

**Impact of Head teachers' Supervision Practices on Teachers' Job Performance in Private
Secondary Schools: A Case Study of Ibanda District, South Western Uganda.**

Mwikirize Edson

22/BSU/MEAP/1120

A Research Report Submitted to the Faculty of Education, Arts and Media Studies in

Partial Fulfillment of Requirements for the Award of Master's Degree of

Education in Administration and Planning of

Bishop Stuart University

September, 2025

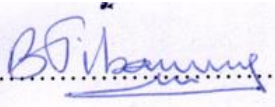
Declaration

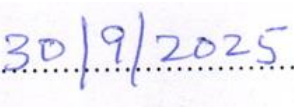
I, **Mwikirize Edson**, declare that this Research Report is my original work and has never been submitted for the award of any qualification to any institution.

Signed Date
Mwikirize Edson*
22/BSU/MEAP/1120

Approval

This Research Report titled “*Impact of Headteachers supervision practices on teacher’s job performance in private secondary Schools in Ibanda District*” has been prepared under our supervision.

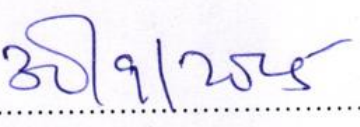
Signed.....

Date.....

Dr. Basil Tibanyendera (Phd)

(Supervisor)

Signed.....

Date.....

Assoc Prof, Gershom Atukunda (Phd)

(Supervisor)

Dedication

I dedicate this research work to my beloved wife, Nyamwija Yvonne, whose unwavering love, patience, and encouragement have been my greatest source of strength throughout this journey. This accomplishment would not have been possible without your constant support, understanding, and steadfast belief in me. Thank you for walking with me through every challenge and celebrating every milestone by my side.

Acknowledgement

First and foremost, I thank God Almighty for His guidance, strength, and abundant blessings throughout the course of this research. Without His grace, this achievement would not have been possible.

I am deeply indebted to my research supervisors, Dr. Basil Tibanyendera (PhD) and Assoc. Prof. Gershom Atukunda (PhD), whose invaluable guidance, constructive feedback, and unwavering support greatly shaped the success of this study. Their expertise and encouragement provided both direction and inspiration along the way.

My heartfelt gratitude also goes to Dr. Stefan Thiel, whose sacrifices and prayers laid a strong foundation for my academic journey. I am equally thankful to all my lecturers, colleagues, and friends for their moral support and insightful contributions, which enriched my work in many ways.

Finally, I extend my deepest appreciation to the respondents who willingly participated in this study, and to my beloved wife and children for their patience, love, and motivation. Your unwavering support has been my greatest source of strength and inspiration throughout this journey.

List of Tables

Table 3.1: Target Population and Sample Size Representation.....	26
Table 4.1 Gender of respondents.....	37
Table 4.2 Age of respondents	38
Table 4.3 Common supervision practices used by headteachers in private secondary schools in Ibanda District.....	39
Table 4.4 The level of teachers' job performance in private secondary schools in Ibanda District....	45
Table 4.5 Pearson Correlation Between headteachers' supervision practices and teachers' job performance in Private Secondary Schools.....	49

List of abbreviations

CVI	Content Validity Index
MoES.	Ministry of Education and Sports
NR	Not Relevant
PPE	Personal protective equipment.
QR	Quite Relevant
SPSS	Statistical Package for the Social Sciences.
SR	Somewhat Relevant
UNCST	National Council for Science and Technology.
UNESCO	United Nations Educational, Scientific and Cultural Organization.
VR	Very Relevant

Table of Contents

Declaration	i
Approval	ii
Dedication	iii
Acknowledgement	iv
List of Tables	v
List of abbreviations	vi
Table of Contents	vii
Abstract	xi
Chapter One: Introduction	1
Introduction	1
Background to the Study	1
Theoretical background	4
Conceptual Background	4
Contextual background	7
Statement of the problem	8
Purpose of the Study	9
Research Objectives	9
Scope of the study	10
Geographical scope	10

Content Scope	10
Time Scope	11
Significance of the Study	11
Conceptual framework.....	13
Chapter Two: Literature Review	15
Introduction.....	15
Theoretical review	15
Supervisory practices employed by head teachers in Private Secondary Schools.....	16
Job performance of teachers in Private Secondary Schools	19
The relationship between head teachers' supervision practices and teachers' job performance in Private Secondary Schools.....	21
Chapter Three: Methodology	25
Introduction.....	25
Research Approach	25
Research Design.....	25
Target Population of the study	26
Sample Size.....	26
Sampling techniques	27
Purposive sampling:.....	27
Simple random sampling	28
Data Collection Method.....	28

Questionnaire survey	28
Interviewing method	29
Data collection instruments.....	29
Questionnaire:	30
Data Quality Control.....	31
Validity of the Research Instruments.....	31
Reliability of instruments.....	32
Data Analysis and management.....	33
Ethical Consideration.....	34
Community engagement plan	35
Covid-19 mitigation plan	36
Chapter Four:.....	37
Presentation, Analysis And Interpretation Of Findings	37
Introduction.....	37
Response Rate.....	37
Demographic Characteristics of Respondents	37
Genders of respondents.....	38
Age of respondents	39
Common supervision practices used by headteachers in private secondary schools in Ibanda District, Southwestern Uganda.	40

The level of teachers’ job performance in private secondary schools in Ibanda District, Southwestern Uganda.	45
The relationship between headteachers’ supervision practices and teachers’ job performance in Private Secondary Schools in Ibanda District.....	50
Chapter Five	53
Discussion, Conclusions And Recommendations	53
Introduction.....	53
Discussions	53
Supervision practices used by headteachers in private secondary schools in Ibanda District, Southwestern Uganda.	53
Level of teachers’ job performance in private secondary schools in Ibanda District, Southwestern Uganda.	57
Relationship between Headteachers’ Supervision Practices and Teachers’ Job Performance	60
Conclusions.....	62
Recommendation.	62
References.....	64
Appendices.....	68
Appendix 1 : Sample Size determination table of Respondents	68
Appendix 2: Budget	69
Appendix 3: Time Frame	70

Abstract

The study was conducted to examine the influence of head teachers' supervision practices on teachers' job performance in private secondary schools in Ibanda District, Southwestern Uganda. It was guided by three objectives: to identify the common supervision practices used by headteachers in private secondary schools in Ibanda District, to assess the level of teachers' job performance in these schools, and to examine the relationship between headteachers' supervision practices and teachers' job performance. The study was anchored on Douglas McGregor's X and Y Theories, as proposed in 1957 (Lawter, Kopelman & Prottas, 2015), which provided a theoretical lens for understanding teacher motivation and performance under different supervisory approaches. A descriptive survey research design was adopted, employing both quantitative and qualitative methods to obtain a comprehensive understanding of the influence of head teachers' supervision practices on teacher performance. Quantitative data were collected using structured questionnaires administered to teachers, capturing the types and frequency of supervision practices alongside key indicators of job performance. Qualitative data were gathered through semi-structured interviews with headteachers and directors of studies, providing in-depth insights into the implementation, challenges, and perceptions of supervision practices. The study targeted headteachers, who are responsible for supervising instructional activities, and teachers, who are directly involved in lesson planning, classroom instruction, and student assessment.

Findings revealed that headteachers' supervision practices play a critical role in shaping teachers' job performance in private secondary schools in Ibanda District. The combination of quantitative and qualitative evidence demonstrated that schools implementing structured, regular, and supportive supervision frameworks experienced improved teacher performance, which in turn positively affected student learning outcomes. Specifically, headteachers employed a variety of supervision practices, including classroom observations, lesson plan reviews, mentorship, feedback provision, and in-service training, all of which contributed to teacher professional growth and accountability. The study concluded that effective supervision by headteachers is essential for enhancing teacher performance in private secondary schools. It recommended that headteachers in Ibanda District continue to implement structured and consistent supervision practices, including regular classroom observations, timely feedback, mentorship, and professional development activities, to sustain and further improve teacher effectiveness and student outcomes.

Chapter One: Introduction

Introduction

This chapter gives the background of the study, statement of the problem, the purpose of the study, objectives of the study, research questions, scope of the study, significance of the study, and conceptual framework.

Background to the Study

Historical background

Education systems worldwide face similar challenges in ensuring effective teaching and learning outcomes, with supervision playing a critical role in achieving educational goals. Globally, the quality of education is influenced by various factors, including teacher competence, curriculum relevance, and the effectiveness of school leadership (UNESCO, 2020).

Supervision in education encompasses a range of activities aimed at supporting teachers in enhancing their teaching practices. It involves not only monitoring but also providing feedback, professional development opportunities, and ensuring adherence to educational standards (Bush & Glover, 2016). Effective supervision has been shown to positively affect teacher morale, instructional quality, and ultimately, student achievement (Fullan, 2014).

Across different educational systems, there is a growing emphasis on instructional leadership and distributed leadership models that empower school principals and head teachers to support teachers effectively (OECD, 2019). Countries like Finland and Singapore have implemented comprehensive supervision frameworks that prioritize continuous professional development and collaborative learning among educators (Sahlberg, 2011; Tan, 2018).

In the United States, educational supervision has evolved significantly over the decades. The emphasis has shifted from mere administrative oversight to instructional leadership, where head teachers support and guide teachers in curriculum implementation and professional development (Marzano, Waters, & McNulty, 2005). Research indicates that effective supervision correlates with improved teacher efficacy and student achievement (Hallinger & Murphy, 1985).

In the United Kingdom, educational supervision is embedded within a framework of school inspection and accountability. Head teachers play a crucial role in ensuring compliance with national standards while also fostering a culture of continuous improvement through constructive feedback and mentoring (Ofsted, 2019). This approach aims to raise teaching quality and student outcomes across diverse socio-economic contexts.

In Australia, educational supervision practices vary across states but generally emphasize collaborative approaches between head teachers and teachers. Research highlights the importance of feedback and professional dialogue in enhancing teaching practices and fostering a culture of reflective practice (Gurr & Drysdale, 2014). Effective supervision is seen as integral to promoting teacher development and school improvement efforts.

In Kenya, educational supervision in Private Secondary Schools faces challenges similar to those in Uganda, including resource constraints and varying levels of professional development for head teachers (Orodho & Mbeche, 2009). Supervision practices often focus on compliance rather than instructional support, limiting their effect on teacher effectiveness and student learning outcomes. Despite its importance, supervision faces challenges such as varying interpretations of its role, inadequate training of supervisors, and resource constraints (Harris, 2017). These challenges can hinder the effectiveness of supervision practices and limit their effect on teacher performance and student outcomes.

Education in Uganda has undergone significant transformations since gaining independence in 1962. Initially under British colonial rule, education was primarily geared towards producing a literate workforce to serve the colonial administration. Post-independence, there was a rapid expansion of educational institutions aimed at meeting the growing demand for education among Ugandans (Mugagga, 2018).

In Ibanda District, many schools are experiencing diverse levels of infrastructure development and resource distribution. While secondary school education in Ibanda has grown over time, the quality of education continues to be hindered by issues such as teacher shortages, insufficient facilities, and inconsistent administrative support (Mugisha, 2020).

Supervision plays a crucial role in ensuring effective teaching and learning in schools. According to Sergiovanni (2007), effective supervision involves not only monitoring but also providing support and guidance to teachers to improve their instructional practices. In the context of secondary education in Uganda, effective supervision by head teachers is essential for maintaining teaching standards, implementing curriculum reforms, and achieving educational goals set by the Ministry of Education and Sports (MoES).

Despite the recognized importance of supervision, there is a gap in empirical research on how supervision practices affect teacher's job performance in Private Secondary Schools, particularly in rural districts like Ibanda. Understanding the current practices, challenges, and perceived effects of supervision is crucial for identifying strategies to enhance educational quality and teacher effectiveness in Private Secondary Schools.

Theoretical background

The study was guided by Douglas McGregor's X and Y Theories, as proposed in 1957 (Lawter, Kopelman & Prottas, 2015). According to X Theory, individuals are inherently reluctant towards work, lack ambition, avoid responsibility, resist change, and are easily manipulated (Gannon & Boguszak, 2013). Consequently, under this theory, employees are believed to perform best under strict supervision (Aithal & Kumar, 2016). Therefore, supervisors adopting X Theory principles tend to employ coercive measures, closely monitor employees, and exert tight control (Gannon & Boguszak, 2013).

Conversely, Y Theory posits that work can be inherently satisfying, akin to play or leisure, and people can exhibit self-direction and self-control when committed to organizational goals (Aithal & Kumar, 2016). This theory suggests that management's role goes beyond mere direction-setting to organizing conditions that enable employees to achieve organizational objectives autonomously (Gannon & Boguszak, 2013).

In light of X Theory, the study explored how head teachers' supervision practices, characterized by strict oversight, support, and effective communication, influence the job performance of teachers. This approach aims to understand how different supervisory actions align with either theory or their effect on teacher's job performance in Private Secondary Schools within Ibanda District.

Conceptual Background

The study examined the relationship between head teachers' supervision practices as the independent variable and teachers' job performance as the dependent variable. Head teachers' supervision practices are characterized by practices such as classroom observation, feedback provision, mentoring, and administrative support. Teachers' job performance is measured through

indicators such as lesson preparation, student engagement, teaching outcomes, and attendance.

Additionally, intervening variables like resource availability, teachers' motivation levels, and support from stakeholders such as the Ministry of Education may influence this relationship, highlighting the need to address these factors to improve overall performance in Private Secondary Schools.

Supervision in education is a deliberate process through which school leaders, particularly head teachers, oversee, guide, and support teachers to enhance their professional performance and improve the quality of teaching and learning. According to Acheson and Gall (2011), supervision involves activities designed to foster teacher growth through constructive feedback, professional development, and the enforcement of curriculum standards and school policies. It goes beyond inspection, adopting a collaborative approach aimed at creating a conducive teaching and learning environment.

Indicators of effective supervision include classroom observation, where head teachers assess teaching methods, lesson planning, and student engagement. Feedback provision is another critical component, allowing teachers to refine their instructional strategies. Mentoring, through one-on-one sessions or structured training programs, helps teachers develop their skills and adapt to evolving educational demands. Administrative support, including ensuring resource availability and addressing teacher welfare, is also a vital aspect of supervision.

Supervision serves several purposes, such as promoting accountability by monitoring teacher attendance, adherence to school policies, and performance standards. It motivates teachers by offering professional development opportunities and fostering a culture of continuous improvement. Moreover, effective supervision strengthens relationships between school management and teachers, facilitating collaboration and better educational outcomes.

Teachers' job performance refers to the overall effectiveness with which teachers execute their responsibilities within a school setting. It encompasses the wide range of tasks and duties that a teacher must perform to contribute to the educational process. Robbins and Judge (2013) define job performance as the extent to which an individual meets the requirements of their role, helping the organization to achieve its goals. In the context of education, this includes not only delivering lessons but also preparing instructional materials, managing classrooms, assessing students' progress, and contributing to the broader school environment. Teachers' performance is a reflection of their ability to foster a productive and engaging learning environment while maintaining professional standards.

Key indicators of teachers' job performance include lesson planning and preparation, instructional delivery, and student engagement. Teachers are expected to develop well-structured lesson plans that cater to the learning needs of students and align with the curriculum. Their instructional delivery should be clear, engaging, and adaptable to different learning styles, ensuring that all students can grasp the material. Furthermore, teachers should actively engage students during lessons by encouraging participation, asking questions, and incorporating interactive activities that enhance learning.

Assessment and feedback are also crucial indicators of job performance. Teachers are responsible for evaluating students' understanding through tests, quizzes, projects, and assignments, and providing constructive feedback to guide improvement. Classroom management is another essential aspect, as teachers need to maintain discipline and create a conducive environment for learning. Effective classroom management includes managing student behavior, ensuring that learning activities proceed smoothly, and resolving conflicts when they arise.

Finally, professionalism is a key element of job performance. Teachers must adhere to school policies, maintain punctuality, and foster positive relationships with both students and colleagues.

According to Darling-Hammond (2000), high-performing teachers exhibit a combination of these behaviors and consistently strive to improve their practice, which in turn leads to better student outcomes. However, factors such as inadequate resources, lack of motivation, or insufficient support can negatively affect teachers' performance, especially in rural areas like Ibanda District, where these challenges are often more pronounced.

Contextual background

Ibanda District, located in the western region of Uganda, provides a unique context for examining the relationship between head teachers' supervision practices and teachers' job performance. The district has a mix of both rural and urban secondary schools, with the majority of schools facing challenges related to limited resources, inadequate infrastructure, and teacher shortages (Mugisha, 2020). Over the years, there has been an expansion in secondary school enrollment, but the quality of education remains inconsistent, largely due to the varying levels of school leadership and the effectiveness of administrative supervision.

In Uganda, head teachers are responsible for the overall administration of schools, which includes supervising teachers and ensuring the proper implementation of the curriculum. However, the effectiveness of head teachers in performing their supervisory duties is often constrained by various factors such as a lack of professional development, large class sizes, and inadequate support from the government (Wamala, 2019). The role of head teachers in supervising teachers is critical because their leadership directly influences the quality of teaching and student outcomes. Studies have shown that effective supervision leads to improved teacher performance, which, in turn, enhances student achievement (Mugisha, 2020).

Despite these challenges, some private schools in Ibanda District have managed to implement innovative supervisory practices that contribute to improved teacher performance. For

instance, regular classroom observations, feedback sessions, and professional development opportunities for teachers have been shown to positively affect teachers' motivation and instructional quality (Wamala, 2019). However, these practices are not universally adopted across all schools, and there remains a significant gap in the consistency and effectiveness of teacher supervision.

This study aimed to analyze the effect of head teachers' supervision practices on teachers' job performance in Private Secondary Schools in Ibanda District, with a particular focus on identifying the supervisory practices that contributed to better educational outcomes. By examining the contextual challenges and opportunities for improvement, the study sought to provide recommendations for enhancing the supervisory role of head teachers and ultimately improving teachers' performance in the district.

Statement of the problem

Ideally, headteachers are expected to act as instructional leaders who supervise, guide, and support teachers to enhance classroom practices, curriculum delivery, and overall learning outcomes. Effective supervision should be regular, developmental, and rooted in professional dialogue, focusing on improving lesson planning, assessment methods, classroom management, and teacher motivation (Glickman, Gordon & Ross-Gordon, 2014). In such a context, headteachers actively engage teachers through classroom observations, feedback, mentoring, and academic monitoring, which contribute to timely syllabus coverage, reduced absenteeism, improved pedagogy, and better academic results (Zepeda, 2012).

The problem, however, is that in many private secondary schools in Ibanda district, headteachers' supervision practices are largely administrative and irregular rather than instructional and supportive. Supervision is often limited to checking lesson plans and staff attendance registers, with little emphasis on actual classroom observation or teacher development. This narrow approach has resulted in widespread issues such as poor lesson planning, high teacher absenteeism, low motivation, and minimal use of learner-centered teaching strategies, all of which negatively affect student learning outcomes.

Although studies on supervision practices exist, they mainly focus on public or urban schools (Mugimu, 2014; Aguti & Fraser, 2006), leaving a gap in understanding how supervision is conducted in private rural schools and its direct effect on teacher performance. Contextual challenges such as limited resources, lack of standardized frameworks, and weak policy oversight further undermine effective supervision in private schools (Namara, 2015). Unless this problem is addressed, private secondary schools in districts like Ibanda risk declining academic standards, growing teacher dissatisfaction, reduced student enrollment, and loss of public trust in private education. This study was therefore undertaken to assess how headteachers' supervision practices affect teachers' job performance in private secondary schools in Ibanda District and to generate practical recommendations for strengthening instructional leadership in the private sector.

Purpose of the Study

The purpose of this study was to examine the influence of head teachers' supervision practices on teachers' job performance in private secondary schools in Ibanda District, Southwestern Uganda.

Research Objectives

- i. To identify the common supervision practices used by headteachers in private secondary schools in Ibanda District, Southwestern Uganda.
- ii. To assess the level of teachers' job performance in private secondary schools in Ibanda District, Southwestern Uganda.
- iii. To examine the relationship between headteachers' supervision practices and teachers' job performance in Private Secondary Schools in Ibanda District, Southwestern Uganda.

Research Questions

- i. What are the common supervision practices used by headteachers in private secondary schools in Ibanda District, Southwestern Uganda?

- ii. What is the level of teachers' job performance in private secondary schools in Ibanda District, Southwestern Uganda?

Hypothesis

H_0 : There is no significant relationship between headteachers' supervision practices and teachers' job performance in private secondary schools in Ibanda District, Southwestern Uganda.

H_1 : There is a significant relationship between headteachers' supervision practices and teachers' job performance in private secondary schools in Ibanda District, Southwestern Uganda.

Scope of the study

Geographical scope

The study was conducted in Ibanda District, located in the western region of Uganda. The district is predominantly rural, with several private secondary schools that operate under different management systems. The study focused on ten selected private secondary schools within the district. These particular schools have been purposively selected due to consistent concerns regarding declining teacher performance, irregular supervision, and inconsistent academic outcomes, which have drawn the attention of the researcher. The rural context of these schools also offers a unique opportunity to explore challenges and dynamics in teacher supervision that may differ from urban settings.

Content Scope

This study focused on examining the supervisory practices employed by headteachers and their influence on teachers' job performance in private secondary schools in Ibanda District. It explored various dimensions of headteachers' supervision practices, such as classroom observations,

provision of instructional feedback, review of lesson plans, mentoring, and performance monitoring. Additionally, the study assessed key aspects of teachers' job performance, including lesson delivery, learner engagement, assessment methods, classroom management, and professional conduct. The study also analyzed the relationship between these supervisory practices and the quality of teacher performance to determine how effective supervision contributes to improved teaching standards and learning outcomes.

Time Scope

The study considered the period from 2020 to 2024 so as to assess the trends and effect of head teachers' supervision practices on teachers' job performance in Private Secondary Schools in Ibanda District. This timeframe is selected to capture recent developments in school supervision, changes in education policies, and their effects on teacher performance.

Population scope

The population scope for this study consisted of private secondary schools in Ibanda District, Uganda, focusing on head teachers and teachers. The study targeted head teachers who are responsible for supervising teachers and explored their supervisory practices, while also involving teachers to assess their job performance and the effect of supervision on their work.

Significance of the Study

The findings of this study will be significant to various stakeholders in the education sector, including policy makers, educational administrators, teachers, students, parents, and the community at large.

Educational Administrators and Headteachers

The study will provide practical insights into effective supervision strategies that enhance teacher performance. Headteachers will understand how their monitoring, mentoring, feedback, and evaluation practices influence teachers' motivation and delivery in the classroom.

Teachers

Teachers stand to benefit from improved supervision practices that are supportive rather than punitive. The findings will inform teachers about the types of supervision that foster professional development and job satisfaction, potentially leading to enhanced commitment, reduced absenteeism, and better academic results.

School Proprietors and Boards of Governors

Proprietors and school boards will gain evidence-based insights into how effective leadership and supervision can influence overall school performance. This may prompt them to invest in leadership training and development programs for headteachers to enhance their supervisory capabilities and build stronger school systems.

Education Policy Makers and Ministry of Education and Sports (MoES)

The results of this study can inform policy development aimed at improving supervision in private secondary schools. The Ministry of Education and other regulatory bodies may adopt findings from this research to develop guidelines and standards for school supervision to ensure quality education delivery even in privately owned institutions.

Researchers and Academicians

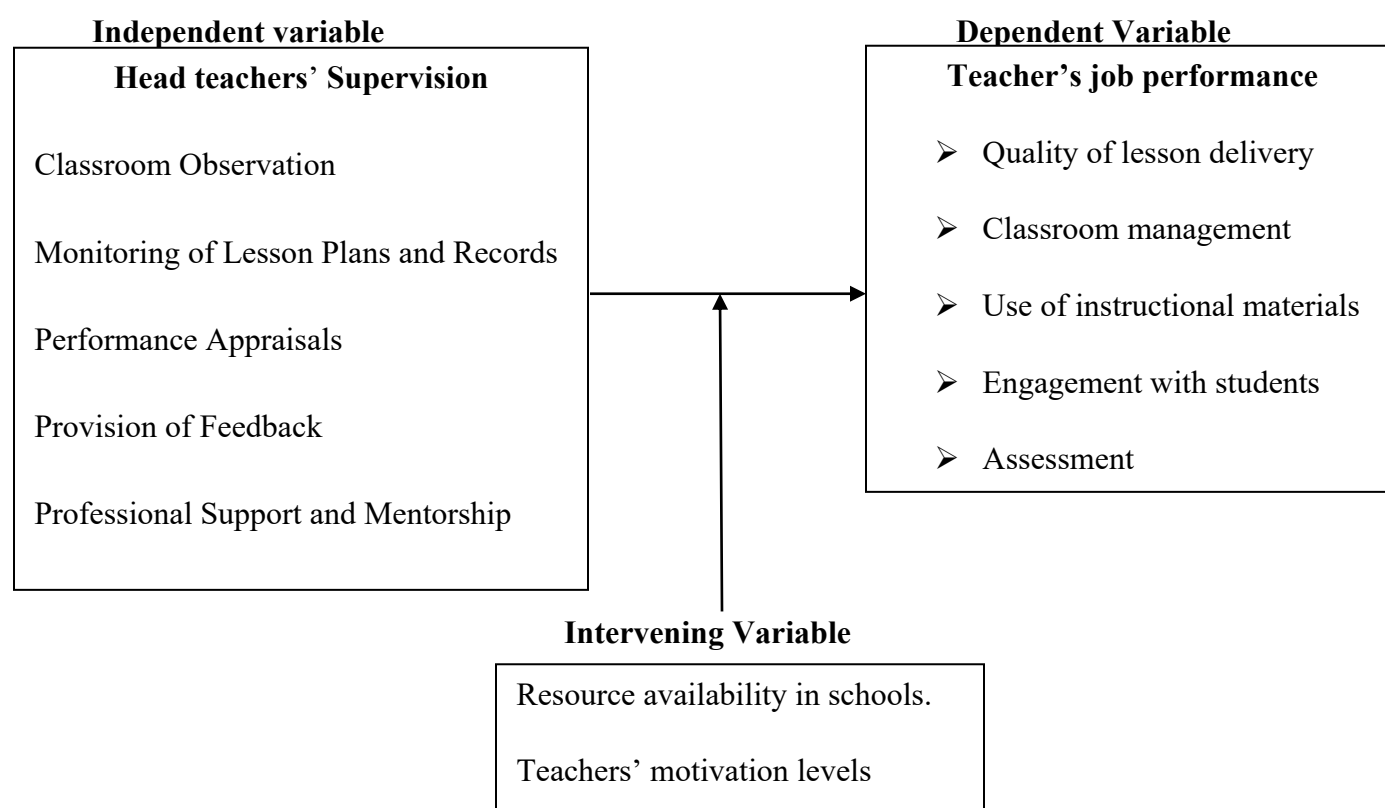
This study contributes to the growing body of literature on instructional leadership and educational supervision in Uganda. It may serve as a reference point for other researchers

conducting studies related to school administration, teacher performance, or quality assurance in education.

Students and Parents

Ultimately, effective supervision leading to improved teacher performance benefits students through better instruction and academic support. Parents also gain confidence in the quality of education offered in private schools, knowing that competent supervision is in place to hold teachers accountable.

Conceptual framework



The effective supervision practices characterized by Classroom Observation, Monitoring of Lesson Plans and Records, Performance Appraisals, Provision of Feedback, and Professional Support and Mentorship, is hypothesized to enhance teachers job performance, as indicated by their

teaching effectiveness, student achievement, and job satisfaction. However, this relationship can be influenced by intervening variables such as the availability of resources and infrastructure, offering professional development opportunities, and school policies. These factors either facilitate or hinder the effect of supervisory practices on teachers job performance, thus shaping the overall educational outcomes in Private Secondary Schools within Ibanda District.

Chapter Two: Literature Review

Introduction

The study endeavoured to establish the relationship between head teachers' supervision practices and teachers' job Performance in Private Secondary Schools in Ibanda District. This chapter presents the review of the related studies to help the researcher develop a thorough understanding and insight in to previous works and trends that have been recorded pertaining to research problem. Themes in this chapter are arranged in line with the objectives stated in chapter one.

Theoretical review

This study was guided by Douglas McGregor's X and Y Theories, which provide contrasting perspectives on employee motivation and management styles. McGregor's Theory X, introduced in 1957, posits that employees are inherently disinclined toward work, lacking ambition, and resistant to change. This theory suggests that to ensure effective performance, a strict and controlling supervisory approach is necessary (Lawter, Kopelman, & Prottas, 2015; Gannon & Boguszak, 2013). Under Theory X, supervision is characterized by close monitoring, coercion, and tight control to mitigate employees' natural aversion to work (Aithal & Kumar, 2016).

In contrast, Theory Y offers a more optimistic view, asserting that work is as natural as play or rest, and that people inherently enjoy being productive. According to Theory Y, employees are self-motivated and capable of exercising self-direction and self-control when committed to organizational goals. This theory emphasizes the role of management in creating an environment that fosters self-direction and alignment with organizational objectives, suggesting that a supportive and

participative supervisory style is more effective (Aithal & Kumar, 2016; Gannon & Boguszak, 2013).

The theoretical framework for this study, therefore, utilizes McGregor's X and Y Theories to explore the effect of head teachers' supervisory practices on teachers' job performance. The study investigates how different supervisory approaches whether strict and controlling (aligned with Theory X) or supportive and communicative (aligned with Theory Y) affect teachers' effectiveness and overall job satisfaction. This dual-theory approach enables a comprehensive understanding of the potential outcomes of varying supervisory styles in the educational context.

Supervisory practices employed by head teachers in Private Secondary Schools

Research on supervisory practices by head teachers reveals diverse strategies and their effects on teaching and learning environments. Abdullah et al. (2022) investigated supervisory practices in Ugandan secondary schools and found that head teachers frequently employed practices such as scheduled classroom observations, regular performance reviews, and provision of feedback. These practices were linked to improvements in teachers' instructional techniques and student outcomes. However, Abdullah et al. noted that the lack of follow-up and insufficient resources limited the overall effectiveness of these practices. While the study highlighted a positive effect on instructional techniques and student outcomes, it also acknowledged limitations due to lack of follow-up and insufficient resources. The emphasis on practical application is commendable, but the study fails to delve deeply into how cultural and policy factors might influence these supervisory practices.

Ochieng (2021) examined the supervisory practices of head teachers in Kenyan secondary schools and found that regular classroom observations, constructive feedback, and professional development opportunities were prevalent. Ochieng emphasized that these practices significantly enhanced teachers' instructional skills and job satisfaction. However, the study underscores the

variability of outcomes based on leadership styles and resources, which introduces a gap in addressing systemic factors that limit the adoption of effective practices across different contexts.

Similarly, Mwangi and Wambua (2022) investigated the effect of supervisory practices in Tanzanian secondary schools. Their findings indicated that head teachers who engaged in frequent and supportive supervision, including mentorship and collaborative planning, fostered a more positive work environment and improved teacher performance. They argued that supportive supervision led to higher teacher motivation and better student outcomes. Nevertheless, Mwangi and Wambua pointed out that inconsistencies in supervision practices due to administrative challenges and lack of training for head teachers undermined the overall effectiveness. However, the study does not sufficiently address how administrative challenges could be systematically mitigated, leaving gaps in policy recommendations.

Kassahun (2023) conducted a study in Ethiopian secondary schools and found that head teachers employed various supervisory practices, including setting clear performance expectations and providing regular feedback. Kassahun highlighted that while these practices improved teachers' adherence to educational standards, the lack of systematic implementation and follow-up created gaps in achieving desired outcomes. Kassahun's study underscores the need for structured and consistent supervisory approaches to maximize their effect. The study's acknowledgment of inconsistent implementation without providing actionable solutions for addressing these inconsistencies, limiting the applicability of its findings.

Njeri (2023) conducted a study in Kenyan secondary schools and discovered that head teachers who incorporated participatory supervision practices, such as involving teachers in decision-making and collaborative goal setting, achieved higher levels of teacher engagement and performance. Njeri's study suggested that participatory practices fostered a supportive work

environment and enhanced teachers' commitment to their roles. Nevertheless, Njeri's research did not address how external factors, such as school size and socio-economic conditions, influenced the implementation of these practices. While this approach is innovative, the study did not explore how external factors such as socio-economic disparities or school size might affect the efficacy of participatory practices.

Karanja and Muthoni (2024) examined the supervisory practices in Private Secondary Schools in Rwanda and highlighted that head teachers who focused on coaching and mentoring, alongside traditional supervision methods, saw significant improvements in teachers' professional development and job satisfaction. Their study emphasized the positive effect of a coaching-oriented approach on teachers' skills and motivation. However, Karanja and Muthoni's study also revealed that inconsistent application of mentoring practices and varying levels of head teacher expertise in coaching were notable challenges.

Wanjiku (2024) explored supervisory practices in Private Secondary Schools in Tanzania and identified that effective head teachers used a combination of directive and supportive supervision to address diverse teacher needs. Wanjiku's findings showed that while directive supervision helped in enforcing standards and discipline, supportive supervision contributed to building teachers' confidence and improving their performance. Despite these insights, Wanjiku's study highlighted a gap in understanding how the balance between directive and supportive practices affected different types of teachers. However, the inconsistency in mentoring practices and varying levels of head teacher expertise suggest a need for structured training programs, a point the study only briefly mentions.

Job performance of teachers in Private Secondary Schools

Performance has been defined differently by different scholars. In a study on employee relations as correlates of Performance study of secondary school teachers in Kawempe Division, Uganda; Kiiza (2019) conceptualized teacher's job performance in terms of attendance, time management, acceptance of responsibility, teacher preparations and harmonious relations at school. This conceptualization agrees with Tournaki, Lyublinshaya, and Carolan (2019) who argued that teachers job performance can be measured in terms of planning and preparation, classroom management and instruction. This study concurs with these definitions and will take teachers job performance to refer to attendance, planning and preparation, instruction, assessment and participation in out of class school programs. The above study was carried out in Kawempe Division, Uganda while the current study was carried out in Ibanda District, South Western Uganda.

Globally, teachers' attendance has been the main indicators of teacher's job performance in Private Secondary Schools. However, scholars have found out that teacher absenteeism is one of the leading problems in Private Secondary Schools. Nithya, *et al* (2014) conducted a study on teacher absenteeism in the United states and found out that 16 percent of all teachers were classified as chronically absent teachers because they missed 18 days or more in the school year, accounting for almost a third of all absences. In Indonesia, teacher absenteeism stood at 19percent (McKenzie, *et al.*, 2014). The above study was carried out in United States while the current study was carried out in Ibanda District, South Western Uganda.

In Africa, teacher absenteeism is a growing problem and one of the key challenges facing the pursuit of quality education in Private Secondary Schools. A World Bank study in 2010 found out variations ranging from 12 to 32 hours per week in Eritrea, Gambia, Lesotho, Liberia, Malawi, Zambia and Zanzibar. In other countries such as Kenya, Uganda, South Africa and Zimbabwe this

goes up to 40 hours per week. Another surprising finding by the study was that teachers absent themselves from class even when they are in the school premises. Therefore, globally, teacher Performance is unsatisfactory because of their absenteeism from school and class. The above study conceptualized teachers job performance in terms of absenteeism but the current the view Performance in terms of participation in school activities, quality of teaching and the involvement in administration.

Another indicator of teacher Performance is preparation of schemes of work and lesson planning. In line with this issue, Goe (2007) studied the link between teacher quality and student outcomes and found out that scholars have a mistake of measuring teacher Performance in terms of inputs and outputs and neglected the process part of Performance. His synthesis of research on teachers job performance revealed that secondary school teachers were not adequately planning for the teaching-learning process. These findings motivated him to develop a new framework to distinguish teacher quality from teaching quality; where even the best qualified teachers' failure to adequately plan indicated poor Performance. According to his study, teachers' actual teaching practices in and out of the classroom such as planning lessons, specific teaching strategies, and interactions with students or assessment methods were lacking among secondary school teachers. However the above study was not carried out in Uganda particularly in Ibanda District, South Western Uganda.

Empirical studies concur with Goe's argument. Yoon (2016) conducted a study on professional development and its effect on teacher and student learning in South Korea and found out that secondary school teachers did not adequately plan for the teaching of Physical education in Private Secondary Schools. The study found that there was general absence of schemes of work at the start of term and neither did teachers prepare any lesson plan for use in Physical education lessons. According to the Global Education Monitoring report (2018), teachers do not prepare

schemes of work and lesson plans because they are under pressure to produce results. In so doing, they narrow down the curriculum, teaching to the test or teaching those on the verge of passing. However the above study was carried out in South Korea, while the current study was carried out in Ibanda District, South Western Uganda, Ibanda district.

The situation in Uganda and indeed the study area show widespread concerns over teachers job performance. According to Okurut(2012) teacher absenteeism in Uganda has featured prominently in the discourse relating to deterioration of quality of education service delivery in Private Secondary Schools. A recent review of Uganda found that 44% of teachers were either absent or at school but not in the classroom as expected (Bold *et al.*, 2017). When it comes to preparation, most of the teachers in Private Secondary Schools have been found to be teaching without any schemes of work and lesson plans (Mwesigwa, 2010). These findings show that the quality of teaching is characterized by indicators of poor Performance. However the above study focused about teacher absenteeism, quality of teaching and Performance, the current study mainly focused on only professional development and teachers job performance.

The relationship between head teachers' supervision practices and teachers' job performance in Private Secondary Schools

Basavaraj (2013) found that there is negative and positive and significant relationship between independent variables, administrative behaviour and dependent variable job satisfaction. In another study, Shukia (1980) in Basavaraj (2013) conducted a study of Teachers Alienation in relation to Head *Teachers' Supervision* styles, administrative effectiveness and some other organizational characteristics of the school, at +2 level and found that Alienation was present in varying degrees in all the teachers of intermediate colleges. The researcher feels in this case that when head teachers do not consider their subordinates, there is bound to be alienation which may

consequently lead to school ineffectiveness. This is because teachers are major stakeholders in school effectiveness. Georgia (1984) in Basavaraj also studied administrative behaviour of head teachers and attitude towards teachers and found out that secondary school head teachers were moderately effective in the performance of their administrative tasks. This also points to the fact that head teachers are needed to make teachers work to fulfil the school goals, follow school vision and mission thereby achieving school effectiveness. In his paper, Ntinis (2008) asserted that teachers' resistance to implementing behaviour assessment is because they lack the support from the head Teachers' Supervision. This may be an indication that the type of behaviour which the head teacher exhibits is not acceptable for the teachers to perform their duties well.

On the part of school mission and vision, head teachers' role is related to working with staff in order to establish a clear mission that is focused on school effectiveness (Lyons 2010). Lyons continued by saying that although the head teacher does not unilaterally create the mission, his or her role is to ensure that the mission exists and is communicated effectively (Hallinger 2008). According to Colton (2003) a successful head teacher must have a clear vision and goals for where his school needs to go. This involves helping the staff to achieve school effectiveness. The head teacher is the key player in the mission, so if he/she does not use the right method or exhibit tolerant behaviour, the school cannot be effective. To confirm the ideas of Hellinger (2008) and Colton (2003), Little and Little (2001) in partnership with National Middle School Association asserts that school Head teachers must be models to their staff and also actively encourage staff professional development (Blese and Blese *et al* 1999) in Lyons (2010). To explain this, Colton (2003) also emphasized the need for teachers to demonstrate professional practices and actually, head teachers should support those who need it. Supporting staff on professional development will help improve their ability to teach well and by so doing contribute to school effectiveness. Several studies have revealed a common set of characteristics, a five factor theory of effective school. Effective schools are also said

to be characterized by strong, inspired leaders or head teachers (Sadker 2010). Head teachers should be visionary and their role consist of certain specific behaviours that centre on establishing goals, articulating these goals and having a desire to pursue and achieve these goals.

In his work (Sadker, 2010) has articulated characteristics of effective schools as; school with clear mission, visible presence of classroom and hallways and positive school climate among other minor factors not used as constructs in this research. According to USA, Weber (1971) a number of characteristics for effective schools has been listed such as strong leadership and administrative behaviour, high expectation a safe and orderly climate conducive to learning.

In conclusion, the literature on school effectiveness in East Africa is not much. Although school effectiveness research in developing countries has been driven by concept of production function, econometrics researchers have been interested in the relationship between learners' achievement and spending. The focus of school effectiveness has been on teachers' learner ratio (Hanushek (1995). The central theme has been that schools are more effective when equipment and other inputs are improved. Hanushek has also suggested that looking beyond resources and policies appear necessary. In poor countries, one cannot consider effectiveness of schools in isolation. Even Hanushek (1994) provided a conceptual framework of school effectiveness. In his own concept both internal and external factors apply. In this study only selected internal factors such as vision and mission, teachers' professional development and school climate have been considered with the scope of this research. It is good to mention also that Heneveld (1994) mentioned leadership behaviour, school climate, teachers' professional development as contributory factor to school effectiveness.

In summary , although the researcher has reviewed much literature that is not really based in East Africa, a systematic searching and identification of empirical studies conducted in sub Saharan African countries or in Uganda specifically. However, it does suggest paucity of research conducted

from 1990s~ 1989s mainly and an urgent need for more empirical studies to be conducted for sustainable and sufficient understanding of factors that are linked to school effectiveness such as head Teachers' Supervision. In Uganda, the concentration have been on drop out and academic achievement research (Lloyd *et al* 2010). In that research they concluded that there is more to school effectiveness than the development of academic competency and more to quality school environment than time to learn, resources and curriculum . This is why the research is on mission and goals, staff professional development and school climate and its relationship with head Teachers' Supervision

Chapter Three: Methodology

Introduction

This chapter deals with the description of the methods that was applied in carrying out the research study. It is organized under the following sub-sections, the research design, target population, Sampling Procedure and Sample Size, data collection methods, data quality control, research, data analysis, and ethical consideration.

Research Approach

This study adopted a mixed-methods research approach, combining both quantitative and qualitative research techniques. The quantitative aspect involved the use of structured questionnaires to gather numerical data from teachers and students on the use of classroom management strategies and levels of student discipline. This allowed the researcher to quantify relationships and test hypotheses statistically. The qualitative component involved semi-structured interviews with head teachers and directors of studies to gather in-depth insights into how classroom management was implemented and perceived. The use of both approaches enabled triangulation, which enhanced the validity and reliability of the findings by allowing cross-verification of results. This integrated approach was justified because it provided a more comprehensive understanding of the research problem by combining the strengths of both numerical analysis and personal experiences.

Research Design

This study adopted a descriptive survey research design, utilizing both quantitative and qualitative methods to examine the influence of head teachers' supervision practices on teachers' job performance in private secondary schools in Ibanda District, Southwestern Uganda. The descriptive

survey design facilitated the systematic collection and description of current supervision practices and their perceived effect on teacher performance within the natural school setting. Quantitative data were collected through structured questionnaires administered to teachers to measure the types and frequency of supervision practices alongside indicators of job performance. This enabled the researcher to quantify and describe existing supervision patterns and their correlation with teacher performance levels. Complementarily, qualitative data were gathered through semi-structured interviews with head teachers and directors of studies to gain detailed insights into the implementation, challenges, and perceptions of supervision practices. By integrating both data sources, the study achieved triangulation, thereby enhancing the validity and depth of understanding of how head teachers' supervision affected teacher job performance in the private school context.

Target Population of the study

The target population for this study consisted of headteachers and teachers in private secondary schools within Ibanda District, Southwestern Uganda. Specifically, the study focused on headteachers who were responsible for supervising instructional activities and teachers who were directly involved in lesson planning, classroom instruction, and student assessment. These two groups were critical stakeholders in the teaching and learning process and were best positioned to provide insights into the nature and effect of supervision practices. The study considered all private secondary schools registered with the Ministry of Education and Sports in the district to ensure a representative understanding of supervisory practices and teacher performance in the private education sector.

Sample Size

Omari (2011) defined a sample as a small proportion of a population selected for observation and analysis. The researcher used the Morgan and Krejcie (1970) table to determine the appropriate

sample size from the known target population. Given that the target population was 150, the sample size extracted from the table was 108, as distributed in Table 3.1:

Table 3.1: Target Population and Sample Size Representation

Category	Target Population	Sample size	Sampling technique
Head teachers	10	10	Purposive Sampling
Teachers	140	98	Simple Random Sampling
Total	150	108	

Sampling techniques

This section described the strategies the researcher used to select representative elements/respondents from the target population. The researcher employed both purposive and simple random sampling techniques.

Purposive sampling:

Purposive sampling (also known as judgment, selective, or subjective sampling) was a sampling technique in which the researcher relied on personal judgment to select members of the population to participate in the study. As a non-probability sampling method, purposive sampling occurs when “elements selected for the sample are chosen by the judgment of the researcher.” Researchers often believed that a representative sample could be obtained through sound judgment, which saves both time and money. In this study, the researcher employed this technique to select head teachers as participants, as they possessed relevant information regarding the relationship between teachers’ supervision and teachers’ job performance. This method was used because it was

cost-effective and allowed the researcher to focus on specific characteristics of the population that were most relevant for answering the research questions

Simple random sampling

Simple random sampling provided each individual or element within the population an equal and independent chance of selection (Amin, 2005). The researcher employed the lottery method of simple random sampling to select 98 teachers. To achieve this, the researcher obtained a list of teachers' names from the head teachers of the selected schools, which served as the sampling frame. Each name was written on a piece of paper, folded, and thoroughly mixed in a container. Names were then drawn randomly, one at a time, without replacement, until the required sample size of 98 teachers was obtained.

To ensure gender balance, measures were taken to guarantee equitable representation of both male and female teachers. Before the random selection, teachers were categorized into two groups: male and female. An equal number of teachers from each gender category was then randomly selected. In cases where the number of male and female teachers was unequal in some private schools, proportionate stratified random sampling was applied. This ensured that the number of male and female teachers selected from each school reflected their actual distribution within the teaching staff. For example, if a school had 60% male and 40% female teachers, the sample from that school maintained this ratio to ensure accurate gender representation

Data Collection Method

Questionnaire survey

A questionnaire was a carefully constructed instrument that consisted of a set of questions to which the subjects responded in writing. The questions could be open-ended or closed-ended. The

researcher included open-ended questions to allow for the possibility of generating unexpected results, which would make the research more original and valuable. The researcher used the questionnaire survey method because it facilitated the quick collection of data from large numbers of participants. All participants were given the opportunity to provide feedback, and the responses were generally anonymous, which encouraged openness and honesty.

Interviewing method

Interviewing was a face-to-face, purposeful conversation between the researcher and the respondent. According to Moser and Kalton (1980), an interview was a dialogue designed to generate specific and relevant information necessary to achieve the objectives of the study. Kothari (2003) also defined an interview as a method of data collection that involved the presentation of oral verbal stimuli and responses.

In this study, the researcher used semi-structured interviews with headteachers. This approach involved an interview guide composed of pre-determined open-ended questions, while allowing for flexibility to probe for further information based on the respondent's answers. Semi-structured interviews were chosen because they provided a balance between obtaining consistent data across participants and allowing respondents to express their views in depth. This method enabled the researcher to gain rich, detailed, and context-specific insights into supervision practices, while still ensuring comparability of responses across different interviewees.

Data collection instruments

Data was collected through self-administered questionnaires, and interview guides.

Questionnaire:

A questionnaire was a structured document that contained a set of questions to which respondents provided answers personally in writing. The questionnaire was used because information needed to be collected from a large sample within a short period. Self-administered questionnaires were employed and included both closed and open-ended questions. This approach enabled the researcher to obtain the necessary information to achieve the objectives of the study. The questionnaires were used to collect data from teachers to establish the influence of headteachers' supervision practices on teachers' job performance, with respondents tasked to provide their information in relation to the questions asked.

Questionnaires were appropriate for this study because they were relatively cheaper, convenient, and easier to construct and administer (Mugenda & Mugenda, 2003). Additionally, questionnaires were suitable for survey studies as they facilitated the collection of information necessary for making precise judgments and informed conclusions regarding the research problem.

Semi-structured interview guide

The study employed a semi-structured interview guide as one of the primary instruments for collecting qualitative data. This tool was used to gather in-depth information from headteachers regarding their supervision practices and how these influenced teachers' job performance. The interview guide consisted of open-ended questions organized under key thematic areas aligned with the study objectives, including supervision methods, frequency of classroom observations, feedback mechanisms, professional development support, and challenges faced during supervision.

The semi-structured nature of the tool allowed the researcher to ask all respondents a core set of questions to ensure consistency, while also permitting follow-up or probing questions to explore

emerging themes or clarify responses. This flexibility was essential in capturing rich, contextual data that could not be obtained through structured questionnaires alone. Before the actual data collection, the interview guide was pre-tested in a school outside the study sample to check for clarity, relevance, and appropriateness of questions. Necessary adjustments were made based on the pilot feedback. During interviews, the researcher took detailed notes and, where permitted, used an audio recorder to ensure accuracy and completeness of the information collected.

Data Quality Control

This study ensured the quality of data by monitoring research tools. The instruments of this research were validated.

Validity of the Research Instruments

The validity of a research instrument referred to the degree to which it accurately measured what it was intended to measure. This study determined instrument validity using Content-Related Evidence of Validity through the Content Validity Index (CVI) approach. The process involved developing a list of objectives that guided the construction of the instrument, along with a corresponding list of questionnaire and interview items aligned to each objective.

To ensure rigorous evaluation, the instruments were submitted to two educational experts with relevant knowledge and experience in educational management, teacher supervision, and research methodology. These experts were purposefully selected based on their academic qualifications, field experience, and familiarity with the study context. They were asked to thoroughly review and match each item to the appropriate objective, rating each item on a 4-point scale to assess its relevance, clarity, and alignment with the study objectives.

Very Relevant (VR),

Quite Relevant (QR),

Somewhat Relevant (SR), and

Not Relevant (NR).

Only items rated either VR or QR were considered valid. The researcher computed the Content Validity Index (CVI) using the formula;

$$CVI = \frac{n}{N}$$

$$CVI = \frac{\text{Number of items rated quite relevant and very relevant}}{\text{Total number of items in the questionnaire}}$$

Where:

CVI = Content Validity Index,

n = Number of items rated relevant

N = Total number of items in the questionnaire.

A CVI score of 0.7 and above, as recommended by Amin (2005), were considered acceptable and sufficient for the instrument to be deemed valid. Any items rated below this threshold by both experts were revised based on their feedback to enhance instrument quality.

Reliability of instruments

Reliability referred to the consistency of a measurement tool, that is, the extent to which an instrument yielded similar results under consistent conditions. To determine the reliability of the research instruments, the split-half reliability method was employed. This method was suitable for testing the internal consistency of the questionnaire, particularly for instruments with multiple items measuring the same construct.

A pilot test was conducted on a sample of 20 teachers selected from private secondary schools outside the main study sample but with similar characteristics to those within Ibanda District. This approach ensured that the reliability check did not interfere with the actual study population while still providing relevant and comparable feedback.

The instrument items were divided into two halves, odd-numbered and even-numbered items. Each respondent's scores from both halves were calculated separately. The researcher then computed the correlation between the two sets of scores using the Pearson Product-Moment Correlation Coefficient. A correlation coefficient (r) value of 0.7 or higher indicated acceptable reliability, in line with the recommendations by Mugenda and Mugenda (1999). Instruments that did not meet the reliability threshold were revised accordingly before actual data collection began.

Data Analysis and management

Data analysis process was structured to ensure that the study provided valid, reliable, and insightful findings. The study involved both quantitative and qualitative data, which were analyzed using different but complementary techniques to achieve a comprehensive understanding of the relationship between head teachers' supervision practices and teachers' job performance.

For the quantitative data, the analysis began with descriptive statistics to provide an overview of the data. Measures such as frequencies, percentages, means, and standard deviations were used to summarize the responses from the questionnaires. This helped in understanding the general trends in supervision practices and teacher performance indicators within the study area, providing foundational data for exploring more complex relationships.

Following the descriptive analysis, inferential statistics were used to test hypotheses and draw conclusions regarding the relationship between the variables. Correlation analysis, specifically Pearson's correlation coefficient, was employed to assess the strength and direction of the

relationship between head teachers' supervision practices and various aspects of teacher performance. Additionally, multiple regression analysis was conducted to explore how different components of supervision predicted teacher performance. All quantitative data were analyzed using the Statistical Package for the Social Sciences (SPSS), version 25, due to its reliability, wide applicability in social science research, and user-friendly interface for managing and interpreting complex datasets.

For the qualitative data gathered through semi-structured interviews, a thematic analysis approach was used. This involved transcribing the interviews, reviewing the data multiple times, and coding the responses to identify recurring themes or patterns. The data were systematically categorized to address key research questions about the effectiveness of supervision practices and their effect on teacher performance. Thematic analysis also provided a nuanced view of the underlying factors that contributed to or hindered effective teacher performance.

To ensure triangulation and enhance the validity of findings, the qualitative and quantitative data were integrated during the interpretation phase. Patterns emerging from the qualitative interviews were compared and contrasted with the statistical trends from the quantitative analysis. For instance, when quantitative results showed a significant relationship between frequent supervision and improved teacher performance, qualitative narratives helped explain how and why this relationship existed in practice. This mixed-methods integration allowed the study to validate findings across methods and offered a more holistic understanding of supervision dynamics in private secondary schools in Ibanda District.

Ethical Consideration

The researcher adhered to strict ethical guidelines throughout the study to ensure the rights, dignity, and well-being of all participants were protected. Respondents were clearly informed about

the purpose of the study, why they were selected, and how the information they provided would be used. A formal introductory letter from the Research Ethics Committee and Directorate of Graduate Studies at Bishop Stuart University was attached to the questionnaire, requesting the respondents' cooperation.

Participants were assured of the confidentiality and anonymity of their responses. No personal identifiers, such as names or school names, were recorded or published. To further ensure ethical compliance, participants were informed that their participation was entirely voluntary, and that they could withdraw from the study at any point or skip any questions they were not comfortable answering without any penalty or consequence.

Informed consent was obtained in writing before data collection began. For respondents completing questionnaires, consent was implied through their voluntary completion and return of the questionnaire. For participants involved in interviews, written consent forms were signed prior to participation, and the researcher verbally explained the content of the consent form in a language familiar to the respondent to ensure understanding.

During data management and analysis, responses were coded to protect identities, and only aggregated data were used in reporting. The researcher also registered the study with the Uganda National Council for Science and Technology (UNCST) and sought additional permissions from the City Education Officer and head teachers of participating schools. All ethical protocols were strictly observed to maintain the integrity of the research and uphold participants' rights.

Community engagement plan

The researcher identified key stakeholders within the community who had a vested interest in the study, including head teachers, teachers, and education administrators, and involved them in the research process. Through awareness campaigns, community meetings, and consultative feedback

sessions, the study informed the community about its purpose, methodologies, and expected outcomes. Teachers and head teachers were invited to contribute to the research design and data collection, ensuring that the instruments were contextually relevant. Collaborative workshops were held to develop action plans based on the findings, and results were disseminated through local media, community meetings, and educational conferences. Ethical considerations, including informed consent and confidentiality, were upheld to ensure respect for participants' rights and to foster a sense of ownership and cooperation within the community.

Covid-19 mitigation plan

Initially, remote communication was used to brief participants and obtain consent. For in-person data collection, personal protective equipment (PPE) was required, and social distancing protocols were enforced in well-ventilated spaces. Health screenings were conducted before in-person engagement, and any symptomatic participants were rescheduled or participated remotely. Online surveys and telephone interviews were prioritized, and sanitation measures were implemented to disinfect materials and spaces. Participants were regularly informed of safety measures, and contingency plans were established for any health emergencies.

CHAPTER FOUR:

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

Introduction

This chapter presents, analyzes, and interprets the findings of the study on the effect of Head teachers' Supervision Practices on Teachers' Job Performance in Private Secondary Schools: A Case Study of Ibanda District, South Western Uganda. The primary aim of this chapter is to examine the influence of head teachers' supervision practices on teachers' job performance in private secondary schools in Ibanda District, Southwestern Uganda.

Response Rate

The study targeted a total of 108 respondents, comprising 10 head teachers and 98 teachers. Impressively, all 108 questionnaires were returned fully completed, resulting in a 100% response rate. According to Mugenda and Mugenda (2003), a response rate of 70% and above is considered excellent for social science research. Similarly, Creswell (2014) emphasizes that higher response rates enhance the representativeness and credibility of study findings by minimizing the risk of non-response bias. Therefore, the 100% response rate achieved in this study not only demonstrates the strong commitment and cooperation of the participants but also significantly strengthens the reliability, validity, and generalizability of the research results.

Demographic Characteristics of Respondents

The demographic characteristics of respondents are essential in understanding the context within which the study was conducted, as they provide insight into the effect of Head teachers' Supervision Practices on Teachers' Job Performance in Private Secondary Schools.

Genders of respondents

The study was gender sensitive, it involved both males and females to avoid gender bias and the findings are summarized in the table 4.1

Table 4.1 Gender of respondents

Gender	Frequency	Percent
Male	75	69.4
Female	33	30.6
Total	108	100.0

Source: Field data 2025

Table 4.1 indicate that out of the 108 respondents, 75 (69.4%) were male, while 33 (30.6%) were female. This implies that male teachers and head teachers formed the majority of participants in the study, nearly doubling the proportion of their female counterparts. The dominance of male respondents may reflect the broader gender dynamics in private secondary schools in Ibanda District, where teaching and leadership positions are often male-dominated. This imbalance suggests that men may have greater representation in the teaching profession at the secondary school level or are more likely to hold leadership roles, which could influence perspectives on supervision practices. However, the presence of a significant proportion of female respondents (30.6%) indicates that women also play an important role in the teaching workforce, contributing diverse perspectives on head teachers' supervision and its influence on job performance. Therefore, while the data shows a gender gap, it also emphasizes the importance of incorporating both male and female views in understanding supervision practices and their effects.

Age of respondents

Age of respondents was another variable studied in the study; it covered respondents from different age brackets as shown in the table

Table 4.2 Age of respondents

Age		Frequency	Percent
	20-30	35	32.4
	31-40	45	41.7
	41-50	15	13.9
	51+	13	12.0
	Total	108	100.0

Source: Field data 2025

The results suggest that the majority of teachers and head teachers in private secondary schools in Ibanda District are relatively young and fall within the active working age groups of 20–40 years. This indicates a workforce that is still energetic, adaptable, and likely to embrace innovative supervision practices that enhance job performance. The dominance of younger age groups may also point to increasing opportunities for early-career teachers in private schools, possibly due to their affordability compared to more experienced teachers.

On the other hand, the lower representation of respondents aged 41 years and above (25.9% combined) highlights limited retention of older teachers in private schools, which could be attributed to factors such as better opportunities in government schools, retirement, or shifting to other professions. Nonetheless, the presence of older respondents suggests that private schools still benefit from experienced educators who provide mentorship and stability within the workforce.

Common supervision practices used by headteachers in private secondary schools in Ibanda District, South western Uganda.

The first objective of this study was to identify the common supervision practices used by head teachers in private secondary schools in Ibanda District, Southwestern Uganda. To achieve this, the researcher employed a combination of quantitative and qualitative approaches, utilizing questionnaires, interviews, and document reviews to gather comprehensive data from both teachers and head teachers. This approach enabled the study to capture not only the frequency and types of supervisory practices applied but also the perceptions and experiences of teachers regarding their effectiveness.

Table 4.3 Common supervision practices used by headteachers in private secondary schools in Ibanda District

Statement	S.A	A	N	D	SD	Mean	Std Dev
My head teacher regularly conducts classroom observations to monitor teaching practice	25 (23.1%)	68 (63.0%)	2 (1.9%)	8 (7.4%)	5 (4.6%)	1.69	.793
I receive timely feedback after class observations.	10 (9.3%)	28 (25.9%)	30 (27.8%)	0(0%)	40 (37.0%)	3.57	1.18
Feedback from the head teacher has helped improve my teaching skills.	15 (13.9%)	81 (75%)	0	12 (11.1%)	0	2.09	0.753
The head teacher reviews my lesson plans and schemes of work.	23 (21 %.)	77 (71.3%)	0	8 (7.4%)	0	1.86	0.601
My head teacher provides mentorship and coaching support	52 (48.1%)	42 (38.9%)	10 (9.3%)	4 (3.7%)	0(0%)	1.69	.793
Supervision in my school is focused on professional development, not just fault-finding.	33 (30.6%)	69 (63.9%)	6 (5.6%)	0	0	1.75	.549
The head teacher organizes in-service training or workshops.	17 (15.7%)	73 (67.6%)	10 (9.3%)	8 (7.4)	0	2.08	.738

Supervision practices are consistent and follow a clear schedule.	15 (13.9%)	39 (36.1%)	26 (24.1%))	16 (14.8%)	12 (11.1%)	2.73	1.204
I participate in regular meetings to discuss performance and teaching improvement.	15 (13.9%)	40 (37.0%)	19 (17.6%))	30 (27.8%)	4 (3.7%)	2.73	1.130
The head teacher encourages peer learning and collaboration among teachers	40 (37.0%)	37 (34.3%)	20 (18.5%))	6 (5.6%)	5 (4.6%)	2.06	1.096

Source: Field data 2025

Table 4.3 presents the common supervision practices used by head teachers in private secondary schools in Ibanda District. The findings indicate that the majority of teachers strongly agreed (23.1%) or agreed (63.0%) that head teachers regularly conducted classroom observations to monitor teaching practices, with a low mean score of 1.69 and a standard deviation of 0.793, suggesting high agreement and consistency in responses. This implies that classroom observation is a widely used supervisory tool. During interviews, one head teacher emphasized:

“I block out two mornings every week just for learning walks and full-period observations; it keeps instruction visible and supports targeted coaching.”

This testimony underscores the deliberate effort by school leaders to keep classroom practice within their oversight. The literature equally emphasizes the importance of classroom observation. Sergiovanni (2009) argues that routine observation provides opportunities for teachers to reflect on their practice, while Robinson (2011) notes that effective instructional leaders rely heavily on observations to identify areas of strength and weakness. Similarly, Marshall (2013) insists that consistent lesson observation fosters accountability and improvement in instructional quality.

The results further showed a divided response concerning the provision of timely feedback after observations (Mean $\approx$ 3.57, SD $\approx$ 1.18). While some teachers acknowledged receiving

immediate feedback, others expressed dissatisfaction with delays in communication. One head teacher admitted: *“I try to debrief within 48 hours, but exam seasons stretch us, some feedback slips to the next week, which I know blunts its effect.”* This reveals that though feedback mechanisms exist, time constraints sometimes hinder their effectiveness. According to Hattie and Timperley (2007), the effectiveness of feedback depends largely on its timeliness, specificity, and clarity. Zepeda (2017) similarly stresses that delayed feedback weakens the opportunity for immediate correction and learning. Danielson (2011) adds that structured post-observation conferences conducted promptly help teachers better internalize and implement the suggestions.

Most respondents agreed that feedback from the head teacher has helped them improve their teaching skills (Mean = 2.09, SD = 0.753). This suggests that, when provided, feedback is not only valued but also utilized for professional growth. One head teacher explained: *“When I anchor feedback in actual student work and model a strategy the same week, I see teachers try it the very next lesson.”* This shows that effective feedback is practical and directly linked to classroom practice. Blase and Blase (2000) contend that constructive feedback that models best practices can significantly improve teacher performance. Likewise, Kraft, Blazar, and Hogan (2018) establish that targeted, evidence-based feedback has long-term benefits for both teaching quality and student outcomes.

The study also found that head teachers often review lesson plans and schemes of work as part of their supervisory role (Mean = 1.86, SD = 0.601). This reflects a culture of accountability and planning discipline. One head teacher remarked: *“Every Thursday I sign off on lesson plans and schemes; I’m checking alignment, objectives, activities, and assessment must match.”* This practice ensures consistency in curriculum delivery and adherence to national standards. According to Ornstein and Hunkins (2016), reviewing instructional plans ensures coherence and prevents gaps in

teaching. Stronge (2018) also highlights that regular plan reviews help to align classroom activities with learning outcomes, thereby improving curriculum coverage and teaching effectiveness.

Findings indicated strong agreement that head teachers provide mentorship and coaching support to their teachers (Mean = 1.69, SD = 0.781). This portrays supervision as a supportive rather than punitive process. As one head teacher explained: *“Each new teacher is paired with a veteran; we co-plan, I co-teach once a month, and we keep a coaching log.”* Such testimonies point to structured mentorship systems that foster professional growth. The literature affirms that mentorship and coaching are powerful tools for developing teaching capacity. Darling-Hammond, Hyler, and Gardner (2017) observe that mentoring enhances instructional strategies, while Kraft et al. (2018) assert that continuous coaching leads to sustainable improvements in classroom practice.

Respondents strongly agreed that supervision in their schools is focused on professional development rather than fault-finding (Mean = 1.75, SD = 0.542). This demonstrates a shift from a traditional inspection model to a developmental one. As one head teacher proudly stated: *“Our mantra is ‘support before sanction’, we identify one leverage point and practice it until it sticks.”* Such a philosophy promotes teacher confidence and openness to improvement. Glickman, Gordon, and Ross-Gordon (2014) argue that supervision that prioritizes teacher growth rather than judgment creates trust and motivates improvement. Bryk et al. (2010) further emphasize that developmental supervision cultures are linked to stronger teacher collaboration and improved student learning.

The results showed that head teachers also organize in-service training or workshops for teachers (Mean = 2.08, SD = 0.819). This suggests that professional development activities are a valued supervisory practice. One head teacher noted: *“Once a term we run a Saturday institute on assessment, differentiation, or literacy across subjects, followed by classroom try-outs.”* This testimony reflects deliberate planning for capacity-building. Desimone and Garet (2015) argue that

sustained professional development programs, particularly those connected to classroom application, positively influence teaching. Similarly, Darling-Hammond et al. (2017) highlight that workshops aligned with teachers' needs and school goals are effective in raising instructional quality.

The study also revealed that there were mixed views about the consistency of supervision schedules (Mean = 2.73, SD = 1.130). While some schools had predictable systems, others reported irregularities. One head teacher candidly stated: *"We publish a supervision calendar, but national exams and co-curriculars often bump visits teachers feel that unpredictability."* This suggests that although schools aspire to regular supervision, competing responsibilities often interfere. According to Zepeda (2017), consistency in supervision schedules enhances teacher preparedness and promotes accountability. Danielson (2011) also emphasizes that structured and predictable supervision cycles encourage teachers to engage meaningfully in the process.

Respondents indicated varied experiences regarding regular meetings to discuss performance and teaching improvement (Mean = 2.73, SD = 1.130). While some teachers regularly participated, others reported irregular attendance. One head teacher explained: *"Departments meet fortnightly to review results and plan reteaching; attendance is strong in exam classes but spotty elsewhere."* This suggests that while meetings are valued, their consistency is not universal. Robinson (2011) observes that collaborative review of performance data enhances instructional responses. DuFour, DuFour, and Eaker (2008) also argue that departmental meetings and professional learning communities foster collective responsibility for teaching and learning outcomes and finally, findings showed that head teachers encourage peer learning and collaboration among teachers (Mean = 2.06, SD = 1.096). This points to a growing emphasis on collaborative professional cultures. One head teacher highlighted: *"We run monthly peer observations, no evaluation, just 'see-one, try-one, share-one'; it's boosted strategy spread far faster than memos."* Such practices create safe spaces for shared learning. Vescio, Ross, and Adams (2008) found that professional learning communities build

teacher capacity through peer learning, while Hargreaves and Fullan (2012) emphasize that collaboration strengthens collective efficacy, which is critical for sustained school improvement.

The analysis shows that classroom observation, lesson plan reviews, mentorship, professional development, and in-service training were the most dominant and consistent supervision practices used by head teachers. On the other hand, feedback timeliness, supervision scheduling, and regular performance meetings were less consistent, indicating areas that need improvement to enhance supervision effectiveness in private secondary schools in Ibanda District.

The level of teachers' job performance in private secondary schools in Ibanda District, Southwestern Uganda.

The second objective of this study was to assess the level of teachers' job performance in private secondary schools in Ibanda District. To achieve this objective, the researcher employed both quantitative and qualitative approaches to obtain a holistic understanding of teachers' performance. Quantitative data were gathered using structured questionnaires administered to teachers. At the same time, qualitative insights were obtained through interviews with head teachers, who provided testimonies on their perceptions of teachers' performance and the extent to which it aligns with the schools' academic and developmental goals.

Table 4.4 The level of teachers' job performance in private secondary schools in Ibanda District.

Statement	S.A	A	N	D	SD	Mean	Std Dev
I consistently complete my teaching syllabus on time	54 (50.0%)	41 (38.0%)	13 (12.0%)			1.62	.693
I maintain proper class records (attendance, marks, schemes, etc.).	81 (75.0%)	19 (17.6%)	0	0	8 (7.4%)	1.34	.477
I give and mark students' assignments and provide constructive feedback	102 (94.4%)	6 (5.6%)	0	0	0	1.06	.230
I prepare adequately for every lesson I teach.	104 (96.3%)	4 (3.7%)	0	0	0	1.04	.190
I am punctual and regular in my duties.	87 (80.6%)	14 (13.0%)	0	7 (6.5%)	0	1.32	.783
I maintain discipline and a positive classroom environment.	78 (72.2%)	21 (19.4%)	0	9 (8.3%)	0	1.44	.868
I engage in continuous professional development activities	73 (67.6%)	25 (23.1%)	0	4 (3.7%)	6 (5.6%)	1.56	1.070
I collaborate well with colleagues to achieve school goals	44 (40.7%)	31 (28.7%)	3 (2.8%)	18 (16%)	12 (11.1%)	2.29	1.428
My teaching has contributed to improved student performance.	83 (76.9%)	21 (14%)	0	43.7%)	0	1.31	.662
I use a variety of teaching methods to reach different learners.	71 (65.7%)	37 (34.3%)	0	0	0	1.34	.477

Source: Field data 2025

Table 4.4 shows that majority of teachers consistently completed their teaching syllabus on time, with 50% strongly agreeing and 38% agreeing, resulting in a mean score of 1.62 (SD = 0.693). This demonstrates that teachers largely adhered to the planned curriculum, ensuring coverage of all necessary content within the stipulated academic period. One head teacher confirmed, *“Most of my teachers are diligent; they plan their lessons carefully and ensure the syllabus is fully covered before the national exams. I regularly review their schemes to monitor progress.”* This aligns with Mukasa (2014), who emphasized that timely completion of the syllabus is a critical indicator of teacher

accountability and directly affects student performance in examinations. Ensuring syllabus completion also facilitates structured learning and reduces the risk of content gaps that could hinder student understanding.

Proper maintenance of class records was highly observed among teachers, with 75% strongly agreeing and a mean score of 1.34 (SD = 0.477). Teachers diligently recorded attendance, student marks, lesson plans, and schemes of work, demonstrating a high level of organizational responsibility. A head teacher remarked, *“Teachers are meticulous in keeping their records up to date. This allows me to track student progress effectively and identify areas that require intervention.”* This finding resonates with Odhiambo (2013), who argued that systematic record-keeping is essential for instructional planning, monitoring, and overall school accountability. Accurate records also enable teachers to provide targeted support to struggling students, thereby improving learning outcomes.

The study revealed that 94.4% of teachers strongly agreed that they gave assignments and provided constructive feedback, with a mean of 1.06 (SD = 0.230). This indicates a high level of teacher commitment to student learning and assessment practices. A head teacher noted, *“Assignments are marked promptly and feedback is provided to guide students on improving their work. Students actively engage with the feedback to enhance their understanding.”* Idris (2015) supports this, highlighting that timely and constructive feedback motivates students, helps clarify misconceptions, and enhances learning effectiveness. Assignments thus serve as a critical tool for both monitoring progress and reinforcing learning.

Nearly all teachers prepared adequately for their lessons, as indicated by 96.3% strong agreement and a mean of 1.04 (SD = 0.190). One head teacher emphasized, *“Prepared lessons are noticeable; teachers come with all required materials, and lessons proceed smoothly with active student*

participation.” This finding is consistent with Farhi (2013), who argued that well-prepared lessons promote clarity, engagement, and effective delivery of content. Adequate preparation also allows teachers to anticipate challenges and adopt appropriate strategies to meet diverse learner needs.

Punctuality was another strong feature, with 80.6% of teachers strongly agreeing and a mean of 1.32 (SD = 0.783). A head teacher explained, “*Teachers are punctual and rarely miss classes, which maintains discipline and continuity of learning.*” According to Mwangi (2017), punctuality is fundamental to establishing a structured classroom environment that maximizes teaching time and fosters student focus. Teachers’ consistency in attending lessons also sets a positive example and encourages learners to value education.

Teachers demonstrated competence in maintaining discipline and fostering a positive classroom environment, with 72.2% strongly agreeing (mean = 1.44, SD = 0.868). A head teacher remarked, “*Our teachers handle disciplinary issues professionally and ensure that classrooms remain conducive for learning, even when challenges arise.*” This supports Ashkuzzaman (2015), who emphasized that a disciplined and supportive learning environment improves student engagement, reduces behavioral problems, and facilitates better academic outcomes. Effective classroom management also allows teachers to implement diverse teaching strategies without disruptions.

Engagement in professional development was evident, with 67.6% of teachers strongly agreeing (mean = 1.56, SD = 1.070). A head teacher observed, “*Teachers are encouraged to attend workshops and in-service training, and they bring back new strategies that improve lesson delivery.*” Creswell (2012) notes that ongoing professional development enhances teaching methods, knowledge acquisition, and instructional quality. Teachers who continuously upgrade their skills are better equipped to adapt to changing educational demands and improve student learning outcomes.

Collaboration among teachers showed moderate levels, with 40.7% strongly agreeing and 28.7% agreeing, but 16% disagreeing (mean = 2.29, SD = 1.428). A head teacher stated, “*Some teachers collaborate effectively to plan lessons and share teaching strategies, while others prefer to work independently.*” Hossain and Zeitlyn (2010) assert that collaborative teaching practices enhance professional growth, promote sharing of best practices, and contribute to overall school improvement. Encouraging peer collaboration can lead to improved curriculum delivery and innovative teaching approaches.

Most teachers agreed that their teaching contributed to improved student performance, with 76.9% strongly agreeing (mean = 1.31, SD = 0.662). A head teacher highlighted, “*Teachers’ efforts are reflected in students’ grades and exam results; commitment to quality instruction is evident in improved performance.*” This finding is supported by Katherine (2009), who emphasized that teacher performance, particularly in preparation and feedback provision, is directly linked to academic achievement and student success. Teachers’ effectiveness in instruction fosters better understanding and retention of content among learners.

Finally, 65.7% of teachers strongly agreed that they used diverse teaching methods, with 34.3% agreeing (mean = 1.34, SD = 0.477). A head teacher remarked, “*Teachers use group discussions, demonstrations, and visual aids to engage all learners. Students respond positively to these varied methods.*” Wulandari (2008) and Idris (2015) highlight that using multiple teaching methods caters to different learning styles, enhances comprehension, and motivates students. Varied instructional approaches ensure inclusive learning and accommodate diverse student needs, ultimately improving learning outcomes.

The relationship between headteachers' supervision practices and teachers' job performance in Private Secondary Schools in Ibanda District

To quantify the relationship between headteachers' supervision practices and teachers' job performance in Private Secondary Schools in Ibanda District, a Pearson Product-Moment Correlation was conducted. The results are presented in Table 4.5 below:

Table 4.5 Pearson Correlation Between headteachers' supervision practices and teachers' job performance in Private Secondary Schools.

		Supervision Practices	Teacher's Performance
Supervision practices	Pearson Correlation	1	.841**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	73.579	50.415
	Covariance	.688	.471
	N	108	108
Teachers performance	Pearson Correlation	.841**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	50.415	48.848
	Covariance	.471	.457
	N	108	108

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

The study sought to determine the extent to which headteachers' supervision practices influenced teachers' job performance in private secondary schools in Ibanda District, Southwestern Uganda. Descriptive statistics revealed that the mean score for supervision practices was 2.3398 with a standard deviation of 0.82925, while the mean score for teachers' job performance was 1.4454 with a standard deviation of 0.67566, based on 108 respondents. These findings indicate that teachers generally perceived supervision as effective, and their job performance was moderately high, though slightly lower than supervision levels. The moderate standard deviations suggest some

variability in how supervision and performance were experienced across different schools, reflecting differences in institutional practices and teacher engagement.

The Pearson correlation coefficient between headteachers' supervision practices and teachers' job performance was $r = 0.841$, with a significance level of $p < 0.01$, indicating a strong, positive, and statistically significant relationship. This finding implies that as headteachers' supervision practices improve in terms of regular classroom observations, feedback, mentorship, and professional development, teachers' performance also improves. The significance level of 0.000 confirms that this relationship is not due to chance, highlighting the pivotal role of supervision in enhancing teaching effectiveness.

Qualitative data from headteachers provided deeper insight into this relationship. One headteacher observed:

"When I conduct regular classroom visits and provide timely feedback, teachers become more motivated and confident. They apply new teaching strategies and engage students more effectively."

Another headteacher added:

"Mentorship sessions help teachers identify areas of improvement in lesson delivery, and we have seen a noticeable enhancement in student performance as a result." These testimonies illustrate that supervision goes beyond monitoring; it serves as a supportive mechanism for professional growth, aligning with the quantitative findings.

The strong correlation aligns with prior research emphasizing the importance of supervision in improving teacher performance. Mukasa (2014) highlighted that consistent supervision enhances accountability and instructional quality, while Idris (2015) argued that mentorship and feedback

improve teacher competence and classroom management. Furthermore, Patton (2015) emphasized that structured and supportive supervision fosters professional development, which is crucial for sustaining high-quality teaching practices.

In conclusion, the study establishes that headteachers' supervision practices are critical in shaping teachers' job performance in private secondary schools in Ibanda District. The combination of quantitative and qualitative evidence demonstrates that schools that implement structured, regular, and supportive supervision frameworks are likely to witness improved teacher performance, which ultimately benefits student learning outcomes. Therefore, continuous investment in effective supervision strategies is essential for promoting both teacher and student success.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter provides a synthesis of the study findings in relation to the research objectives, questions, and the reviewed literature. It goes beyond the presentation of results to critically interpret and explain their meaning, highlighting how they align with or diverge from previous studies. The purpose of the study was to examine the influence of head teachers' supervision practices on teachers' job performance in private secondary schools in Ibanda District, Southwestern Uganda. Accordingly, this chapter is organized into three major sections: the discussion of findings, the conclusions drawn from the study, and the recommendations for policy, practice, and further research.

Discussions

Supervision practices used by headteachers in private secondary schools in Ibanda District, Southwestern Uganda.

The study revealed that classroom observation was the most consistently applied supervisory practice by head teachers in private secondary schools in Ibanda District, with a high level of agreement among teachers (Mean = 1.69, SD = 0.793). This aligns closely with prior studies in Uganda, Kenya, Tanzania, and Ethiopia, which underscore classroom observation as a central tool in instructional supervision (Abdullah et al., 2022; Ochieng, 2021; Mwangi & Wambua, 2022; Kassahun, 2023). During interviews, one head teacher emphasized: *"I block out two mornings every week just for learning walks and full-period observations; it keeps instruction visible and supports targeted coaching."* This testimony illustrates deliberate efforts to maintain instructional oversight,

echoing Sergiovanni (2009), who argues that regular observation encourages reflection and self-improvement among teachers. Similarly, Robinson (2011) and Marshall (2013) note that structured lesson observations provide an evidence-based foundation for identifying areas of strength and areas requiring improvement.

The findings also highlighted mixed responses regarding the timeliness of feedback after classroom observations (Mean ≈ 3.57 , SD ≈ 1.18). While some teachers acknowledged prompt feedback, others noted delays, particularly during exam periods. One head teacher admitted: *“I try to debrief within 48 hours, but exam seasons stretch us; some feedback slips to the next week, which I know blunts its effect.”* This finding resonates with Hattie and Timperley (2007), who emphasize that timely feedback is critical for effective instructional improvement. Zepeda (2017) similarly stresses that delays weaken the immediate applicability of feedback, while Danielson (2011) recommends structured post-observation conferences to maximize teacher learning. The study confirms that although feedback mechanisms exist, their effectiveness is constrained by competing responsibilities and time pressures, echoing gaps highlighted in prior research (Abdullah et al., 2022; Mwangi & Wambua, 2022).

The study found strong evidence that mentorship and coaching were prominent in supervisory practices (Mean = 1.69, SD = 0.781). Teachers reported that pairing novice educators with experienced mentors enhanced instructional skills and confidence. One head teacher explained: *“Each new teacher is paired with a veteran; we co-plan, I co-teach once a month, and we keep a coaching log.”* This aligns with Darling-Hammond, Hyler, and Gardner (2017), who argue that mentoring strengthens teachers’ instructional strategies, while Kraft et al. (2018) emphasize that sustained coaching fosters long-term improvement. The findings support the literature, particularly Karanja and Muthoni (2024) and Wanjiku (2024), which highlight that coaching-oriented

approaches enhance teacher motivation and professional development, though the current study also shows that consistent implementation remains a challenge in some schools.

Reviewing lesson plans and schemes of work emerged as another widely adopted practice (Mean = 1.86, SD = 0.601), reinforcing accountability and curriculum alignment. One head teacher remarked: *“Every Thursday I sign off on lesson plans and schemes; I’m checking alignment, objectives, activities, and assessment must match.”* This practice aligns with Ornstein and Hunkins (2016), who note that plan reviews ensure coherence in teaching, and Stronge (2018), who emphasizes their role in improving instructional effectiveness. Similarly, Mwangi and Wambua (2022) found that structured plan review improves adherence to standards and enhances classroom outcomes.

In-service training and professional development activities were widely appreciated by teachers (Mean = 2.08, SD = 0.738). Head teachers organized workshops and continuous learning sessions, echoing Njeri (2023) and Desimone and Garet (2015), who argue that targeted, needs-based professional development significantly enhances instructional quality. One head teacher noted: *“Once a term we run a Saturday institute on assessment, differentiation, or literacy across subjects, followed by classroom try-outs.”* This confirms that professional development linked to classroom application is critical for translating supervision into tangible teacher improvement, as highlighted in the literature (Darling-Hammond et al., 2017).

The study identified areas of inconsistency, particularly in supervision scheduling (Mean = 2.73, SD = 1.204) and regular performance meetings (Mean = 2.73, SD = 1.130). Teachers reported variability in observing scheduled supervision, largely due to competing responsibilities such as exams and extracurricular activities. One head teacher explained: *“We publish a supervision calendar, but national exams and co-curriculars often bump visits; teachers feel that*

unpredictability.” This finding corresponds with the literature indicating that inconsistency in supervision undermines effectiveness (Kassahun, 2023; Wanjiku, 2024). Consistent and predictable supervision cycles are emphasized by Zepeda (2017) and Danielson (2011) as key to fostering accountability and professional growth.

The study highlighted the promotion of peer learning and collaborative professional cultures (Mean = 2.06, SD = 1.096). Teachers appreciated opportunities for peer observation and shared strategy sessions. One head teacher explained: *“We run monthly peer observations, no evaluation, just ‘see-one, try-one, share-one’; it’s boosted strategy spread far faster than memos.”* This reflects the growing recognition of collaborative cultures in improving instructional quality, supporting Vescio, Ross, and Adams (2008), and Hargreaves and Fullan (2012), who stress that professional learning communities foster collective efficacy and sustained improvement.

The study therefore, confirms that head teachers in Ibanda District employ a mix of instructional, mentorship, and professional development-oriented supervisory practices. Practices such as classroom observation, lesson plan reviews, mentorship, and in-service training align with global research demonstrating their effectiveness in enhancing teacher performance and student outcomes (Abdullah et al., 2022; Darling-Hammond et al., 2017; Robinson, 2011). However, inconsistencies in feedback timeliness, supervision scheduling, and performance meetings reflect systemic challenges that limit the full potential of these strategies, echoing gaps noted in prior literature (Mwangi & Wambua, 2022; Kassahun, 2023; Wanjiku, 2024). Qualitative testimonies further reinforce that supportive supervision fosters professional growth, teacher motivation, and collaboration, suggesting that the adoption of structured, consistent, and participatory practices can maximize supervision effectiveness in private secondary schools.

Level of teachers' job performance in private secondary schools in Ibanda District, Southwestern Uganda.

The findings of this study indicate that teachers in private secondary schools in Ibanda District demonstrate high levels of job performance in several key areas, including lesson preparation, syllabus completion, assessment, feedback provision, and the use of varied teaching methods. These findings align with Kiiza (2019) and Tournaki, Lyublinshaya, and Carolan (2019), who emphasized that teacher performance encompasses planning, instruction, classroom management, and engagement in school activities. The consistency observed in these practices suggests that teachers are committed to maintaining instructional quality and professional accountability.

Regarding syllabus completion and lesson preparation, the study revealed that a majority of teachers consistently finished their teaching syllabi on time and prepared adequately for each lesson. A head teacher explained, *“Most of my teachers are diligent; they plan their lessons carefully and ensure the syllabus is fully covered before the national exams. I regularly review their schemes to monitor progress.”* This observation resonates with Mukasa (2014), who highlighted that timely syllabus completion ensures structured learning and minimizes content gaps that could impede student comprehension. Similarly, Goe (2007) argued that the quality of teaching depends not only on teacher qualifications but also on proper planning and preparation. These findings also reflect McGregor's Theory Y, indicating that teachers in Ibanda District are intrinsically motivated, value responsibility, and actively seek to achieve educational goals, demonstrating initiative and commitment to their professional roles.

The study further indicated strong adherence to record-keeping, student assessment, and feedback provision. Most teachers maintained accurate attendance records, grades, and lesson plans,

while also offering timely and constructive feedback. A head teacher stated, *“Assignments are marked promptly, and feedback is provided to guide students on improving their work. Students actively engage with the feedback to enhance their understanding.”* These practices align with Idris (2015), who emphasized that timely feedback motivates students, clarifies misconceptions, and reinforces learning. Applying Theory Y, these teachers display a self-directed approach, taking responsibility for enhancing student outcomes through structured and reflective practices rather than relying solely on external supervision.

Punctuality and classroom management were also notable features of teachers’ performance. A high percentage of teachers reported being regular and punctual in their duties, while also maintaining disciplined and positive classroom environments. One head teacher noted, *“Teachers handle disciplinary issues professionally and ensure that classrooms remain conducive for learning, even when challenges arise.”* These observations are supported by Mwangi (2017) and Ashkuzzaman (2015), who highlight that punctuality and disciplined learning spaces are crucial for effective instruction and student engagement. In line with Theory Y, these behaviors suggest that teachers are self-motivated and committed to fostering an environment conducive to learning, demonstrating responsibility and initiative beyond external enforcement.

The study also revealed engagement in professional development activities, though collaboration among teachers showed variability. Teachers attended workshops and in-service training to enhance their teaching skills, as one head teacher explained, *“Teachers are encouraged to attend workshops, and they bring back new strategies that improve lesson delivery. Some teachers collaborate effectively to plan lessons, while others prefer to work independently.”* These findings are supported by Creswell (2012) and Hossain and Zeitlyn (2010), who argue that continuous professional development and collaboration improve instructional quality and school performance. The variability in collaboration suggests a blend of Theory Y and Theory X behaviors: while many

teachers are intrinsically motivated and proactive (Theory Y), others may require structured guidance and supervision (Theory X) to engage fully in collective professional practices.

The use of diverse teaching methods was another strength identified in the study. Teachers employed strategies such as group discussions, demonstrations, and visual aids to cater to different learning styles, resulting in improved student outcomes. A head teacher commented, *“Teachers use group discussions, demonstrations, and visual aids to engage all learners. Students respond positively to these varied methods.”* This aligns with Wulandari (2008) and Idris (2015), who note that using multiple instructional strategies enhances comprehension, accommodates diverse learners, and motivates student engagement. Through the lens of Theory Y, these practices reflect teachers’ intrinsic motivation to innovate and adapt their teaching approaches to meet students’ needs effectively.

In synthesis, the findings demonstrate that teachers in private secondary schools in Ibanda District perform well in professional preparation, classroom management, assessment, feedback, and instructional diversity. These results are consistent with both local (Kiiza, 2019; Okurut, 2012; Mwesigwa, 2010) and global studies (Nithya et al., 2014; Goe, 2007; Yoon, 2016), which emphasize that teacher diligence, preparation, and professional development are critical determinants of student learning outcomes. The application of McGregor’s Theory Y provides a conceptual understanding that most teachers are intrinsically motivated, proactive, and committed to achieving professional excellence. However, areas such as collaboration indicate that some teachers may still exhibit characteristics described by Theory X, where external structure and supervision are necessary to ensure full participation. These findings underscore the importance of fostering both intrinsic motivation and structured support mechanisms to maximize teacher performance and student success.

Relationship between Headteachers' Supervision Practices and Teachers' Job Performance

The findings of this study reveal a strong, positive, and statistically significant relationship between headteachers' supervision practices and teachers' job performance in private secondary schools in Ibanda District ($r = 0.841$, $p < 0.01$). This aligns with prior research emphasizing the pivotal role of supervision in shaping teacher effectiveness. Basavaraj (2013) and Shukia (1980) observed that headteachers' administrative behavior, supervision style, and engagement with teachers influence teacher job satisfaction and professional effectiveness. Similarly, Georgia (1984) highlighted that headteachers' active involvement with teachers enhances school effectiveness. The high correlation in this study suggests that when headteachers consistently conduct classroom observations, provide feedback, offer mentorship, and support professional development, teachers are better positioned to deliver high-quality instruction, maintain discipline, and engage in professional growth.

Qualitative testimonies from headteachers further reinforce these findings. One headteacher remarked, *"When I conduct regular classroom visits and provide timely feedback, teachers become more motivated and confident. They apply new teaching strategies and engage students more effectively."* Another headteacher added, *"Mentorship sessions help teachers identify areas of improvement in lesson delivery, and we have seen a noticeable enhancement in student performance as a result."* These narratives echo Lyons (2010) and Hallinger (2008), who emphasized that headteachers play a crucial role in establishing and communicating the school mission, supporting staff professional development, and fostering a positive school climate. The data indicate that supervision is not merely an evaluative function but also a developmental and supportive mechanism that directly influences teacher behavior and performance.

The findings also resonate with the conceptual frameworks discussed in the literature. Colton (2003) and Little and Little (2001) argued that effective headteachers serve as role models, provide guidance, and actively encourage teachers' professional growth. The strong positive correlation observed in this study suggests that such behaviors are associated with higher teacher performance in terms of lesson preparation, classroom management, assessment, and instructional delivery. Similarly, Sadker (2010) and Weber (1971) highlighted that effective schools are characterized by strong leadership, clear goals, and a safe and orderly climate conducive to learning. The supervision practices reported in Ibanda District reflect these characteristics, as teachers reported receiving structured feedback, mentorship, and professional development opportunities that support instructional quality.

McGregor's X and Y Theories provide a useful lens to interpret these findings. Theory Y posits that employees are intrinsically motivated, seek responsibility, and perform better when provided with supportive and enabling conditions. The study's qualitative data suggest that many teachers responded positively to mentorship, coaching, and constructive feedback, demonstrating initiative and engagement consistent with Theory Y. For instance, one headteacher observed, *"Teachers implement new strategies immediately after feedback sessions, showing ownership of their professional development."* Conversely, Theory X assumes that employees are naturally disinclined to work, require strict supervision, and perform better under close monitoring. The variability in teachers' engagement with collaborative meetings and professional development activities, as noted in other sections of this study, may reflect the need for occasional structured oversight, illustrating elements of Theory X in practice. Overall, the findings suggest that a balanced approach combining supportive supervision (Theory Y) with accountability measures (Theory X) optimizes teacher performance.

The study also highlights the practical implications of effective supervision for school effectiveness. Patton (2015) argued that structured and supportive supervision fosters professional growth, while Mukasa (2014) emphasized that regular monitoring and feedback improve instructional quality. The Ibanda District findings align with these arguments, showing that supervision enhances teachers' ability to plan lessons, maintain class records, engage students, and contribute positively to academic outcomes. In essence, headteachers' supervision practices function as both a motivational and regulatory mechanism, improving teacher performance while promoting the overall mission and effectiveness of the school.

Conclusions

The study concludes that headteachers in private secondary schools in Ibanda District employ a variety of supervision practices, including classroom observations, lesson plan reviews, mentorship, feedback provision, and in-service training, which overall support teacher professional growth and accountability. Teachers demonstrated generally high job performance, consistently preparing lessons, maintaining records, providing constructive feedback, using diverse teaching methods, and engaging in professional development, though collaboration among colleagues was moderate. Importantly, there is a strong, positive, and statistically significant relationship between headteachers' supervision practices and teachers' job performance, indicating that structured, supportive, and consistent supervision enhances instructional quality, motivation, and professional competence. These findings underscore that effective supervision is pivotal in improving teacher performance, fostering professional development, and ultimately promoting better student learning outcomes and overall school effectiveness in private secondary schools.

Recommendation.

Based on the study findings, the following recommendations are made:

For Headteachers: Private secondary school headteachers in Ibanda District should continue to implement structured and consistent supervision practices, including regular classroom observations, timely feedback, mentorship, and professional development activities. Emphasis should be placed on ensuring feedback is prompt and actionable, and that supervision schedules are adhered to, to maximize teachers' professional growth and instructional effectiveness.

For Teachers: Teachers should actively engage in supervision processes, including mentoring sessions, feedback discussions, and professional development opportunities. They should also collaborate more with colleagues to share best practices, improve lesson planning, and enhance teaching strategies for diverse learners.

For School Management and Policy Makers: Private schools should invest in capacity-building programs for headteachers to strengthen their supervisory skills, particularly in mentorship, coaching, and performance evaluation. Policies should be developed to standardize supervision practices, ensuring consistency across schools while providing resources to support professional development.

For Future Research: Further studies could explore the long-term effect of supervision on student academic outcomes and investigate external factors, such as socio-economic conditions or school size, that may influence the effectiveness of headteachers' supervision practices. Research could also examine the integration of technology in supervision to enhance efficiency and feedback mechanisms.

References

- Abdullah, A., et al. (2022). Supervisory practices in Ugandan secondary schools. *Journal of Educational Leadership*, 45(3), 123-135.
- Acheson and Gall (2011). *Foundation of School Administration*. Nairobi: Oxford university place.
- Aithal, P. S., & Kumar, P. M. (2016). Organisational behaviour in 21st century – 'Theory A' for managing people for performance. *IOSR Journal of Business and Management*.
- Basavaraj, M. (2013). Administrative behavior and teacher job satisfaction. *International Journal of Educational Studies*, 28(4), 212-225.
- Bold, T., et al. (2017). Teacher absenteeism in Uganda. *World Development Journal*, 45(2), 154-166.
- Bush, T., & Glover, D. (2016). *Supervision in education: Monitoring and professional development*.
- Colton, G. (2003). Visionary leadership in schools. *Education Administration Quarterly*, 39(1), 45-67.
- Darling-Hammond (2000). *Schools Should Strengthen Continuous Assessment*. New Vision, p. 11.
- Fullan M. (1992). *Successful School Improvement*. Buckingham, UK: Open University Press.
- Fullan M. and Newton E. (1988). School Principals and Change Processes in the Secondary Schools' *Canadian Journal of Education*, 13(3), 404-422.
- Gannon, D., & Boguszak, A. (2013). Douglas McGregor's Theory X And Theory Y. *CRIS Bulletin of the Centre for Research and Interdisciplinary Study*, 2013(2), 85-93.
- Goe, L. (2007). Teacher quality and student outcomes. *Review of Educational Research*, 77(1), 3-68.

- Gurr & Drysdale, (2014). Perceptions of Secondary School Teacher Satisfaction. *Journal of Educational Administration* 18 (2) P224 – 227.
- Gurr, D., & Drysdale, L. (2014). *Essential of Educational Technology. Teaching and Learning Innovations in Education*, (4th Reprint.). New Delhi: Offset printers.
- Gurr, D., & Drysdale, L. (2014). *Instructional leadership and school improvement*
- Hallinger, P., & Murphy, J. (1985). *Supervision and teacher performance in catholic founded Secondary Schools in Luwero District. (Unpublished master's dissertation). Makerere University, Kampala, Uganda.*
- Harris, C (2017) Ten roles for teacher leaders. *Educational Leadership*, 65(1): 74-77. View at Google Scholar.
- Karanja, P., & Muthoni, E. (2024). Coaching-oriented supervision in Rwandan secondary schools. *East African Education Journal*, 15(3), 23-40.
- Kassahun, M. (2023). Supervisory practices in Ethiopian secondary schools. *African Journal of Educational Management*, 56(2), 89-101.
- Kiiza, J. (2019). Employee relations and performance of secondary school teachers in Kawempe Division, Uganda. *Education Research Review*, 11(2), 45-59.
- Lawter, L., Kopelman, R. E., & Prottas, D. J. (2015). McGregor's Theory X/Y and Job Performance: A Multilevel, Multi-source Analysis. *Journal of Managerial Issues*, 27(1/4), 84–101
- Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *Influence of head teachers' Instructional Supervision Strategies on Curriculum Implementation in Public Secondary schools in western district in Zanzibar. (Unpublished master's Thesis).*

- Mugagga, A. (2018). Evolution of Uganda's education system: A historical perspective.
- Mugisha, E. (2020). Challenges in rural secondary education in Uganda. *Teachers' Forum*, 22, (7), 665-701.
- Mwangi, J., & Wambua, P. (2022). Supervision and teacher motivation in Tanzanian schools. *Tanzania Education Review*, 24(2), 76-93.
- Njeri, A. (2023). Participatory supervision in Kenyan secondary schools. *Kenya Educational Insights*, 19(4), 109-126.
- Ntinias, G. (2008). Head teachers' supervision styles and teacher performance. *European Journal of Education Management*, 12(3), 145-157.
- Ochieng, D. (2021). Head teachers' supervisory practices in Kenyan secondary schools. *African Journal of Education*, 25(1), 56-72.
- Ofsted, F (2019). Evaluating the effectiveness of Educational management and leadership programme. Shah Alam: UPENA, MARA University of Technology Publisher.
- Okurut, A. (2012). Teacher absenteeism and quality education in Uganda. *Uganda Educational Review*, 18(4), 23-35.
- Orodho & Mbeche, (2009). The Effect of Head Teachers' Instructional Supervisory Practices on Performance of Private Secondary School Students in Musanze District, Rwanda. Published Master's Thesis, Bugema University.
- Robbins. K and Judge. S (2013). (2019). Quality of teaching and learning in Manafwa District. A presentation of observations to primary school head teachers. Manafwa district Hall.

Sadker, D. (2010). Effective school leadership and its effect. *Journal of Effective Education*, 44(1), 5-20.

Sahlberg, P. (2011). Finnish lessons: What can the world learn from educational change in Finland?

Sergiovanni (2007) Influence of secondary school Principals Instructional supervision practices on Kenya Certificate for Secondary Education Performance in Kasikeu Division unpublished M.Ed Project University of Nairobi.

Wamala, H (2010). Head teachers' support supervision on the teachers' performance in the thematic curriculum classes in Namanyonyi and Nakaloke sub-counties, Mbale district, Uganda. (Unpublished Master's dissertation). Islamic University in Uganda. Mbale, Uganda.

Yoon, J. (2016). Professional development and its effect on teacher performance in South Korea. *Global Education Studies*, 13(2), 67-88.

APPENDICES

Appendix 1 : Sample Size determination table of Respondents

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384
<i>Note: N is Population Size; S is Sample Size</i>					<i>Source: Krejcie & Morgan, 1970</i>				

Appendix 2: Budget

Number	Item	Quantity	Unit cost	Total costs
1	Stationary			
	Pens & pencils	10dozens	10,000=	100,000=
	Papers	10dozens	15,000=	150,000=
	Note books	10dozens	1,500=	15,000=
	Markers	10	1,500=	15,000=
	Ink pads	10	1,500=	15,000=
2	Field work			
	Transport (to & from)	10trips	50,000=	500,000=
	Meals	20meals	5,000=	100,000=
	Accommodation	10days	10,000=	100,000=
	Field attires e.g. gum boots, umbrella		50,000=	50,000=
	Airtime		50,000=	50,000=
3	Secretarial			
	Typing and printing		100,000=	100,000=
	Photocopy		200,000=	200,000=
	Binding	10	10,000=	100,000=
4	Compensation	325	2,000=	650,000=
	Total			2,145,000=

Appendix 3: Time Frame

Activity	Dec 2023	Jan 2024	Feb 2024	Aug 2024	JAN 2025	March 2025	May 2025	July 2025
Concept paper								
Proposal writing								
Proposal presentation								
BSU-REC approval								
Data collection								
Data analysis								
Submission of Dissertation								