. The merit of this method was that it gave all participants equal chances of being selected for the study, and the results of the study could be generalized to the study population.

Meanwhile, the non-probability method used judgmental/purposive sampling to select the DEO, DIS, Head Teachers, Deputy Head Teachers, and Directors of Studies because the researcher believed that this category of participants had knowledge and understanding about the teaching methods and academic performance of learners in the government-aided secondary schools in Kwania District, which provided key information to the study (Neuman, 2014). The merit of judgmental sampling, particularly expert judgmental sampling, was that information was obtained from key informants who were experts in the field under study (Neuman, 2014).

3.6. Data Collection Methods

Data was collected from primary and secondary sources. Primary data was collected using questionnaires and key informant interviews, while secondary data was collected using document analysis

3.6.1 Questionnaire Survey

Quantitative data was collected using the questionnaire survey method. A questionnaire survey refers to the process of administering questionnaires to participants in the study area in order to gather standardized information relevant to the study objectives (Creswell, 2014). The process involved direct administration of questionnaires by the researcher to the respondents. The study used closed-ended self-administered questionnaires to collect quantitative data from teachers and learners regarding teaching methods and learners' academic performance in inclusive primary schools. The questionnaire items were measured using a five-point Likert scale ranging from Strongly Disagree (1), Disagree (2), Not Sure (3), Agree (4), to Strongly Agree (5). The questionnaire survey method was considered appropriate because it enabled the researcher to collect data from a large number of respondents within a short period of time in

a standardized manner, thereby improving consistency in responses and ease of quantitative analysis.

3.6.2 Interview

An interview is a structured conversation in which one participant asks questions while the other provides responses. In common usage, the term interview refers to a one-on-one interaction between an interviewer and an interviewee. The study used semi-structured interviews with open-ended and probing questions to obtain detailed responses from participants (Neuman, 2014). Key informant interviews were conducted with head teachers, deputy head teachers, and directors of studies, particularly regarding instructional supervision practices and indicators of teacher effectiveness. An interview schedule was prepared after securing appointments with the respondents to guide the discussion and ensure consistency in data collection. The interviews were useful in obtaining qualitative information from the respondents in secondary schools (Neuman, 2014). The use of interviews was justified because they enabled the researcher to obtain in-depth explanations and clarifications from school administrators concerning instructional supervision and teacher effectiveness, which could not easily be captured through questionnaires alone.

3.7 Quality Control

The instruments were piloted to determine their validity and reliability. Data collection instruments were pre-tested on randomly selected respondents before they were used in the field. The questions in the interviews were discussed at the peer review level. Quality control involved adjusting or modifying each item upon returning from the pre-field study in order to improve the validity and reliability coefficient.

Validity

Validity of a data collection instrument is the extent to which the tool measures what it claims to measure (Amin, 2005; Kahn 1986). To arrive at good conclusions for any study, the data used should be true and accurate; it is on this basis that researchers endeavor to construct data collection tools that accurately measure what they should be measuring. Validity also refers to truthfulness of research findings (Amin, 2006). To ensure the validity of the research instruments, the self-made questionnaires and interview guides were pre-tested in one school in Kwania District. The pretest was conducted with teachers. This enabled the researcher to check items that appeared ambiguous, as well as make other relevant corrections before the final administration.

The Content Validity Index was computed to determine the validity of the tools, aiming for acceptable measures of at least 0.70 and above. Tools that fell within this limit were considered valid.

$$\text{CVI} = \frac{Number\ of\ item\ rated\ valid\ by\ experts}{Total\ number\ of\ items}$$

EXPERT	COMPUTATION	CVI
Expert 1	$\frac{36}{41}$	0.87
Expert 2	$\frac{37}{41}$	0.90
Expert 3	$\frac{39}{41}$	0.95
Average		0.90

Reliability

Reliability refers to the extent to which a data collection instrument consistently measures a given concept (Neuman, 2014). An instrument with high reliability produced the same results whenever it measured a specific concept (Cohen et al., 2018). Usually, reliability was expressed numerically using a reliability coefficient. A high reliability coefficient meant that the results would have been consistently the same if the study had been done again. This might have been a result of the respondent making the same meaning of question items in the data collection tool, which made them answer in the same way in a given setting. Therefore, a Cronbach alpha estimate of 0.70 and above was considered acceptable for educational research (Amin, 2006)

Table 3.2 Reliability Test Results

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance	Corrected Item-Total	Cronbach's Alpha if Item
Schemes Preparation	23.7473	15.762	.283	.856
Classroom Management	23.1054	9.882	.774	.796
Regular Assessment	23.0351	11.408	.752	.793
Actual Teaching	22.9351	11.940	.748	.795
Supportive Supervision	23.5041	14.907	.478	.838
Collaborative Supervision	23.0311	13.249	.602	.820
Instructional Leadership	23.3068	14.145	.606	.823

3.8. Ethical Consideration

The study complied with ethical issues, mainly voluntary participation, consent, access, and confidentiality. The consent of all participants was sought before they participated in the research. A consent form stating the aims of the study and the proposed use of the information

collected was presented and explained to the respondents before the interviews. The identity of the participants was kept confidential in order to ensure confidentiality. None of the participants were subjected to stigmatization as a result of statements made during both the individual interviews and the questionnaires.

3.9. Administration Procedure

After ascertaining the suitability of the instruments, the researcher developed a program of activities and then obtained a letter of introduction from Gulu University Faculty of Education and Humanities explaining the purpose of the study. Research assistants were trained on how to administer the questionnaires and key informant interviews to the participants.

3.10. Data Analysis

The quantitative data were analyzed using the Statistical Package for Social Science (SPSS version 25.0) and quantitative output was realized. Descriptive statistics output was presented in frequencies and percent to illustrate any central tendencies and dispersions (Kaur et al., 2018). Inferential statistics was used to analyze research questions, and inferential statistics output was obtained at univariate, bivariate, and multivariate levels. At the univariate level, item analysis was done using descriptive statistics, while at the bivariate level, ANOVA was used to analyze differences between two variables, and at the multivariate level for research questions 1 and 2, Pearson product moment correlation coefficient and multiple regression analysis were used to produce inferential statistics output for the research questions.

For qualitative data, the researcher used thematic analysis, which was used to identify, analyze, and report the patterns of an interview and to identify the main themes that emerged from the responses given by the respondent (Bryman, 2016). Upon completion, the researcher proceeded with the interpretation of data.

Chapter Four

Data Presentation, Analysis and Interpretation of Results.

4.0 Introduction

This chapter presented the analysis, presentation and interpretations of the study findings sectioned by the specific objectives of the study which were to assess the level of instructional supervision in government aided secondary schools, to examine the level of teacher effectiveness in government aided secondary schools and to establish the relationship between instructional supervision on teacher effectiveness in government aided secondary schools in Kwania District. The chapter also presented a descriptive overview of the demographic characteristics of the respondents in the study.

4.1 Socio-Demographic Characteristics

This section presented the demographic characteristics of teachers. The demographic profile of the respondents provides essential context for understanding the data collected in this study.

Table 4.2: Socio-demographic characteristics

Variables		**Frequency**	**percentage**
Gender	Male	143	71.5%
	Female	57	28.5%
Age	20-29	44	22.0%
	30-39	55	27.5%
	40-49	53	26.5%
	50 & above	48	24.0%
Education Level	Diploma in Education	58	29.0%
	Bachelor's Degree in Education	142	71.0%
	Postgraduate Diploma in Education	0	0.0%
	Master's Degree in Education	0	0.0%
	Others	0	0.0%
Teaching Experience	Less than 1 year	0	0.0%
	1-5 years	52	26.0%
	6-10 years	18	9.0%
	11-15 years	29	14.5%
	16-20 years	49	24.5%
	More than 20 years	52	26.0%
Number of Instructional Supervisions Conducted on You per Term	None	18	9.0%
	1-2 times	61	30.5%
	3-4 times	101	50.5%
	5 times or more	20	10.0%
Length of Service at Current School	Less than 1 year	14	7.0%
	1-3 years	35	17.5%
	4-6 years	56	28.0%
	More than 6 years	95	47.5%
Number of Classes Taught per Week	Less than 10 classes	44	22.1%
	10-20 classes	96	48.2%
	21-30 classes	54	27.1%
	More than 30 classes	5	2.5%

Source: Primary Data 2024

The demographic profile of teachers presented in Table 4.2 provided important insights into the characteristics of respondents and their professional backgrounds. In terms of gender, the findings revealed that out of 200 teachers who participated in the study, 143 were male representing 71.5%, while 57 were female representing 28.5%. This implied that male teachers

formed the majority of respondents in the sampled government-aided secondary schools. The dominance of male teachers suggested that the teaching workforce in the study area was still largely occupied by men compared to women. Regarding age distribution, 44 teachers representing 22.0% were aged between 20–29 years, 55 teachers representing 27.5% were aged 30–39 years, 53 teachers representing 26.5% were aged 40–49 years, while 48 teachers representing 24.0% were aged 50 years and above. The findings therefore indicated that respondents were fairly distributed across different age groups, showing a balance between younger, middle-aged, and older teachers in the schools studied.

The findings on education level showed that 58 teachers representing 29.0% possessed a Diploma in Education, while 142 teachers representing 71.0% had a Bachelor's Degree in Education. However, no respondent reported having a Postgraduate Diploma in Education, Master's Degree in Education, or any other higher qualification, as all these categories recorded 0 respondents representing 0.0%. The findings suggested that most teachers had attained undergraduate qualifications which were adequate for secondary school teaching. Nevertheless, the absence of postgraduate qualifications implied limited advancement in higher professional and academic training among teachers in the sampled schools. This could have affected the level of specialized pedagogical knowledge, instructional leadership, and professional growth expected in secondary education institutions.

The results on teaching experience indicated that none of the respondents had less than one year of teaching experience. A total of 52 teachers representing 26.0% had taught for 1–5 years, 18 teachers representing 9.0% had 6–10 years of experience, while 29 teachers representing 14.5% had taught for 11–15 years. In addition, 49 teachers representing 24.5% had teaching experience of 16–20 years, and another 52 teachers representing 26.0% had more than 20 years of experience. These findings showed that the study involved both relatively young and highly experienced teachers, which enriched the reliability of responses regarding instructional

supervision and teacher effectiveness. The large number of teachers with over 16 years of experience further suggested that many respondents had accumulated substantial professional exposure and understanding of school supervision practices over time.

Concerning instructional supervision, the findings revealed that 18 teachers representing 9.0% had never been supervised during the term, while 61 teachers representing 30.5% reported being supervised 1–2 times per term. The majority, comprising 101 teachers representing 50.5%, indicated that they were supervised 3–4 times per term, while 20 teachers representing 10.0% experienced supervision 5 times or more. This implied that instructional supervision was commonly practiced in most schools, with many teachers receiving regular supervisory support. Regarding length of service at the current school, 14 teachers representing 7.0% had served for less than one year, 35 teachers representing 17.5% had served for 1–3 years, while 56 teachers representing 28.0% had worked for 4–6 years. The largest category consisted of 95 teachers representing 47.5% who had served in their current schools for more than six years. This demonstrated a relatively stable teaching workforce with long-term attachment to their schools.

The findings on teachers' workload showed that 44 teachers representing 22.1% taught less than 10 classes per week, while the majority of 96 teachers representing 48.2% handled between 10–20 classes weekly. Furthermore, 54 teachers representing 27.1% taught between 21–30 classes, whereas only 5 teachers representing 2.5% taught more than 30 classes per week. The results therefore suggested that most teachers handled a moderate teaching load which could allow them adequate time for lesson preparation, assessment, and participation in instructional supervision activities. However, the few teachers handling more than 30 classes per week could have experienced workload pressure which might affect teaching effectiveness and overall performance in schools.

4.2 The Level of Instructional Supervision in Government Aided Secondary Schools

This section presented the level of instructional supervision in government aided secondary schools which was measured by supportive supervision, collaborative supervision and instructional leadership.

Table 4.3:Supportive Supervision

1 Supportive Supervision	SD+D%	NS%	A+SA%	Mean	STD
My supervisor provides constructive feedback on my instructional practices.	16.2	2	81.7	4.04	1.18
My supervisor encourages collaboration among teachers for improving instruction.	14.9	8.1	77	4.03	1.12
I feel supported by my supervisor in addressing challenges in the classroom.	12.2	5.4	82.5	4.10	1.19
My supervisor visits my classroom regularly to observe and offer guidance.	56.8	13.5	29.7	2.60	1.38
The instructional supervision I receive helps me improve my teaching skills.	39.8	9.5	50.7	3.26	1.49
Average	**27.98**	**7.7**	**64.32**	**3.61**	**1.27**
2.Collaborative Supervision					
Supervisors involve teachers in decision-making related to instructional methods.	13.5	0	86.5	4.09	1.18
There is a mutual exchange of ideas between teachers and supervisors.	10.8	5.4	83.8	4.06	1.21
Supervisors and teachers work together to solve instructional challenges.	16.2	2.7	81.1	3.84	1.09
Teachers are given opportunities to express their views during supervision.	16.2	6.1	77.7	4.03	1.28
Collaborative supervision positively impacts students' learning outcomes	6.8	5.4	87.8	4.36	.96
Average	**12.7**	**3.92**	**83.38**	**4.08**	**1.14**
3. Instructional Leadership					
The school leader clearly communicates instructional goals to teachers.	26.4	45.9	27.7	2.99	1.35
The school leader sets high expectations for student achievement.	13.5	20.9	65.6	3.95	1.29
The school leader frequently observes classroom instruction.	7.4	5.4	87.2	4.47	.97
The school leader provides clear guidance on instructional strategies.	24.3	35.8	39.9	3.26	1.37
The school leader encourages continuous professional development for teachers.	8.1	5.4	86.5	4.35	1.08
Average	**15.94**	**22.68**	**61.38**	**3.80**	**1.21**

Source: Primary Data 2024

The table highlights teachers' perceptions of supportive supervision, focusing on its various aspects, including feedback, collaboration, and classroom observations. A significant majority, 81.7%, of respondents agreed or strongly agreed that their supervisors provide constructive feedback on instructional practices, reflected by a high mean score of 4.04. This demonstrates that supervisors generally offer valuable feedback, aiding teachers in improving their teaching effectiveness. However, 16.2% of respondents disagreed or strongly disagreed, indicating that

some supervisors may need to enhance their feedback practices to ensure all teachers benefit equally.

Regarding collaboration, 77% of respondents agreed or strongly agreed that supervisors encourage teamwork among teachers for better instruction. This response reflects a positive view of supervisors fostering a collaborative culture, with a mean score of 4.03. Nonetheless, 14.9% of respondents expressed dissatisfaction, signaling that efforts to enhance teacher collaboration might not be uniformly applied or effective in all cases.

In terms of addressing classroom challenges, 82.5% of respondents feel supported by their supervisors, making it the highest-rated aspect in the table with a mean score of 4.10. This suggests that supervisors are seen as approachable and effective in problem-solving, contributing to a supportive work environment. However, 12.2% of respondents expressed dissatisfaction, indicating that there is room for improvement in ensuring consistent support across all teachers.

Classroom observations and guidance, however, emerge as a significant area of concern. Only 29.7% of respondents agreed or strongly agreed that supervisors visit classrooms regularly to provide guidance, and this is reflected in a low mean score of 2.60. The high disagreement rate (56.8%) suggests that many supervisors might not be consistently observing classroom activities, which may limit their ability to provide targeted support. Similarly, only 50.7% agreed or strongly agreed that instructional supervision improves teaching skills, with a mean score of 3.26, indicating a need for more effective and impactful supervision practices. Overall, the average score for all aspects is moderate (3.61), suggesting that while supportive supervision is appreciated in some areas, it requires significant improvement in others to better meet teachers' needs.

When a headteacher was asked how he supported teachers in implementing instructional practices, he said, “I support teachers by providing mentorship, organizing training sessions, and ensuring they have access to necessary teaching materials and resources.” A thematic analysis revealed that the headteacher’s approach to supporting teachers in implementing instructional practices was multifaceted, focusing on mentorship, professional development, and resource provision. By offering mentorship, the headteacher aimed to provide guidance and personalized support to teachers, fostering professional growth. Organizing training sessions reflected an emphasis on continuous learning and capacity-building, ensuring that teachers stayed updated with best practices. Additionally, ensuring teachers had access to

necessary teaching materials and resources highlighted the headteacher's recognition of the importance of proper tools in delivering quality instruction.

The data on collaborative supervision revealed that most teachers positively perceive their supervisors' efforts to foster teamwork and mutual engagement in instructional processes. Specifically, 86.5% of respondents agreed or strongly agreed that supervisors involve teachers in decision-making related to instructional methods, with a mean score of 4.09 and a standard deviation of 1.18. However, a small portion (13.5%) expressed disagreement or strong disagreement, indicating that a subset of teachers feels excluded from such participatory practices. This demonstrates an overall positive trend, but there is room to ensure inclusivity in decision-making.

Similarly, 83.8% of respondents agreed or strongly agreed that there is a mutual exchange of ideas between teachers and supervisors, suggesting that communication is generally open and constructive. The mean score of 4.06 with a standard deviation of 1.21 reflects a slightly varied perspective among respondents. While this collaboration appears to be effective for most, the 10.8% who disagreed highlight the need to enhance two-way communication channels for an even more inclusive supervisory approach.

When it comes to solving instructional challenges, 81.1% of respondents agreed or strongly agreed that supervisors and teachers work together, with a mean of 3.84 and a standard deviation of 1.09. Despite this, 16.2% of respondents expressed dissatisfaction, suggesting a gap in addressing the collaborative resolution of instructional challenges. This finding indicates that while collaborative efforts are recognized, some teachers feel unsupported or disconnected from the problem-solving process.

The impact of collaborative supervision on students' learning outcomes received the highest positive response, with 87.8% of respondents agreeing or strongly agreeing that it improves learning outcomes, achieving a mean score of 4.36 and the lowest standard deviation (0.96). This suggests a strong consensus on the effectiveness of collaborative supervision. On average, the findings revealed that 83.38% of respondents perceive collaborative supervision positively, with a mean score of 4.08 and a standard deviation of 1.14, highlighting the importance of participatory supervision in promoting better teaching practices and improving student outcomes.

The Table 4.3 provides an analysis of instructional leadership based on the perceptions of respondents, focusing on the school leader's role in enhancing teaching and learning. The results revealed variability in the school leader's practices, with a moderate overall mean of 3.80 and a standard deviation of 1.21, reflecting diverse opinions. Regarding the communication of instructional goals, 26.4% of respondents disagreed or strongly disagreed, suggesting that a significant number of respondents felt the school leader lacked clarity in articulating instructional objectives. While 27.7% agreed or strongly agreed, a large proportion (45.9%) remained neutral, indicating possible gaps in the consistent and effective communication of instructional goals.

The setting of high expectations for student achievement appeared to be a more positively perceived aspect of instructional leadership. The majority of respondents (65.6%) agreed or strongly agreed, with a mean score of 3.95, indicating that school leaders were generally successful in establishing ambitious goals for students. Only 13.5% of respondents expressed disagreement, suggesting that relatively few respondents felt that expectations were not sufficiently high. However, the standard deviation of 1.29 indicates some degree of variability, which may reflect differences in individual perceptions or inconsistencies in leadership practices across contexts.

Classroom observation emerged as a highly positive practice among school leaders, with an overwhelming 87.2% of respondents agreeing or strongly agreeing that school leaders frequently observed instruction. This aspect had the highest mean score of 4.47 and the lowest standard deviation of 0.97, signifying strong consensus among respondents. The data suggested that classroom observation was a consistent and well-implemented strategy, contributing to improved teaching practices and instructional quality.

Encouragement of professional development also received high levels of agreement, with 86.5% of respondents acknowledging that school leaders promoted continuous learning for teachers. This was supported by a mean score of 4.35 and a standard deviation of 1.08, reflecting the importance placed on professional growth as a key aspect of instructional leadership. Conversely, providing clear guidance on instructional strategies showed more divided perceptions, with 39.9% agreeing or strongly agreeing, while 24.3% disagreed or strongly disagreed. The mean score of 3.26 and the relatively high standard deviation of 1.37 highlighted potential inconsistencies in how this aspect was practiced. Overall, the findings

point the critical role of instructional leadership in fostering effective teaching and learning while identifying areas that required greater attention and consistency.

In an interview with one of the Deputy Headteachers, when asked how he ensure teachers are effectively implementing the curriculum, he had this to say “I ensure curriculum implementation by conducting classroom observations, reviewing lesson plans, organizing workshops, and encouraging peer learning among teachers.”

In the interview, the Deputy Headteacher revealed that he ensured the effective implementation of the curriculum by conducting classroom observations, reviewing lesson plans, organizing workshops, and encouraging peer learning among teachers. This statement aligns with the data presented in Table 4.4, particularly in relation to the role of school leaders in instructional leadership. The quantitative data highlights the importance of frequent classroom observations, with 87.2% of respondents agreeing that school leaders frequently observed instruction. The Deputy Headteacher’s practice of classroom observation supports this trend, pointing the high value placed on monitoring teaching practices. Additionally, the emphasis on reviewing lesson plans and organizing workshops correlates with the encouragement of continuous professional development, which 86.5% of respondents recognized as a strength of the school leadership. Both practices are reflected in the positive perceptions of instructional leadership, as demonstrated by the relatively high mean scores (4.35 for professional development and 4.47 for classroom observation). The Deputy Headteacher’s strategy of encouraging peer learning among teachers also ties into this, promoting a collaborative learning environment, although this was not explicitly highlighted in the quantitative data. Overall, the statement reveals a strong alignment with the practices endorsed by school leaders in the quantitative analysis, where continuous observation and professional development are crucial for fostering effective teaching and improved student outcomes.

4.3 The Level of Teacher Effectiveness in Government Aided Secondary Schools

Table 4.4: Preparation of schemes of work and lesson plan

1. Preparation of schemes of work and lesson plan	SD+D	NS	A+SA	Mean	STD
I prepare detailed schemes of work for each term in advance.	38.5	13.5	48	3.26	1.49
My lesson plans are consistently aligned with the curriculum objectives.	10.8	8.1	81.1	4.18	1.14
I prepare my lesson plans in advance for every lesson I teach.	50.7	15.5	33.8	2.89	1.49
I allocate sufficient time for each topic in the schemes of work.	70.3	0	29.7	2.46	1.44
My lesson plans include clear objectives and expected outcomes.	18.2	6.1	75.7	4.03	1.26
Average	**37.7**	**8.64**	**53.66**	**3.36**	**1.36**
2. Classroom Management					
I maintain order and discipline effectively during my lesion	17.5	8.1	74.3	3.99	1.35
I always set clear expectations for student behavior in my class	15.5	10.1	74.3	4.03	1.29
I respond to any kind of disruptions in a timely and appropriate manner.	17.6	10.1	72.3	3.97	1.40
I use positive reinforcement strategy to encourage good behavior.	19.6	6.1	74.4	3.99	1.43
The teacher provides a structured and organized learning environment.	17.5	6.1	76.3	4.03	1.35
Average	**17.54**	**8.1**	**74.32**	**4.00**	**1.37**
3 Regular Assessment and Feedback					
I regularly assess my students' understanding of the subject matter.	12.9	13.5	73.7	4.11	1.23
I provide timely feedback on students' performance after each assessment.	17.5	8.1	74.3	3.99	1.35
I use assessment results to adjust my teaching methods to better meet students' needs.	15.5	10.1	74.3	4.01	1.33
I give constructive feedback that helps students improve their academic skills.	11.5	8.1	80.4	4.24	1.13
I communicate students' progress regularly to both students and parents.	16.2	9.5	74.3	4.03	1.29
Average	**14.72**	**9.86**	**75.4**	**4.08**	**1.27**
4. Actual teaching and learning					
I always provide clear explanations of the lesson content to students	13.6	5.4	81.1	4.27	1.17
I use a variety of teaching methods to engage students.	9.5	9.5	81.1	4.31	1.11
My lessons are well-structured and organized.	14.9	8.8	76.3	4.09	1.32
I encourage students' participation and interaction in class.	16.9	6.1	77.1	4.07	1.34
I provide timely feedback on students' work.	14.8	6.1	79.1	4.13	1.26
Average	**13.94**	**7.18**	**78.94**	**4.17**	**1.24**

Source: Primary Data 2024

The data revealed mixed perspectives on the preparation of schemes of work and lesson plans among respondents. A notable proportion, 48%, agreed or strongly agreed that they prepared detailed schemes of work for each term in advance. However, a significant percentage (38.5%) either disagreed or strongly disagreed, highlighting inconsistency in advance planning. The mean score of 3.26 and a standard deviation of 1.49 indicated moderate adherence to this practice, with substantial variation in responses. This suggests that while some teachers demonstrated commitment to term planning, others did not prioritize it as consistently.

The alignment of lesson plans with curriculum objectives was viewed more positively. A significant majority (81.1%) of respondents agreed or strongly agreed that their lesson plans consistently adhered to curriculum goals. This strong compliance was supported by a high mean score of 4.18 and a relatively low standard deviation of 1.14, indicating that most teachers consistently ensured their lessons met the required objectives. These findings point the importance teachers placed on aligning their teaching with educational standards.

Conversely, preparation of lesson plans in advance for every lesson showed higher compliance. Only 33.8% of respondents agreed or strongly agreed with this statement, while over half (50.7%) either disagreed or strongly disagreed. The mean score of 2.89 and a standard deviation of 1.49 suggested a general lack of consistency in advance lesson planning, reflecting challenges in this area. This inconsistency might have impacted the ability of teachers to deliver well-structured and timely lessons.

The allocation of sufficient time for each topic in the schemes of work was a significant challenge. A considerable 70.3% of respondents disagreed or strongly disagreed with this statement, and only 29.7% expressed agreement. The low mean score of 2.46 and standard deviation of 1.44 indicated poor adherence to allocating adequate time, which might have negatively influenced lesson delivery and comprehension. However, lesson plans with clear objectives and outcomes were more widely embraced, with 75.7% agreeing or strongly agreeing. This balance suggested that while detailed planning faced hurdles, many teachers prioritized clarity and goal-setting in their lessons.

According to interviews with the Director of Studies, teachers implement the curriculum by organizing lesson planning sessions, conducting spot checks, and facilitating peer observations. The thematic analysis revealed that teachers implemented the curriculum through organized lesson planning sessions, conducting spot checks, and facilitating peer observations. This process aligns with the quantitative data, which showed that lesson planning was a critical

practice among teachers. However, the data highlighted varying levels of commitment to thorough planning. For instance, while a significant proportion of teachers (48%) agreed that they prepared detailed schemes of work in advance, a substantial portion (38.5%) either disagreed, indicating inconsistency in advance preparation. The mean score of 3.26 and standard deviation of 1.49 further emphasized the variability in planning practices. Also, while teachers generally ensured their lesson plans were aligned with curriculum objectives (81.1% agreement), the preparation of lesson plans for each individual lesson demonstrated lower compliance, with 50.7% of teachers disagreeing with the statement. This inconsistency was reflected in the mean score of 2.89 and standard deviation of 1.49, signaling a challenge in maintaining consistent lesson preparation. The data also pointed to a significant issue in time allocation for topics in the schemes of work, where 70.3% disagreed with adequate time being allocated. Despite these challenges, most teachers (75.7%) did ensure that their lesson plans included clear objectives and expected outcomes. These findings reflect a mixed but generally positive attitude toward structured planning and curriculum alignment, though challenges in consistency and time management remain prevalent.

The findings on classroom management revealed that teachers were generally effective in maintaining order and discipline during lessons. A combined total of 74.3% of respondents agreed or strongly agreed that they maintained order and discipline effectively, with a mean score of 3.99 and a standard deviation of 1.35. However, 17.5% of respondents disagreed or strongly disagreed, indicating that while the majority excelled in this area, a small proportion faced challenges in ensuring discipline in their classrooms.

Setting clear expectations for student behavior was another aspect where teachers performed well. Approximately 74.3% of respondents agreed or strongly agreed that they consistently set clear expectations, as evidenced by a mean score of 4.03 and a standard deviation of 1.29. Nevertheless, 15.5% of respondents disagreed or strongly disagreed, which suggested that a minority of teachers may not have consistently communicated their behavioral expectations effectively. This variation highlighted areas for improvement in establishing clear guidelines for classroom conduct.

Teachers also reported responding promptly to classroom disruptions, with 72.3% agreeing or strongly agreeing to addressing disruptions in a timely and appropriate manner. The mean score for this indicator was 3.97, with a standard deviation of 1.40. However, a combined 17.6% of respondents disagreed or strongly disagreed, indicating that some teachers may have

experienced difficulties in managing disruptions effectively. This pointed to the need for further training or strategies to support teachers in managing classroom challenges.

In terms of fostering a positive and structured learning environment, 76.3% of respondents agreed or strongly agreed that they provided a structured and organized learning environment. The use of positive reinforcement to encourage good behavior also received high agreement at 74.4%. Both indicators had mean scores of 4.03 and 3.99, respectively, with standard deviations of 1.35 and 1.43. These findings stressed that while most teachers implemented effective classroom management practices, there remained a subset who required support in utilizing strategies such as positive reinforcement and maintaining structured classrooms to enhance learning outcomes.

From the Table 4.3 above, a significant proportion of teachers, 73.7%, agreed or strongly agreed that they regularly assessed their students' understanding of the subject matter, indicating a strong commitment to evaluating students' progress. However, a minority, 12.9%, disagreed or strongly disagreed with this practice, suggesting that some teachers may not prioritize regular assessments as part of their teaching routine. The mean score of 4.11 and standard deviation (SD) of 1.23 reflect a generally positive perception, although some variability in responses existed.

The provision of timely feedback after assessments was also highlighted, with 74.3% of teachers agreeing or strongly agreeing that they provided feedback promptly. This response stresses the importance of feedback in the learning process, as timely communication can guide students' academic improvement. Nevertheless, 17.5% of the respondents disagreed or strongly disagreed, indicating that delays in feedback might still occur in some cases. The mean score of 3.99 and an SD of 1.35 suggest that while most teachers valued timely feedback, some inconsistencies were evident.

The data further demonstrated that 74.3% of teachers agreed or strongly agreed that they used assessment results to adjust their teaching methods to better meet students' needs. This finding reflects a strong awareness among teachers of the importance of responsive teaching. However, 15.5% disagreed or strongly disagreed with this statement, suggesting that a portion of the respondents may not consistently incorporate assessment results into their instructional strategies. The mean score of 4.01 and SD of 1.33 indicate overall agreement with the statement, though some variability was observed.

80.4% of the teachers reported that they provided constructive feedback to help students improve their academic skills, reflecting a high level of commitment to enhancing student learning. Similarly, 74.3% indicated that they regularly communicated students' progress to both students and parents, demonstrating transparency and engagement in the learning process. However, a small percentage of teachers (11.5% and 16.2%, respectively) expressed disagreement with these practices, highlighting areas where improvements could be made. The average mean score of 4.08 across all items, coupled with an SD of 1.27, illustrates a generally positive attitude towards regular assessment and feedback among teachers, albeit with room for more consistency.

The qualitative interviews with most of the Directors of Studies revealed that feedback is provided through written reports, one-on-one coaching sessions, and post-observation meetings, highlighting a comprehensive, structured approach to performance improvement. This multi-channel feedback process ensures clarity through written documentation, fosters personalized interaction through coaching sessions, and enables in-depth discussions in post-observation meetings. The thematic analysis of these findings emphasizes a complex feedback strategy focused on enhancing educational outcomes and promoting professional development.

A substantial majority (81.1%) of the respondents agreed or strongly agreed that they consistently provided clear explanations of lesson content to students, with a mean score of 4.27 and a standard deviation of 1.17. This indicates that most teachers focused on ensuring clarity in their instructions, a crucial factor for enhancing students' understanding. However, a small minority (13.6%) disagreed or strongly disagreed, suggesting that a few teachers struggled with or neglected to provide clear explanations, potentially hindering effective learning for some students.

The use of diverse teaching methods to engage students also showed similar trends, with 81.1% of respondents agreeing or strongly agreeing. This high level of agreement, coupled with a mean score of 4.31 and a standard deviation of 1.11, suggests that most teachers recognized the importance of varying their teaching approaches to cater to different learning styles. Nevertheless, 9.5% of respondents expressed disagreement or strong disagreement, indicating room for improvement in fostering engagement through diverse methods. The 9.5% of neutral responses further emphasized that some teachers might not have been fully committed to implementing multiple teaching strategies.

Regarding lesson structure and organization, 76.3% of respondents agreed or strongly agreed that their lessons were well-structured and organized, achieving a mean score of 4.09 with a standard deviation of 1.32. This reflects a generally positive trend, but the 14.9% of respondents who disagreed or strongly disagreed highlighted some inconsistencies in lesson planning and delivery. Similarly, 77.1% of respondents affirmed that they encouraged student participation and interaction, with a mean of 4.07 and a standard deviation of 1.34. However, 16.9% of respondents disagreed or strongly disagreed, revealing that a noticeable minority of teachers did not actively promote classroom engagement, potentially limiting students' collaborative learning opportunities.

The provision of timely feedback on students' works garnered agreement from 79.1% of respondents, with a mean score of 4.13 and a standard deviation of 1.26. While this indicates a strong commitment to providing feedback, 14.8% of respondents disagreed or strongly disagreed, implying that some teachers might have struggled with feedback timelines. Overall, the average agreement rate across all the items was 78.94%, with an overall mean of 4.17 and a standard deviation of 1.24, suggesting that, while most teachers upheld high standards in teaching and learning, certain areas required targeted interventions to enhance consistency and inclusivity.

4.5 The Relationship Between Instructional Supervision on Teacher Effectiveness in Government Aided Secondary Schools

4.5.1 Bivariate Correlations

To determine the bivariate correlations between instructional supervision on teacher effectiveness in government aided secondary schools, a Pearson correlation coefficient was conducted and the results reveals that instructional supervision is positively related to various aspects of teachers' effectiveness

Table 4.5:Pearson correlations

	Supportive Supervision	Collaborative Supervision	Instructional Leadership	Schemes Preparation	Classroom Management	Regular Assessment	Actual Teaching
Supportive Supervision	1						
Collaborative Supervision	.689**	1					
Instructional Leadership	.576**	.765**	1				
Schemes Preparation	.079	.226**	.479**	1			
Classroom Management	.282**	.384**	.355**	.238**	1		
Regular Assessment	.333**	.447**	.340**	.075	.896**	1	
Actual Teaching	.277**	.354**	.373**	.280**	.855**	.752**	1

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

The data shows a significant positive correlation between Collaborative Supervision and Supportive Supervision ($r = .689$, $p < .01$). This suggests that when supportive supervision is implemented, collaborative practices are also likely to be present. Similarly, Instructional Leadership strongly correlates with both Collaborative Supervision ($r = .765$, $p < .01$) and Supportive Supervision ($r = .576$, $p < .01$), stressing the interconnectedness of these leadership and supervision practices in fostering effective teaching environments.

Classroom Management and Regular Assessment show the highest correlation ($r = .896$, $p < .01$) among all variables, indicating that effective classroom management is closely tied to consistent and meaningful assessments. This relationship suggests that well-managed classrooms enable better implementation of regular assessments, likely contributing to a structured and efficient learning environment. Furthermore, Actual Teaching correlates strongly with Classroom Management ($r = .855$, $p < .01$) and Regular Assessment ($r = .752$, $p < .01$), emphasizing that these elements are critical in enhancing teaching effectiveness.

Interestingly, the correlation between Schemes Preparation and other variables such as Supportive Supervision ($r = .079$) and Regular Assessment ($r = .075$) is much weaker, suggesting that scheme preparation might be more independent of these factors or less integrated within the broader framework of supervisory practices. However, its correlation with Instructional Leadership ($r = .479$, $p < .01$) suggests that leadership plays a crucial role in

guiding and supporting teachers in planning their instructional schemes. Overall, the table highlights the importance of integrating supervision, leadership, and classroom management to achieve effective teaching outcomes.

4.5.2 Multivariate Regression

A multiple regression analysis was conducted to determine the effect of instructional supervision on teacher effectiveness. The results are presented in Table 4.10 below;

Table 4.6:Multiple regression

Coefficients[a]						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	1.719	.412		4.170	.000
	Supportive Supervision	-.006	.140	-.004	-.039	.969
	Collaborative Supervision	.235	.127	.239	1.842	.068
	Instructional Leadership	.328	.145	.261	2.265	.025
	R .467					
	R^2 .218					
	Adjusted R^2 .202					
	F 13.377					
	Sig. F .000[b]					

a. Dependent Variable: Teacher Effectiveness
b. Predictors: (Constant), Instructional Leadership, Supportive Supervision, Collaborative Supervision

The regression equation derived from the table can be expressed as:

Teacher Effectiveness = 1.719 - 0.006(Supportive Supervision) + 0.235(Collaborative Supervision) + 0.328*(Instructional Leadership) + α.**

The results indicate a significant relationship between the predictors (supportive supervision, collaborative supervision, and instructional leadership) and teacher effectiveness, with the model accounting for 21.8% of the variance in teacher effectiveness ($R^2 = 0.218$), as reflected by a moderate level of predictive ability. The adjusted R^2 (0.202) suggests that the predictors explain approximately 20.2% of the variability when adjusted for the number of predictors in the model. The F-statistic ($F = 13.377$, $p < 0.001$) confirms the overall model is statistically

significant, indicating that these supervision components collectively influence teacher effectiveness.

Among the predictors, instructional leadership ($\beta = 0.261$, $p = 0.025$) emerged as the strongest and statistically significant contributor to teacher effectiveness. This finding implies that when instructional leaders provide guidance, focus on curriculum implementation, and ensure adherence to teaching standards, teacher effectiveness is significantly enhanced. The positive unstandardized coefficient ($B = 0.328$) suggests that for every one-unit increase in instructional leadership, teacher effectiveness increases by 0.328 units.

Collaborative supervision ($\beta = 0.239$, $p = 0.068$) also demonstrated a positive relationship with teacher effectiveness, though not statistically significant at the 0.05 level. The unstandardized coefficient ($B = 0.235$) suggests that fostering a collaborative environment in supervision, where teachers are involved in decision-making and teamwork, has the potential to improve teacher effectiveness. While this result approaches significance, it may require further investigation or a larger sample size to confirm its impact.

On the other hand, supportive supervision ($\beta = -0.004$, $p = 0.969$) did not show a significant effect on teacher effectiveness. The negative unstandardized coefficient ($B = -0.006$) suggests that, in this context, supportive supervision alone may not directly enhance teacher performance. This could imply that support without other critical factors, such as collaboration or instructional focus, might not sufficiently influence teacher outcomes.

The findings highlight the significant role of instructional leadership in promoting teacher effectiveness, with some evidence suggesting that collaborative supervision could also contribute positively. Supportive supervision, however, did not exhibit a direct or significant impact. These results point the importance of prioritizing instructional leadership and fostering collaboration to enhance teacher effectiveness in schools.

Chapter Five

Discussion of Results, Conclusions, and Recommendations

5.0 Introduction

This chapter presents a detailed discussion of the results obtained from the analysis of data collected on Instructional Supervision and Teacher Effectiveness in Government Aided Secondary Schools in Kwania District. The discussion focuses on interpreting the findings in relation to the research objectives, which include assessing the level of instructional supervision, examining the level of teacher effectiveness and establishing the relationship between instructional supervision on teacher effectiveness in government aided secondary schools.

5.1 The Level of Instructional Supervision in Government aided Secondary Schools

5.1.1 Supportive Supervision

The findings revealed that most teachers perceive supportive supervision as generally effective, especially in terms of receiving constructive feedback and encouragement to collaborate. Teachers reported feeling supported by their supervisors in addressing classroom challenges, highlighting the supervisors' availability and willingness to assist. However, there were notable concerns regarding the frequency of classroom visits by supervisors, as many teachers felt that such observations were irregular or lacking altogether. Furthermore, while some teachers acknowledged that instructional supervision helped improve their teaching skills, others felt its impact was limited. This suggests a need for supervisors to provide more consistent, hands-on support and to actively engage in classroom-based supervision. A headteacher reinforced this by describing a support strategy involving mentorship, professional development, and ensuring access to teaching resources, all aimed at helping teachers improve instruction.

According to Subni et al., (2024) supportive supervision fosters a professional learning environment by encouraging reflection, feedback, and collegiality. They argued that such practices lead to improved instructional practices and greater teacher morale. Similarly, Gardner & Baxter, (2022) emphasize that the effectiveness of instructional supervision lies in its ability to support teachers through developmental rather than evaluative approaches. This resonates with the current findings, where teachers felt supported by supervisors in managing

classroom challenges. DiPaola & Wagner, (2018) also reinforces this by stating that when supervision is continuous and development-oriented, teachers tend to feel more competent and confident in their teaching roles.

However, concerns raised in the current findings about the infrequent classroom visits echo the sentiments of teachers in several studies. Wieczorek & Theoharis, (2019). noted that irregular supervisory practices often undermine the goals of instructional improvement, as teachers may not receive timely or practical feedback. The findings of Ahenkorah, (2021) also align with this, highlighting that classroom-based supervision should be regular and structured to have meaningful impact. The reported inconsistency in classroom observations suggests a gap in implementation that diminishes the potential benefits of supervision. Also, the headteacher's mention of mentorship and professional development as part of a comprehensive supervisory approach supports the argument by Stronge & Xu, (2021), who advocate for a multidimensional model of supervision incorporating coaching, mentoring, and resource support.

Contrary to these findings, some scholars argue that instructional supervision has limited influence on teacher performance. For instance, Hunter, (2020) critiques traditional supervisory models for being too bureaucratic and not adequately addressing the individual needs of teachers. He argues that without a tailored, teacher-centered approach, supervision often becomes a compliance exercise rather than a developmental tool. Similarly, DiPaola & Wagner, (2018). asserts that in some school systems, supervision may actually demotivate teachers, particularly when it is perceived as judgmental or disconnected from the realities of the classroom. These opposing views point the need for a more contextual and responsive approach to supervision, as suggested by the current findings.

5.1.2 Collaborative Supervision

Teachers generally expressed positive views about collaborative supervision, particularly regarding being involved in decision-making and having the opportunity to share ideas with supervisors. The majority felt that there was a healthy exchange of ideas and that collaborative efforts between teachers and supervisors played a role in addressing instructional challenges. Teachers also appreciated having a voice during supervisory processes, which promoted a sense of mutual respect and inclusion. Collaborative supervision was especially praised for its positive influence on students' learning, suggesting that shared responsibility and teamwork

between supervisors and teachers contribute to improved educational outcomes. Despite the overall positivity, a few teachers indicated that not all supervisory practices were fully inclusive, pointing to the need for school leaders to ensure all staff are equally engaged in collaborative efforts.

These results align with the work of DiPaola & Wagner, (2018). who argued that collaboration between supervisors and teachers promote a professional culture that enhances instructional improvement. They emphasize that when teachers are engaged in meaningful dialogue and decision-making, it enhances their professional autonomy and motivation. Similarly, Wang, (2018). supports this by asserting that collaborative supervision creates a learning community where teachers feel valued and are more likely to take ownership of their instructional practices. These perspectives affirm the idea that effective supervision must be grounded in mutual respect and participatory structures.

However, not all scholars agree with the efficacy of collaborative supervision. For example, Hargreaves & O'Connor, (2017). argues that collaboration in supervision can sometimes be superficial, especially in hierarchical school systems where power dynamics are uneven. He suggests that unless the culture of the school genuinely supports open dialogue and equality, collaborative practices may become tokenistic. Likewise, Hawkins & McMahon, (2020) caution that while collaborative supervision is ideal in theory, it often fails in practice due to lack of administrative training or commitment to truly democratic processes. These critiques reflect the few concerns raised in the findings, where some teachers noted that supervisory practices were not always fully inclusive.

5.1.3 Instructional Leadership

The responses regarding instructional leadership revealed a mixed perception. Teachers felt that school leaders were effective in promoting high academic expectations and frequently observing classroom instruction, which contributed to the improvement of teaching practices. School leaders were also seen to support continuous professional development, encouraging teachers to pursue opportunities for growth and learning. However, the clarity of communication regarding instructional goals and the guidance provided on instructional strategies received less favorable responses. Many teachers felt that school leaders could improve in articulating clear instructional objectives and offering more direct, actionable guidance on teaching methods. These findings point to a need for school leaders to enhance

their communication and provide more structured instructional support to ensure consistency and effectiveness in classroom practices.

These observations are in line with the work of Hallinger and Murphy (2017), who highlight the role of instructional leaders in setting clear academic goals, supervising and evaluating instruction, and promoting professional growth. They emphasize that effective instructional leadership involves not only high expectations and support but also precise communication of instructional priorities. The lack of clarity noted in the findings suggests an area where leadership practices need further strengthening to align with these theoretical frameworks. Özdemir, (2020), also support the current findings, arguing that instructional leadership is most effective when it combines monitoring of classroom instruction with active engagement in teacher development. According to their research, leaders who frequently observe classroom teaching and foster a culture of continuous learning significantly improve teacher performance and student outcomes. However, they caution that without clear instructional direction and communication, these benefits may not be fully realized mirroring the teachers' concerns about ambiguous instructional objectives in the present study.

Guo, & Abazie, (2024) similarly affirm the positive impact of school leaders who focus on promoting teacher learning and classroom improvement. They found that leaders who provide instructional feedback and cultivate teacher capability contribute more to student achievement than those who merely manage school operations. However, they also noted that effective instructional leadership requires explicit communication of goals and consistent support, reinforcing the notion that communication gaps can diminish the impact of leadership on instruction.

In contrast, Mafe, (2023) challenges the significance of direct instructional involvement by school leaders, arguing that transformational leadership focusing on vision, motivation, and organizational culture is more critical than hands-on instructional guidance. Similarly, Chimakati & Nzinga, (2023) contends that school leaders should focus on strategic management rather than micromanaging instructional techniques, suggesting that teachers are best positioned to determine instructional strategies. These contrasting views imply that while instructional leadership has value, its effectiveness may depend on contextual factors and the leadership style adopted. Overall, the findings suggest that instructional leadership is most impactful when there is a balance between high-level vision, direct classroom support, and clear communication of instructional expectations

5.2 The Level of Teacher Effectiveness in Government Aided Secondary Schools

5.2.1 Preparation of Schemes of Work and Lesson Plans

The findings on the preparation of schemes of work and lesson plans revealed varied levels of commitment among teachers. While many respondents demonstrated consistency in aligning their lesson plans with curriculum objectives and clearly stating learning outcomes, fewer teachers consistently prepared detailed schemes of work or planned lessons well in advance. Additionally, allocating sufficient time to topics in the schemes of work was a notable challenge for most teachers. Although structured lesson planning practices were recognized as important, inconsistency and time management remained key issues.

The findings regarding the preparation of schemes of work and lesson plans reveal that while many teachers strive to align their lesson plans with curriculum objectives and articulate clear learning outcomes, there is inconsistency in how frequently and thoroughly these planning tools are used. This aligns with the observations of Ornstein and Lasley (2018), who emphasized that effective lesson and scheme planning is vital for classroom success, yet often neglected due to time pressures and limited professional support. They argued that planning is not only about outlining content but also organizing instructional flow, anticipating learner needs, and ensuring curriculum alignment elements that were inconsistently applied by teachers in the current study. Christogonus-Anyanwu, & Imiruaye, (2024) asserted that while teachers recognize the importance of detailed schemes of work and lesson planning in delivering quality instruction, many struggles with maintaining consistency due to heavy workloads and limited time. Their study in Tanzanian secondary schools showed that only a portion of teachers regularly updated their instructional plans, and many did not allocate adequate time to lesson preparation. This echoes the current finding that teachers face challenges in preparing lesson plans well in advance and often do not assign enough time for each topic in the schemes.

Moreover, Karngbeae, & Kennedy, (2022), supports the current study by suggesting that structured instructional planning plays an important role in improving classroom delivery and learner outcomes. He asserts that consistent preparation of schemes and lessons enables better use of instructional time and ensures content coverage. However, he also found that even well-trained teachers may underperform in planning due to inadequate school-based monitoring and lack of motivation, further validating the concerns raised in the findings.

On the contrary, Marco-Bujosa, et al., (2017) argues that in contexts with strong institutional support and effective teacher training programs, most teachers tend to prepare schemes of work and lesson plans regularly and in alignment with curricular goals. Likewise, Zaragoza & Santagata, (2023), found that when teachers are provided with structured templates, ongoing mentorship, and collaborative planning sessions, their commitment to lesson and scheme preparation is consistently high. These contrasting perspectives suggest that systemic support structures and school leadership play a significant role in influencing how rigorously teachers engage in instructional planning.

5.2.2 Classroom Management

The results on classroom management showed that a majority of teachers were effective in maintaining discipline and setting clear expectations for student behavior. Most respondents reported using positive reinforcement strategies and creating structured learning environments. Despite these strengths, a few teachers faced challenges responding promptly to classroom disruptions or maintaining order. This suggests that while classroom management practices were generally strong, targeted support could help those still struggling to manage behavior and structure their classrooms effectively.

The findings on classroom management, which reveal that most teachers maintain discipline through clear expectations and positive reinforcement, align with the views of Marzano (2017). He argued that effective classroom management is built upon strong teacher-student relationships, consistent routines, and clear behavioral expectations. His study found that classrooms with structured environments and teachers who used proactive strategies, such as positive reinforcement and clear rules, had fewer behavioral issues closely mirroring the current findings that most teachers were effective in promoting order and discipline. Emmer and Evertson (2016) also support these findings, emphasizing that successful classroom management is closely tied to the teacher's ability to establish a supportive learning environment and respond consistently to student behavior. They noted that teachers who use a blend of preventive and corrective strategies tend to experience smoother classroom operations. The current results, highlighting both strong discipline and some challenges with prompt responses to disruptions, reflect the dual nature of managing classrooms one that requires both preparation and adaptability.

Similarly, Adam (2023) supports the effectiveness of positive reinforcement in managing student behavior. Their review identified that consistent use of reinforcement, along with clear routines and expectations, significantly reduces disruptions and enhances student engagement. This aligns with the current finding that many teachers use positive reinforcement and create structured learning environments to manage their classrooms effectively, despite a few facing challenges in handling disruptions swiftly.

In contrast, McEvoy, (2024), argued that classroom management remains a persistent challenge, particularly in resource-constrained settings, and that many teachers struggle with maintaining consistent discipline due to overcrowded classrooms and limited training. Likewise, Junaid & Joseph, (2024) found in a study of Malawian secondary schools that a lack of professional development and inadequate mentorship led to poor classroom control and ineffective behavioral strategies. These contrary findings suggest that while many teachers perform well in managing classrooms, others may require additional training, support, and institutional backing to consistently apply effective classroom management strategies.

5.2.3 Regular Assessment and Feedback

Data on assessment and feedback practices revealed that many teachers consistently assessed student understanding and provide timely, constructive feedback. A significant number also used assessment results to adapt their teaching strategies and communicated student progress regularly. However, some inconsistencies were noted in the timeliness of feedback and the regular use of assessment data for instructional improvement. These results reflect an overall strong commitment to assessment and feedback, although some teachers may benefit from enhanced training in these areas to ensure all students receive consistent academic support.

The findings that many teachers consistently assess student understanding and provide timely, constructive feedback are strongly supported by Kulasegaram & Rangachari, (2018), who emphasized the value of formative assessment in improving student learning. According to their research, effective assessment involves regular feedback that guides students on how to improve and allows teachers to adjust instruction accordingly. The current findings where many teachers were noted to adapt their teaching strategies based on assessment align with Irons & Elkington, (2021), claim that formative assessment is central to effective classroom practice.

Baliram, & Youde, (2018), also agree with the current findings, asserting that feedback is one of the most powerful influences on student achievement. Their research points the importance of feedback being timely, specific, and related to learning goals. The positive responses from teachers who consistently used assessment data to inform instruction and communicated progress regularly reflect these principles, indicating a growing awareness among educators of the instructional value of structured feedback. Sadler (2019) complements this view by stressing the necessity for feedback to bridge the gap between current and desired performance. He posits that assessment is not only about measurement but also about helping learners understand where they stand and what steps to take next. The reported use of assessments to adapt instruction supports this framework, reinforcing the notion that feedback should be actionable and used as a tool for ongoing learning improvement.

Conversely, Shepard (2016) cautions that without proper professional development, teachers may struggle to interpret and act on assessment data effectively. This is mirrored in the current findings, which identified some inconsistencies in feedback timeliness and usage. Similarly, Lillejord & Børte, (2020), criticized the superficial use of assessment in many schools, arguing that without systemic support, teachers often lack the training or time to use data meaningfully. These contrasting perspectives suggest that while many teachers are effectively using assessment and feedback, consistent training and institutional support are still essential to close the gaps observed in practice.

5.3 The Relationship Between Instructional Supervision on Teacher Effectiveness in Government Aided Secondary Schools

The study revealed that instructional supervision, particularly through instructional leadership, plays a significant role in enhancing teacher effectiveness in government-aided secondary schools in Kwania District. The bivariate correlations showed a strong positive relationship between instructional leadership and teacher-related practices such as schemes preparation, classroom management, regular assessment, and actual teaching. Specifically, instructional leadership had a statistically significant correlation with teacher effectiveness indicators, emphasizing its importance in guiding and supporting teachers to meet curriculum standards and maintain classroom efficiency.

The multivariate regression analysis further supported these findings, showing that instructional leadership was the strongest and statistically significant predictor of teacher

effectiveness (β = 0.261, p = 0.025). This indicates that leadership practices focused on curriculum implementation, adherence to teaching standards, and overall guidance contribute substantially to improving teacher performance. Collaborative supervision demonstrated a positive, though not statistically significant, relationship, suggesting potential benefits in fostering teamwork and decision-making. Supportive supervision, however, did not show a significant direct effect, implying that its impact might be limited without being integrated with instructional and collaborative approaches.

These findings align with Hallinger and Heck (2018), who emphasize that instructional leadership significantly influences teaching effectiveness and student learning outcomes. Their study found that school leaders who actively guide and support teachers in curriculum implementation enhance instructional quality and classroom efficiency. Similarly, Kilag & Sasan, (2023) argued that instructional leadership is a critical factor in improving teacher effectiveness, particularly when leaders focus on setting clear expectations, providing professional development, and ensuring curriculum alignment. The findings from the present study reinforce these perspectives by demonstrating that instructional leadership directly correlates with improved teaching practices in government-aided secondary schools in Kwania District.

The study identified instructional leadership as the strongest and statistically significant predictor of teacher effectiveness (β = 0.261, p = 0.025), suggesting that leadership practices focused on curriculum implementation and teaching standards significantly contribute to teacher performance. This finding aligns with Rodrigues & Ávila de Lima, (2024), who found that instructional leadership has a greater impact on student achievement than other forms of school leadership. Their study demonstrated that leaders who prioritize instructional quality, set performance standards, and provide regular feedback create an environment conducive to effective teaching. Esia-Donkoh, & Baffoe, (2018), assert that school leaders who actively engage in instructional supervision positively influence teacher motivation and instructional delivery. The alignment between these studies and the current research highlights the essential role of instructional leadership in fostering teacher effectiveness.

Although the current study found that collaborative supervision demonstrated a positive but not statistically significant relationship with teacher effectiveness, it suggests potential benefits in fostering teamwork and shared decision-making. This finding corresponds with Glickman, Gordon, and Ross-Gordon (2017), who argued that collaborative supervision enhances

teachers' sense of involvement, professional growth, and instructional improvement. Their study indicates that when teachers participate in shared decision-making and professional learning communities, their instructional effectiveness improves. Similarly, Shula & Heystek, (2024), suggests that collaborative leadership fosters a culture of trust and shared responsibility, which contributes to overall school improvement. The current study's recognition of collaborative supervision as a potentially beneficial, though statistically insignificant, factor reinforces previous research supporting its positive influence on teacher engagement and performance.

5.4 Conclusion

5.4.1 The Level of Instructional Supervision in Government Aided Secondary Schools

The study concludes that while instructional supervision in government-aided secondary schools demonstrates promising elements particularly in supportive and collaborative approaches its effectiveness is limited by inconsistent implementation and communication gaps. Teachers generally appreciate supportive supervision that includes mentorship and professional development, as well as collaborative processes that involve shared decision-making. However, concerns about irregular classroom visits, unclear instructional guidance, and occasional exclusion from supervisory practices highlight the need for more structured, inclusive, and context-sensitive supervision. Instructional leadership, though recognized for promoting professional growth and high expectations, must be strengthened through clearer communication and consistent engagement in classroom practices. Overall, for instructional supervision to achieve its intended impact, it must be continuous, participatory, and aligned with both teacher needs and institutional goals

5.4.2 The Level of Teacher Effectiveness in Government Aided Secondary Schools

The study concludes that while many teachers in government-aided secondary schools demonstrate commendable efforts in preparing lesson plans, managing classrooms, and providing assessment and feedback, there remain notable gaps in consistency, time management, and the use of instructional planning tools. The findings reveal that although structured teaching practices are widely acknowledged as important, their application is often hindered by factors such as workload, limited professional support, and inadequate institutional systems. Similarly, while classroom management and assessment practices were generally

effective, some teachers faced challenges in responding promptly to disruptions or providing timely, data-driven feedback.

5.4.3 The Relationship Between Instructional Supervision on Teacher Effectiveness in Government Aided Secondary Schools

The study concludes that instructional leadership plays a significant and positive role in enhancing teacher effectiveness in government-aided secondary schools in Kwania District. The findings highlight that leadership practices focused on curriculum implementation, adherence to teaching standards, and providing guidance are key contributors to improving teaching practices. Instructional leadership emerged as the strongest predictor of teacher effectiveness, reinforcing the importance of active and focused leadership in fostering quality instruction. While collaborative supervision showed potential benefits in promoting teamwork and decision-making, its direct impact on teacher effectiveness was not statistically significant. Supportive supervision, in isolation, also did not demonstrate a significant effect, suggesting the need for integration with other leadership approaches.

5.5 Recommendation

5.5.1 The Level of Instructional Supervision in Government Aided Secondary Schools

Ministry of Education and Sports (MoES) should develop and enforce a national policy framework mandating regular, classroom-based instructional supervision in government-aided secondary schools. This framework should emphasize developmental supervision through feedback, coaching, and mentoring rather than compliance-based assessments.

School Administrators should institutionalize structured mentorship programs within schools, pairing experienced teachers with novice ones to foster continuous professional development and peer support in instructional matters.

Board of Governors and School Management Committees should monitor and evaluate the consistency and inclusivity of supervisory practices, ensuring that all teachers are engaged in the supervision process and that classroom observations are equitably distributed.

5.5.2 The Level of Teacher Effectiveness in Government Aided Secondary Schools

Ministry of Education and Sports (MoES) should strengthen continuous professional development programs focused on instructional planning. Training workshops should emphasize the preparation of detailed schemes of work and lesson plans, incorporating strategies for effective time allocation and curriculum alignment. These programs should also address the challenges teachers face due to workload and time constraints.

District Education Officers (DEOs) should facilitate regular supervision visits to schools to assess the quality and consistency of teachers' planning and classroom management practices. They should also gather and share best practices across schools within the district to address common gaps and encourage peer learning.

National Curriculum Development Centre (NCDC) should review and disseminate standardized templates for schemes of work and lesson plans to promote consistency across government-aided schools. These tools should be user-friendly and tailored to the realities of large class sizes and limited instructional time.

School Inspectors should increase their focus on reviewing how teachers use assessment data and feedback mechanisms during routine inspections. Recommendations for improvement should be documented and followed up with actionable support or training.

5.5.3 The Relationship Between Instructional Supervision on Teacher Effectiveness in Government aided Secondary Schools

The District Education Office should provide regular capacity-building workshops and mentorship opportunities for school leaders on instructional supervision practices. Emphasis should be placed on strategies that align teaching with curriculum standards, promote effective lesson planning, and support classroom management.

Head teachers should adopt and institutionalize instructional leadership practices, such as classroom observations, regular feedback sessions, and teacher performance appraisals. These should be integrated into routine school operations to support teacher development and ensure effective teaching.

Boards should provide oversight to ensure school administrators implement instructional leadership practices effectively. They should also allocate resources to support professional development initiatives targeting teaching staff and school leaders.

5.6 Areas of Further Study

Based on the findings, other study could look at;

i. The Impact of Instructional Supervision on Student Academic Performance
ii. The Role of Teacher Motivation in Enhancing Instructional Supervision Effectiveness
iii. The Influence of School Leadership Styles on Instructional Supervision

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Appendices

Appendix i: Questionnaire for Teachers

Dear respondent

I am a student of Gulu University pursuing a Master's Degree in Foundations and Curriculum of Education Gulu University. I am carrying out research on instructional supervision and teacher effectiveness in Government Aided Secondary Schools in Kwania District**.** I request you to freely respond to the under listed questions. The information given will be used purely for academic purposes and will be confidentially kept. Your contribution is vital in the success and accuracy of this study.

Thanks.

SECTION A demographic information

1 Gender

Male ☐ Female ☐

2 Age Group

20–29 years ☐ 30–39 years ☐

40–49 years ☐ 50 years and above ☐

3 Highest Level of Education

Diploma in Education ☐ Bachelor's Degree in Education ☐

Postgraduate Diploma in Education ☐ Master's Degree in Education ☐

Other (Specify): _____

4 Teaching Experience

Less than 1 year ☐ 1–5 years ☐ 6–10 years ☐

11–15 years ☐ 16–20 years ☐ More than 20 years ☐

5 Number of Instructional Supervisions Conducted on You per Term

None ☐ 1–2 times ☐ 3–4 times ☐

5 times or more ☐

6 Length of Service at Current School

Less than 1 year ☐ 1–3 years ☐ 4–6 years ☐

More than 6 years ☐

7 Number of Classes Taught per Week

Less than 10 classes ☐ 10–20 classes ☐

21–30 classes ☐ More than 30 classes ☐

SECTION B: INSTRUCTIONAL SUPERVISION

Likert Scale : 1=Strongly Disagree, 2= Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree

S/N	B i) Supportive Supervision	1	2	3	4	5
1	My supervisor provides constructive feedback on my instructional practices.					
2	My supervisor encourages collaboration among teachers for improving instruction.					

3	I feel supported by my supervisor in addressing challenges in the classroom.					
4	My supervisor visits my classroom regularly to observe and offer guidance.					
5	The instructional supervision I receive helps me improve my teaching skills.					
	B ii) Collaborative Supervision					
1	Supervisors involve teachers in decision-making related to instructional methods.					
2	There is a mutual exchange of ideas between teachers and supervisors.					
3	Supervisors and teachers work together to solve instructional challenges.					
4	Teachers are given opportunities to express their views during supervision.					
5	Collaborative supervision positively impacts students' learning outcomes					
	B iii) Instructional Leadership					
1	The school leader clearly communicates instructional goals to teachers.					
2	The school leader sets high expectations for student achievement.					
3	The school leader frequently observes classroom instruction.					
4	The school leader provides clear guidance on instructional strategies.					

5	The school leader encourages continuous professional development for teachers.					

SECTION C TEACHER EFFECTIVENESS

S/N	C i) Preparation of schemes of work and lesson plan	1	2	3	4	5
1	I prepare detailed schemes of work for each term in advance.					
2	My lesson plans are consistently aligned with the curriculum objectives.					
3	I prepare my lesson plans in advance for every lesson I teach.					
4	I allocate sufficient time for each topic in the schemes of work.					
5	My lesson plans include clear objectives and expected outcomes.					
	C ii) Classroom Management					
1	I maintain order and discipline effectively during my lesion					
2	I always set clear expectations for student behavior in my class					
3	I respond to any kind of disruptions in a timely and appropriate manner.					
4	I use positive reinforcement strategy to encourage good behavior.					
5	The teacher provides a structured and organized learning environment.					
	C iii) Regular Assessment and Feedback					
1	I regularly assess my students' understanding of the subject matter.					
2	I provide timely feedback on students' performance after each assessment.					

3	I use assessment results to adjust my teaching methods to better meet students' needs.					
4	I give constructive feedback that helps students improve their academic skills.					
5	I communicate students' progress regularly to both students and parents.					
	C iv) Actual teaching and learning					
1	I always provide clear explanations of the lesson content to students					
2	I use a variety of teaching methods to engage students.					
3	My lessons are well-structured and organized.					
4	I encourage students' participation and interaction in class.					
5	I provide timely feedback on students' work.					

Appendix ii: Interview Guides for head teachers, deputy head teachers and directors of studies

1. What do you understand by instructional supervision?
2. What role does instruction supervision play in your school?
3. How do you ensure that teachers are effectively implementing the curriculum?
4. How do you evaluate the effectiveness of instructional supervision in your school?
5. What challenges have you faced in implementing instructional supervision?
6. How do you support teachers in implementing their instructional practices?
7. What type of feedback do you provide to teachers on their instruction?
8. Do you align instructional supervision with the school mission and goals?
9. In your opinion, how can the administrators support teachers better in implementing their instructional practices?
10. How do you see the long-term impact of these instructional supervision practices on students learning outcomes?

Appendix iii: interview guides for District Education officer and District inspector of schools

1. What is the current state of instructional supervision in Kwania District?
2. What challenges are faced in implementing instructional supervision in the district?
3. What strategies are in place for improving instructional supervision in the district?
4. What strategies do you have for enhancing teacher effectiveness in the government aided secondary schools in Kwania District
5. How often do you inspect secondary schools to investigate the implementation if instructional practices and look at teacher effectiveness within the district
6. What is the current monitoring and evaluation system for instructional supervision and teacher effectiveness in the district.

Thanks for your time