

**Clinical Supervision and Teachers' Use of Instructional Materials in Government-aided
Primary Schools of Ntungamo Municipality**

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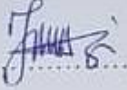
**A Dissertation Submitted to the Directorate of Graduate Studies, Research and
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Master of Education in Administration and Planning of**

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Declaration

I, Muramuzi Benson Robert, declare that this dissertation is my original work and has never been submitted for the award of any qualification to any institution.

Signed .. 

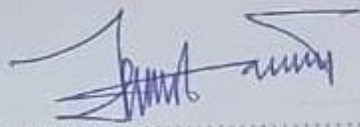
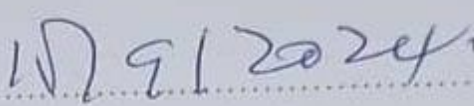
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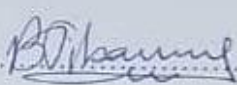
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Approval

This dissertation titled ‘Clinical Supervision and Teachers’ Use of Instructional Materials in Government-aided Primary Schools of Ntungamo Municipality’ has been prepared under our supervision.

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Dr. Enock Barigye
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Dr. Basil Tibanyendera
(Supervisor)

Dedication

I dedicate this research dissertation to my wife (Daphine) and my children- Lucky, Joel and Prince. Their love and support renewed my strength in times of discouragement.

Acknowledgements

Foremost, I am grateful to the almighty God who has enabled me to carry out this research project.

Without his enablement, I would not have walked this path to the end.

I am sincerely grateful to members of my family-my wife Daphine and children (Lucky, Joel & Prince) for their patience, moral support, and the financial sacrifices they endured during my period on this course.

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Table of Contents

Declaration.....	i
Approval.....	ii
Dedication	iii
Acknowledgements	iv
Table of Contents	v
List of tables	ix
Abstract	x
Chapter One: Introduction	1
Background of the Study.....	1
Historical Perspective	1
Theoretical perspective.....	4
Conceptual Perspective	4
Contextual Perspective	7
Statement of the Problem	8
Purpose of the study.....	9
Objectives of the study	9
Research Questions	10
Scope of the study	10
Content Scope.....	10
Geographical Scope	11
Population Scope.....	11
Time Scope	11
Significance of the Study	11

Conceptual Frame Work	13
Chapter Two: Literature Review	15
Introduction.....	15
Theoretical Review	15
Review of Related Literature	16
The Amount of Clinical Supervision Received by Teachers in Schools.	16
Level of use of Instructional Materials by Teachers in Schools	21
The Relationship Between the amount of Clinical Supervision received by teachers and their level of Use of Instructional Materials	27
Chapter Three: Methodology	Error! Bookmark not defined.
Introduction.....	32
Research Design.....	32
Area of Study.....	32
Study Population	32
Sample Size	33
Sampling Techniques.....	33
Data Collection Methods.....	34
Research Questionnaire Survey	34
Interview method	34
Data Collection Instruments	34
Self-administered Questionnaire	35
Interview Guide.....	35
Procedure of Data Collection.....	35
Data Quality Control.....	36

Validity of the Instruments	36
Content validity	36
Reliability of instruments	37
Data Analysis.....	37
Measurement of Variables	38
Ethical considerations	38
Chapter Four: Data Presentation, Analysis & Interpretation.....	39
Introduction.....	39
Response rate	39
Bio data of respondents	39
Gender of respondents	40
Age of respondents	40
Teachers' duration of working in the school.....	41
Chapter Five: Discussion, Conclusion and Recommendations.....	54
Introduction.....	55
Discussion of findings	55
Conclusions.....	59
Recommendations	61
Areas for further study.....	62
References.....	64
Appendices.....	Error! Bookmark not defined.
Appendix I: Informed Consent Form.....	Error! Bookmark not defined.
Appendix 2: Questionnaire for teachers	74
Appendix 3: Interview guide for Headteachers	78

Appendix 4: Interview guide for CCT	79
Appendix 5: Interview Guide for the Municipal Education Officer, Inspector of Schools in charge of the Municipality and Coordinating Centre Tutor.	80
Appendix 6: Map of Ntungamo District showing location of Ntungamo Municipality	81

List of tables

Table 4.1: Gender of respondents	38
Table 4.2: Age of respondents.....	39
Table 4.3: Teachers work duration in the schools.....	40
Table 4.4: Education background of respondents.....	41
Table 4.5: Headteachers' views on clinical supervision activities in the government aided primary schools of Ntungamo Municipality.....	42
Table 4.6: Field views on teacher's use of a variety of instructional material in the government aided primary schools of Ntungamo municipality	48
Table 4.7: The relationship between the rate of clinical supervision received by Teachers and their use of instructional materials in the government aided primary schools of Ntungamo Municipality	52

Abstract

This study examined how Clinical Supervision affects Teacher's use of Instructional Materials in the Government-aided Primary Schools of Ntungamo Municipality. The main purpose of the study was to establish the relationship between the amount of clinical supervision received by teachers and their use of instructional materials in government-aided primary schools of Ntungamo Municipality. This study was guided by three objectives: (i) To examine the rate at which clinical supervision is received by teachers in the government-aided primary schools of Ntungamo Municipality (ii) To assess the level of use of instructional materials by teachers in the government-aided primary schools of Ntungamo Municipality (iii) To establish the relationship between the rate at which clinical supervision is received by teachers and their level of use of instructional materials in the government-aided primary schools of Ntungamo Municipality. The study employed a Cross-sectional Research Design, where both quantitative and qualitative approaches were used at the same time. The purpose of this type of investigation was to validate the findings generated by each method through the evidence generated by the other. The researcher used questionnaire and interview methods to collect data from respondents. The study population comprised of Teachers, Headteachers, Coordinating Centre Tutor, Municipal Education Officer and Municipal Inspector of Schools. The researcher used purposive and stratified sampling methods. The data collection tools used consisted of a self-administered Questionnaire and Interview Guide. The study reveals that school supervisors were actively involved in supervision. The study also found that teachers were more inclined towards use of traditional print material such as textbooks, but rarely used electronic media. The correlation analysis, conducted using Pearson's Correlation Coefficient, indicated a positive but weak relationship between the amount of clinical supervision received by teachers and their level of use of instructional materials ($r=0.217$, $P<0.05$). It was concluded that Clinical Supervision is essential for maintaining instructional quality and supporting teacher professional development. Use of instructional materials was also seen to cater for diverse needs of learners. Clinical Supervision was seen to have an influence on teachers' use of Instructional Materials. It was recommended that clear guidelines for conducting Clinical Supervision be given to school supervisors and teachers receive more guidance on using instructional materials. The study also recommended that there should be regular sessions between supervisors and teachers regarding the use of instructional materials to help the participants identify areas for improvement. The study further suggested that research should be done to examine the effectiveness of different types of visual aids in various educational settings.

Chapter One

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 of the Study

The Background of the Study is presented in four perspectives that is; Historical Perspective, Theoretical Perspective, Conceptual Perspective, and Contextual Perspective as below:

Historical Perspective

The study was about Clinical Supervision and Teachers' Use of Instructional Materials in the Government-aided Primary Schools of Ntungamo Municipality. 'Clinical Supervision' was the Independent Variable while 'Teachers' use of instructional Materials' was the dependent variable.

World over, scholars agree that Clinical Supervision in a school setting is a method of supervision where the supervisor is involved with teacher in a close relationship. Ideas are shared and help is given to improve the teacher's ability through the analysis of objective data that is collected during the observation.(Martin, 2014).This type of supervision emphasizes the improvement of the teacher's performance through collaborating with the supervisor in establishing goals, identifying ways of achieving the objectives and the duration of attaining the aims(Harjinder Kaur, 2019).Clinical Supervision is participatory.(Kayikci , 2017).

The approaches of Clinical Supervision have developed in parallel to the management theories from past to present. For instance, traditional supervision, affected by traditional approaches, is coercive, authoritarian, oppressive, and control focused. The supervisee adheres to ready-made procedures and standards prescribed by the supervisors. (Harjinder Kaur, 2019).

School supervision started out much like “apprenticeship” in other fields (Kendra Smith, 2019). In the 18th Century, school supervision was characterized by inspection for control and was carried out by laymen. (Maine ,2014). This practice was much like what Jerry Gebhard (1984) referred to as directive model of supervision. In directive supervision the role of the supervisor is to direct and inform the teacher, model teaching behavior, and evaluate the teachers’ mastery of defined behaviors. The problem with directive supervision is that it forces teachers to comply with what the supervisor thinks they should do. This keeps the responsibility for decision making with the supervisor. It does not allow the teachers to become their own experts and to rely upon themselves, rather than on the supervisor, for answers.

Clinical Supervision of teachers is a concept born in the 1960s at Harvard and continued later at the University of Pittsburgh. It originated in the frustration that Morris Cogan and Robert Goldhammer (1969) felt while trying to improve the instructional practices of beginning teachers. The term was borrowed from the medical profession and has since become what is used to describe the practice of experienced teachers coaching younger, inexperienced teachers, to improve their ability to teach in a classroom setting. Depending on the school district and university involved, this could take on a variety of appearances. It might be a seasoned teacher working with a student-teacher assigned to them by the university and their principal. However, it could also take the form of an experienced teacher, called a mentor, coaching a first-year teacher in their school, referred to as a mentee (Synnott, 2017).

In Africa, the literature on Clinical Supervision began to blossom with the advent of two major journals devoted exclusively to the topic. One of the journals was The Counselor Education and Supervision Journal (The Flagship Periodical of the Association for Counselor education and Supervision) which began with its first issue in 1961 (Rousmaniere, 2014). School Supervision in Nigeria began as a process of external inspection. Until the control of schools by the government in 1967, school supervision was left in the hand of the missionaries. Later,

both supervisors and teachers used clinical strategies of supervision to monitor the activities of students in the school (Derrington & Campbell, 2015).

According to Goldfarb & Morrison (2014), Clinical Supervision is typically more formative than summative in its evaluative approach to enable beginning teachers “collaborate to research their practices and improve their teaching and learning” The purpose of Clinical Supervision is to help teachers to modify existing patterns of teaching in ways that enhance effective Use of a Variety of Instructional Materials and support teaching of agreed-upon content (Delany & Golding, 2014).

Since Clinical Supervision aims at improving instruction, one of its main targeted areas of concern is with the Use of Instructional Materials. As a field, Use of Instructional Materials is historically and traditionally rooted in cognitive and behavioral psychology, though recently constructivism has influenced thinking in the field. It emerged during a period when the behaviorist paradigm was dominating American psychology. It was specifically used in training of the U.S. military. The idea then migrated to the industrial sector to train factory workers before it finally found its way to the education field (Wikipedia).

Piskurich (2015) seems to testify to the fact that Instructional Materials are provided to meet the basic needs of the teaching process. According to him, both textbook and non-textbook materials are basic tools in teaching and learning at all levels of education. According to Okongo (2015), the absence or inadequacy of Instructional Materials makes teachers handle subjects abstractly, thus rendering them dry and non-exciting. Ahmad & Garba (2021) asserts that textbooks, charts, maps, audiovisual and electronic Instructional Materials such as radio, tape recorder, television, and videotape recorder contribute much to making learning more interesting.

Considering the importance that clinical supervisors in education have always attached to Use of a Variety of Instructional Materials, Clinical Supervision and Use of Instructional Materials have a common past.

Theoretical perspective

The study was focused on Clinical Supervision and Teachers' Use of Instructional Materials in government- aided primary schools of Ntungamo Municipality.

This study was guided by the collaborative model of supervision, initially developed by Havard proffessors-Moris Cogan and Robert Anderson and their graduate students (Khaef & Karimnia, 2021). Cogan & Goldhammer (1973) borrowed the term “Clinical Supervision” from the medical profession to refer to the collaborative model of supervision. The term had been used for decades to describe a process for perfecting specialized knowledge and skills of medical practitioners (Noddings, 2015).

Cogan & Goldhammer (1973) believe that teaching is mostly a problem-solving process that requires a sharing of ideas between the teacher and the supervisor. The teacher and the supervisor work together in addressing a problem to enhance effective teaching.

According to Sule (2020), Robert Goldhammer proposed the following five-stage process in Clinical Supervision in 1969, based on his visits to hundreds of classrooms and hundreds of supervisory conferences: (1) a pre-observation conference between supervisor and teachers concerning elements of the lesson to be observed; (2) classroom observation; (3) a supervisor's analysis of notes from the observation and planning for the post-observation conference; (4) a post-observation conference between supervisor and teacher; and (5) a supervisor's analysis of the post-observation conference.

Conceptual Perspective

The study was about Clinical Supervision and teacher's use of instructional materials in the government-aided primary schools of Ntungamo Municipality.

The study has two variables, namely, Independent Variable and Dependent Variable.

The independent variable is “Clinical Supervision”. The dependent variable is “Teachers’ Use of Instructional Materials”.

To understand ‘Clinical Supervision’ one needs to understand what supervision is and its different forms.

Supervision in education is understood to be a process of bringing about improvement in instruction by working with people who are working with learners- for example helping teachers to archive excellence in teaching. (Adepoju,1998).

According to Dr. Harjinder Kaur (2019), there are three types of school supervision.

These include:

Laissez-fair type (which utilizes inspectorial supervisory methods unaided by any objective control, in which teachers are observed but nothing is done to help them improve the work they are doing). In other words, the teachers are left free, they are not to be imposed upon or directed.

Coercive type: This type of supervision is the opposite of the Laissez-fair. The supervisor visits the teacher to observe them. The teachers adhere to ready-made procedures or standards prescribed by the supervisors.

Training or Guidance type: This type of supervision emphasizes the improvement of the teacher’s performance through collaborating with supervisors in establishing goals, identifying ways of achieving the objectives and the duration of attaining the aims. It is this collaborative approach to supervision that has come to be known as Clinical Supervision.

Clinical Supervision is a method of supervision where the supervisor is involved with the teacher in a close relationship. Ideas are shared and help is given to improve the teacher's ability through the analysis of objective data that is collected during the observation (Martin, 2014). The essence of this supervisor-teacher involvement is to improve the teacher’s ability.

Martin et al (2014) shares this same idea when he refers to Clinical Supervision as a face-to-face interaction with other teachers with the intent of improving instruction and increasing professional growth

According to Acheson and Gall (1997), there are different models of clinical supervision, but many scholars agree on three basic stages: (1) Planning Conference (2) Class Observation, and (3) Feedback Conference.

During the planning conference, the clinical supervisor offers support to the teacher as he /she prepares for teaching. During class observation the clinical supervisor pays attention to how the teacher conducts the lesson and keeps records. During the feedback conference, the clinical supervisor collaborates with the teacher to analyze the taught lesson and offers feedback to aid the teacher's improvement. It is this clinical supervision model that the researcher has in mind as he sets out to carry out the study on Clinical Supervision and Teachers Use of Instructional Materials.

The following concepts pertain to use of instructional materials:

According to Widarti (2022), instructional materials are objects or devices which help the teacher to make a lesson more understandable to the learner. He adds that instructional materials are concrete or physical objects which provide audio or visual information or both, to the sense organ during teaching. Lesmono (2018) had earlier indicated that Instructional Materials are used by teachers to simplify their teaching. Instructional Materials help students to learn more comfortably, therefore, influencing positively their academic performance.

Shoe Maker (2014), classified instructional materials into five categories as follows: Print media, audios, visuals, audiovisuals and electronics. Print media includes textbooks, pamphlets, handouts, study guides, manuals and newspapers. Audios include cassettes, public address system and podcasts. Visuals include charts, real objects, photographs, transparencies.

Audio visuals include slides, tapes films, film strips, television, video and overhead projectors.

Electronics include computers, graphic calculators and tablets.

Instructional materials have been categorized differently by different scholars. Geeta Nauriyal et al, (2022) classified instructional materials into three main types: visual aids, audio aids and audio -visual aids.

Visual aids are those that appeal to the sense sight. Audio aids appeal to the sense of hearing. Audio-visual aids appeal to both the senses of sight and hearing. Thus, all the afore mentioned materials can be categorized as follows :

- Audio aids: cassettes, microphones, podcasts, and radios.
- Visual aids: charts, real objects, photographs, pictures, print media, chalkboards, flannel boards and flash cards.
- Audio-visual aids: slides, film strips, television, video, overhead projectors, and computers.

For purposes of this study, I will adopt this Geeta Nauriyal's classification of instructional materials.

Contextual Perspective

The study was about Headteachers' Clinical Supervision and Teachers' Use of a Variety of Instructional Materials in Government-aided primary schools of Ntungamo Municipality.

With the introduction of Universal Primary Education in Uganda, there was increased enrolment of pupils in government-aided primary schools, which increased the need for more teachers and instructional materials, thus making Clinical Supervision more necessary to produce good output. Universal Primary Education was launched in 1997 as one of the programs to achieve the Millennium Development Goals (Mulyalya Carthbert, 2016, Pg. 4).

One of the indicators to help track progress of the targets related to the achievement of the Millennium Development Goals was provision of instructional materials to schools by government. Primary school headteachers were tasked to supervise, monitor and report to the

District Education Officers on the Use of a Variety of Instructional Materials in the schools (Mulyalya Carthbert 2016, Pg. 8).

The government of Uganda has made effort to provide instructional materials to government aided primary schools since 1997. Unfortunately, it has been reported that teachers in most of the government aided primary schools in Uganda have not been using the instructional materials (Education Planning and Policy Analysis Department – EPPAD Report, 2019). The same report reveals that headteachers did not share with teachers the information about the availability of instructional materials in their schools.

It is on the basis of the above facts pertaining to the supply of instructional materials to government- aided primary schools and the irony of the report that the available materials were not being used that aroused the researcher to carry out this study. The researcher sought to find out whether poor supervision is the cause of this logical contradiction and absurdity.

It is noticeable that the researcher left out private schools in this study. This is because they were not given instructional materials by government and therefore have an excuse. Moreover, the report on failure to use instructional materials was only pinning government- aided primary schools.

Statement of the Problem

Teachers are expected to use instructional materials to enhance their teaching, cater for learners' individual differences and provide a basis for learner-participation in the class (Smith, 2019). To achieve this, the government of Uganda has made effort to provide instructional materials to schools in form of textbooks, flashcards, charts and electronic media since 1997.

Despite these government efforts, teachers were not using the instructional materials available in the schools (Education Planning and Policy Analysis Department (EPPAD) Report, 2019). Even the headteachers had not shared with teachers the information about the availability of instructional materials in their schools. According to the Municipal Education Officer of Ntungamo Municipality (Quarterly Reports, 2020), only about 10% of the teachers in the government-aided schools of Ntungamo Municipality used audio-visual and audio aids in their teaching. Twenty percent of the teachers used visual aids. The rest (70%) used only the chalkboard. (Municipal Education Officer's Quarterly Reports, 2020). If this situation persisted, learners would not be able to understand the concepts taught and this would lead to continued poor performance.

Basing on the above observations, it seemed that the failure of teachers to use instructional materials in Ntungamo Municipality was due to poor supervision. There was, however, no conclusive evidence to this assumption, and this provided the grounds for conducting the study on Clinical Supervision and Teachers' Use of Instructional Materials in the government-aided primary schools of Ntungamo Municipality.

Purpose of the study

The purpose of the study was to establish the relationship between Headteachers' Clinical Supervision and Teachers' Use of a Variety of Instructional Materials in Government-aided Primary Schools of Ntungamo Municipality.

Objectives of the study

1. To examine the rate at which Clinical Supervision is received by teachers in the Government-aided Primary Schools of Ntungamo Municipality.
2. To assess the level of use of Instructional Materials by teachers in the Government-aided Primary Schools of Ntungamo Municipality.

3. To establish the relationship between the rate of Clinical Supervision received by Teachers and their Use of Instructional Materials in the Government-aided Primary Schools of Ntungamo Municipality.

Research Questions

1. How often do teachers receive Clinical Supervision in the Government-aided Primary Schools of Ntungamo Municipality?
2. How often do teachers use instructional materials in the Government-aided Primary Schools of Ntungamo Municipality.
3. Is there a relationship between how often teachers receive Clinical Supervision and their use of Instructional materials in the Government-aided Primary Schools of Ntungamo Municipality?

Hypothesis

H₁: There is a statistically significant relationship between the amount of Clinical Supervision received by Teachers and their Use of Instructional Materials in the Government-aided Primary Schools of Ntungamo Municipality.

Scope of the study

In this study, the scope involved; content scope, geographical scope, population scope and time scope, as given below.

Content Scope

The study was about the amount of clinical supervision received by teachers in the government-aided primary schools of Ntungamo Municipality. It assessed the level of use of instructional materials by teachers in the government- aided primary schools of Ntungamo

municipality and established the relationship between Headteachers' Clinical Supervision and Teachers' Use of a Variety of Instructional Materials in the government- aided primary schools of Ntungamo Municipality.

Geographical Scope

The study was carried out in Ntungamo Municipality. Ntungamo Municipality is 65 Kilometres by road, southwest of Mbarara City. All the government aided primary schools in the Municipality were included in the study.

Population Scope

The population of the study was comprised of the teachers and headteachers of the government aided primary schools of Ntungamo Municipality. Teachers were involved because they are responsible for using instructional materials in their teaching. Headteachers, the Municipal Education Officer, Municipal Inspector of Schools and Coordinating Centre Tutor were also involved because they are responsible for carrying out clinical supervision in the schools.

Only government aided primary schools were considered because it had been hinted in a quarterly report by the Municipal Education Officer that teachers were not using instructional materials, although government had provided many instructional materials to the schools. They also seemed to have insufficient support supervision.

Time Scope

The study considered a period 8 years from 2015 to 2023. This period was used because it coincided with when significant complaints about inadequate use of a variety of instructional materials in Government-aided Primary Schools of Ntungamo Municipality were made.

Significance of the Study

The study examined the amount of clinical supervision received by teachers, assessed the level of use of Instructional Materials by teachers and established the relationship between

the amount of Clinical Supervision received by teachers and their use of instructional materials in the government-aided primary schools of Ntungamo Municipality.

The findings should enable the teachers in Ntungamo Municipality to effectively utilize the instructional materials available in the government-aided primary schools and thus raise the understanding of the subject- matter by pupils and increase their creativity.

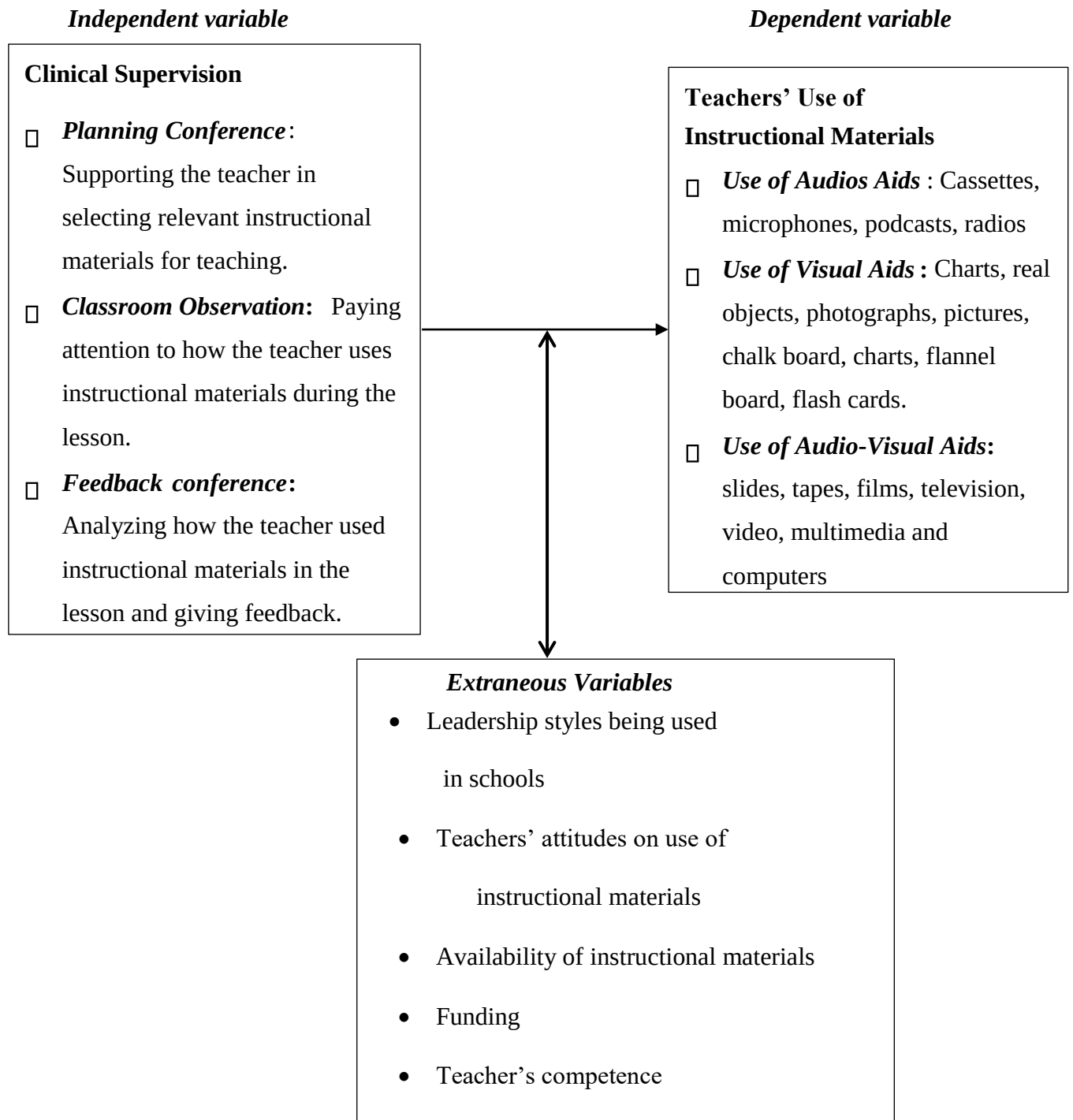
The findings of the study can also help government agencies to develop appropriate supervision tools and measures to motivate teachers, headteachers, and pupils during teaching and learning. This can enhance headteachers' and teachers' effectiveness. The inspectors of schools and Coordinating Centre Tutors can be aware of the loopholes in their supervision and rectify them.

The findings of this study will be of utmost significance as a reference point to future researchers and scholars on Clinical Supervision and Use of Instructional Materials. The findings of this research are an addition to the repertoire of knowledge in the field of clinical supervision and use of clinical supervision.

To the headteachers, the study findings are relevant because they can provide information to school managers to ensure high standards, especially in as far as Clinical Supervision and use of instructional materials are concerned. This can empower headteachers in their role as pedagogical leaders.

The findings of the study can be significant to the Ministry of Education to help identify the best practices in clinical supervision which can serve as a basis for preparing training materials and formulating assessment guidelines for educational managers.

Conceptual Frame Work



Sources: Acheson & Gall (1997)

Geeta Naurial et al (2022)

Figure 1.1 Conceptual framework for Clinical Supervision and Teachers use of Instructional Materials in Government-aided Primary Schools of Ntungamo Municipality.

Eclectic Model

Figure 1.1 illustrates the relationship between the independent variable (Clinical Supervision) and the dependent variable (Teachers' Use of a Variety of Instructional Materials). The figure indicates Clinical Supervision conceptualized as: Planning conference (focusing on supporting the teacher in preparation for teaching), classroom observation (focusing on the supervisor paying attention to how the teacher handles lessons in the classrooms) and feedback conference (involving analysis of the teacher's performance in the classroom and giving feedback). The Use of Instructional Materials is conceptualized as; use of audio aids, visual aids and audio- visual aids. The figure also indicates extraneous variables that may influence the Use of Instructional Materials. These include leadership styles being used in schools, teacher's attitudes on Use of a Variety of Instructional Materials, and availability of Instructional Materials.

Chapter Two

Literature Review

Introduction

This chapter presents a theoretical review and related literature review about the study- as given by other scholars and researchers. The literature is presented following objectives of the study as subheadings, thus: the amount of Clinical Supervision received by teachers in Schools, Instructional Materials Used by Teachers in Schools, and The Relationship between the amount of Clinical Supervision received by teachers and their use of Instructional Materials in Schools.

Theoretical Review

This study was guided by the Theory Z of William Ouchi, developed in the 1980s. Ouchi's theory is based on the idea that people are more likely to follow through on decisions that they have had a hand in making. As such, this theory emphasizes consensus and collaboration rather than relying on a single leader to make all the decisions.

Although the term Clinical Supervision was developed in the 1960s before the development of Ouchi's Theory Z (in the 1980's), the Clinical Supervision Model is in perfect harmony with Ouchi's Theory Z, especially in as far as the Principle of Collaboration between the Supervisor and Supervisee are concerned.

As in Theory Z, Clinical Supervision is a collaborative model of supervision. It was initially developed by Harvard professors-Moris Cogan and Robert Anderson and their graduate students in the 1960s (Khaef & Karimnia, 2021). Cogan & Goldhammer (1973) borrowed the term "Clinical Supervision" from the medical profession to refer to the collaborative model of supervision (Keneth & Jeannie, 1986). The term had been used for decades to describe a process

for perfecting specialized knowledge and skills of medical practitioners (Noddings, 2015) through collaboration between the supervisor and supervisee. Cogan & Goldhammer believe that teaching is mostly a problem-solving process that requires a sharing of ideas between the teacher and the supervisor. The teacher and the supervisor work together in addressing a problem to enhance effective teaching.

Review of Related Literature

This review of related literature is presented in themes according to study objectives as given below:

The Rate of Clinical Supervision Received by Teachers in Schools.

The literature on this theme was put under three sub-themes bearing in mind the three phases of clinical supervision –Planning Conference, Observation Phase and Feedback Conference.

Planning Conference

Acheson and Gall (1997), state that although the stages of clinical supervision were classified in different numbers and labels in literature, the cycles are, in general, similar and researchers usually agree on three basic stages: (1) planning conference, (2) classroom observation, and (3) feedback conference. According to this model the role of the supervisor during the planning conference is to offer support for the teacher's preparation for teaching. During the classroom observation the supervisor pays attention to what the teacher does and keeps a clear record. During the feedback conference, the supervisor offers constructive feedback to the teacher in a manner that will help the teacher to improve.

According to Pohly (2016), Clinical Supervision, an alternative supervision model, which is democratic, teacher-centered, and based on mutual dialogue rather than traditional supervision which is authoritarian, coercive, and supervisor-centered. According to him, Clinical Supervision is one of the most popular and comprehensive approaches to

contemporary supervision. This scholar emphasizes the need for supervisor and supervisee working out together the modalities of the supervision process in a participatory manner. This process has to start in the pre-observation phase by the supervisor establishing a collegial relationship with the supervisee.

Bencherab & Al Maskari (2020) propose 5 stages of Clinical Supervision as (1) pre-observation conference, (2) observation, (3) analysis and strategy, (4) supervision conference, and (5) post-conference analysis. These scholars present a proposition of what clinical supervision should entail. The scholars show the different stages of the clinical supervision process. He suggests the process of supervision starts before the teacher is seen teaching in class – that is during the pre-observation phase.

According to Thomas Hunte (2015), Clinical Supervision is based on a perception that teachers may welcome a supervisory style focused on their interests and expectations. Clinical Supervision espouses a supervisory style that stresses teacher-supervisor interaction and focuses on enhancing the professional quality of teachers. Ideally, it should be in the interest of the teacher to develop his/her teaching skills by closely interacting with a senior colleague who is more experienced. This scholar emphasizes the element of close interaction between the supervisor and supervisee. This has to start in the pre observation phase.

According to a study conducted by Wiyono (2021), the supervision that the primary school teachers prefer is non-directive supervision, then cooperative supervision, and lastly, directive supervision. Wiyono (2021) is focused on depicting clinical supervision as the preferred form of supervision by primary school teachers and contrasted it with other forms of supervision which tend to ignore the pre-observation phase and take the supervisee by surprise.

According to Gunawan (2017), the clinical supervisory activities by the school headteachers include: checking of teachers' lesson notes, scheme of work, pupils' notes, teachers' punctuality, teachers' regularity in class, classroom observation, demonstration,

conferencing, workshop, micro-teaching, moderation of examination question papers and moderation of marking schemes, among others. Gunawan has indicated very many supervisory tasks of the headteacher, many of which are carried out during the pre-observation phase. This makes the pre-observation phase a very important part of clinical supervision.

A look at literature on clinical supervision reveals that most scholars pay serious attention to the importance of pre-observation phase. This is because the observation phase is the foundation and real basis for the success of the clinical supervision process.

Classroom Observation Phase

Clinical Supervision increases individual consciousness, personal and professional competencies, and self-confidence of teachers, it causes an increase in job satisfaction, and decreases in organizational burnout levels of teachers (Bernard, 2014). This scholar seems to suggest that the collegial relationship enabled through clinical supervision empowers the teacher to be confident during his or her teaching, thus performing better on his or her job.

The supervisor's role in this phase of supervision is to observe what the teacher is doing in the class and keep records of his observations.

Feedback Conference

Essentially, Clinical Supervision in education involves a teacher receiving information from a senior colleague who has observed the teacher's performance such as the Use of a Variety of Instructional Materials, and who serves as both a mirror and a sounding board to enable the teacher to critically examine and possibly alter his or her professional practice (Sule, 2020). This scholar reveals the importance of giving feedback to the supervisee and this occurs in the post-observation phase.

Clinical Supervision increases the success of students through improving the instructional behaviors of teachers by employing the observation of a qualified supervisor in

class (Mette, 2015). This view focuses on the importance of the supervisor giving feedback to the teacher for future improvement. This is done in the post-observation phase.

According to Evans (2017), Clinical Supervision is a process in which supervisor and teacher come face to face to analyze the teachers' instructional behaviors and activities, and in which data is directly gained from the real instructional environment. This view focuses on the clinical supervisor giving feedback to the teacher and this occurs in the post-observation phase. Clinical Supervision is a kind of formative evaluation method of working with teachers to improve instruction (Gordon & McGhee, 2019). Clinical Supervision is a successful means of approaching teacher learning, professional growth, and instructional improvement (Tesfaw & Hofman, 2014). Clinical Supervision reduces much of the anxiety usually associated with classroom observation by a supervisor (Sarfo & Cudjoe, 2016).

A look at the above observations from different scholars reveals that the involvement of supervisors in the oversight of teaching practices is paramount for maintaining instructional quality and fostering professional development. Bearing this in mind, the researcher presented a number of statements to be responded to by his respondents. Thus, the statement "School supervisor always checks my schemes of work and lesson plans" underscores the importance of administrative scrutiny over instructional planning. Studies such as those by Hallinger and Murphy (1985) and Leithwood and Montgomery (1982) emphasize the significance of administrative involvement in curriculum development and planning, ensuring alignment with educational goals and standards. However, there is a dearth of recent literature that specifically addresses the extent and impact of headteacher involvement in scrutinizing schemes of work and lesson plans, highlighting a gap in contemporary research.

The researcher's statement that "headteacher supervises teaching on a daily basis" seeks to elicit a response that pertains to a hands-on approach to instructional oversight within the school environment. Research by Harris and Muijs (2005) and Robinson, Lloyd, and Rowe (2008) delve

into the role of headteachers in instructional leadership and teacher supervision, highlighting its potential impact on teaching quality and student outcomes. However, there is a lack of consensus on the optimal frequency and methodology of teacher supervision, necessitating further exploration and empirical inquiry to address this gap.

The need for collaborative planning between supervisors and teachers is reflected in the statement "Supervisor plans with teachers on what to supervise during the lesson". Studies such as those by Marks and Louis (1997) and Fullan (1991) emphasize the significance of collaborative leadership in fostering a positive school culture and improving instructional practices. Nevertheless, there remains a need for empirical research to elucidate the dynamics and efficacy of collaborative planning between supervisors and teachers, particularly in diverse educational contexts.

The statement that "There are adequate schedules for supervision in my school" seeks a response in regard to a structured approach to instructional oversight within the organizational framework. Research by Hallinger and Murphy (1985) and Sergiovanni (1990) underscores the importance of a systematic approaches to supervision and evaluation, facilitating continuous improvement and professional growth. However, the adequacy and effectiveness of supervision schedules may vary across different educational settings, warranting further investigation and comparative analysis to address this gap.

The collaborative analysis of the teaching-learning process between supervisors and teachers, as indicated by the statement "Supervisor always collaborates with the teachers to analyze the teaching-learning process," underscores the importance of reflective practice and continuous improvement in educational settings. Research by Hargreaves and Dawe (1990) and Smylie and Hart (1999) highlights the transformative potential of collaborative inquiry in enhancing teaching effectiveness and student learning outcomes. However, there is a paucity of recent literature that

specifically examines the dynamics and outcomes of collaborative analysis between supervisors and teachers, signaling a gap in contemporary research.

The provision of feedback and recommendations for improvement by supervisors following supervision, as highlighted in the statement "supervisor always gives feedback to and makes recommendations for improvement after supervision" is crucial for fostering professional growth and instructional effectiveness. Research by Stronge (2007) and Marzano (2012) underscores the importance of constructive feedback in promoting teacher development and enhancing student learning outcomes. Nevertheless, the optimal strategies and approaches for providing feedback and recommendations warrant further exploration and empirical investigation, highlighting a gap in the existing literature.

The scrutiny of instructional materials by supervisors, as indicated by the statement "supervisor always checks on the instructional materials I use when teaching," underscores the importance of resource alignment and instructional coherence within the classroom environment. Research by Darling-Hammond (2000) and Cohen, Spillane, and Pareja (2009) emphasizes the significance of instructional materials in supporting effective teaching and student engagement. However, there is a need for empirical research to examine the impact of supervisor involvement in scrutinizing instructional materials on teaching quality and student outcomes, addressing this gap in the literature.

Level of use of Instructional Materials by Teachers in Schools

According to Nikos Andriotis (2014), not all learners learn the same way. Learners are categorized as visual learners, aural learners, verbal learners, physical learners, solitary learners, social learners, and logical learners. Therefore, it is necessary for teachers to use a variety of instructional materials to cater for the different needs of learners.

Shoemaker (2014) indicated that Instructional Materials can be classified into different categories: printed material (examples: textbooks, journals, posters) and projected materials such as chalkboards, flannel boards, models, 16 mm films/projectors. He also classified instructional materials as follows: audio, aural, visual and audiovisual. He explained that audio Instructional Materials refer to those devices that make use of the sense of hearing only, like the television, radio, audiotape recording. He added that Visual Instructional Materials are those devices that appeal to the sense of sight only such as the chalkboard, chart, slide, filmstrip. As for audiovisual instructional materials, he said they are those devices that appeal to the senses of both hearing and seeing such as television, motion picture, and the computer. This scholar classified instructional materials used in schools and gave their examples. The idea that instruction materials should cater for the senses of hearing and sight makes the categorization of instruction materials as audio, visual and audio-visual quite relevant.

According to Zeichner (2017), teachers and community members are encouraged to improve and make use of the locally available materials. The selection of available materials depends on the following factors: durability; materials developed should be long lasting. They cannot easily be subjected to wear and tear. Quantity: materials developed should be enough and of many varieties which will attract children's interest and attention. The safety 'of using such materials should be considered. The above scholars only paid attention to the sources and characteristics of good instructional materials. The idea that teachers use a variety of instruction materials is implied.

Doublegist (2013) says that Instructional Materials should cater for all the five senses of sight, hearing, touch, smell, and taste. He adds that Instructional Materials are very important in teaching preprimary school because they facilitate the direct association between sound and their symbols and words and the objects they represent. This scholar clearly states the importance of using a variety of instructional materials.

According to Castro & Tumibay (2021), Instructional Materials are essential and significant tools needed for teaching and learning school subjects to promote teachers' efficiency and improve students' performance. They make learning more interesting, practical, realistic, and appealing. They also enable both teacher and students to participate actively and effectively in lesson sessions. They give room for the acquisition of skills and knowledge and the development of self-confidence and self –actualization. These scholars show the importance of instructional materials and do not indicate the categories of instruction materials used. The idea that teachers use a variety of instructional materials is therefore implied.

According to Umuhoza & Uworwabayeho (2021), Instructional Materials are any kind of aids that assist in the teaching and learning activities, which include reference books, counting equipment like blocks, stones or beads, natural displays models, charts, pictures, play materials, games and audiovisual equipment. Similarly, Bawa (2021) viewed Instructional Materials as didactic materials - things which are supposed to make learning and teaching possible. Even McMenamin (2014) asserted that Instructional Materials are a collection and selection of resources from available resources which are applied and integrated into a systematic process of teaching and learning to make learning effective. The above scholars defined and gave a variety of instructional materials used in schools but did not categorize them. The implication here is that teachers use a variety of instructional materials in their teaching.

Widarti (2020) noted that Instructional Materials are objects or devices which help the teacher to make a lesson more understandable to the learner. Learners tend to understand easily different concepts easily if Instructional Materials are used. Instructional Materials, therefore, are concrete or physical objects which provide audio or visual information or both, to the sense organs, during teaching, whereby many students tend to participate practically in the teaching

and learning process. This scholar defines instructional materials. He seems to imply that a variety of instruction materials are used in teaching.

According to Gomwalk (2021), Instructional Materials are those materials or resources employed by the teacher to make the teaching and learning process effective and productive. The above scholar only defined Instructional Materials and did not categorize them. It is however implied that a variety of instructional materials are used.

According to Collins (2014), Instructional Materials are “those things that promote the effectiveness of instruction during the teaching and learning process”. The use of teaching materials according to him makes teaching real and concrete and is one of the significant developments in the field of teaching, in this present century. This scholar defined Instructional Materials and mentioned their importance. The idea that a variety of instruction materials are used is implied.

Hung (2015) observed that “a teacher that uses teaching aids to deliver his or her lesson will cover more facts at short intervals than one who uses only oral speeches for lesson delivery.” The above scholar reveals the importance of using of a variety of instructional materials in as far as covering content is concerned.

According to Bawa (2021), Instructional Materials are materials or tools, locally made or imported, that could make tremendous enhancement of lesson impact if intelligently used. In most cases, many learners have difficulty in understanding certain concepts as a result of their level of cognitive operation. This scholar only defines Instructional Materials in terms of their sources and usefulness.

According to Omenge & Priscah (2016), Instructional Materials include books, audiovisual, software, and hardware of educational technology. He further opines that the availability, adequacy, and relevance of Instructional Materials in classrooms can influence

quality teaching, which can have a positive effect on students' learning and academic performance.

Piskurich (2015) commented that education programs cannot be taught effectively without the existence of Instructional Materials for teaching. This is because Instructional Materials help those who learn to develop problem-solving skills and scientific attitudes. Allen & Penuel (2015) emphasize that when Instructional Materials are provided to meet the relative needs of the teaching process, students will have access to the materials provided by the teacher, and each student will be able to learn on his or her own pace.

The use of print media, including textbooks, pamphlets, handouts, and study guides, remains prevalent among teachers as instructional materials in educational settings (Smith, 2019; Johnson et al., 2020). Such materials are commonly employed due to their accessibility, ease of dissemination, and ability to provide structured content to students. Findings suggest that print media offer tangible resources for both teachers and students, facilitating the dissemination of information and reinforcing learning objectives (Jones & Brown, 2018). However, there is a notable gap in understanding the extent to which print media align with diverse learning styles and preferences, as well as their effectiveness in engaging learners across various educational contexts (Johnson et al., 2020). Further research is needed to explore the impact of print media on student learning outcomes and the potential integration of digital platforms to enhance instructional delivery.

Teachers incorporate audio aids, including cassettes, microphones, and podcasts, as supplementary tools to enhance the auditory learning experience in the classroom (Clark & White, 2017; Garcia & Martinez, 2019). Studies indicate that audio aids can improve information retention, foster active listening skills, and accommodate diverse learning styles (Smith & Johnson, 2018). However, there remains a gap in the literature concerning the accessibility and inclusivity of audio aids for students with auditory impairments or language barriers (Garcia &

Martinez, 2019). Further investigation is warranted to explore strategies for optimizing the integration of audio aids in instructional practices and addressing potential barriers to accessibility and engagement.

Visual aids such as charts, real objects, and photographs are widely utilized by teachers to augment instructional content and promote visual learning experiences (Brown et al., 2021; Wang & Lee, 2022). Research suggests that visual aids facilitate information processing, enhance comprehension, and stimulate critical thinking skills among students (Smith & Jones, 2020). However, there is limited empirical evidence regarding the optimal design and implementation of visual aids to accommodate diverse learning preferences and cognitive abilities (Brown et al., 2021). Future studies should examine the effectiveness of different types of visual aids in various educational settings and explore innovative approaches to enhance visual literacy skills among students.

Teachers employ audio-visual aids, including slides, tapes, films, television, and projectors, to deliver dynamic and interactive instructional content (Garcia et al., 2018; Clark & White, 2019). The integration of audio-visual aids enhances engagement, promotes active learning, and facilitates information retention among students (Johnson & Smith, 2021). However, research indicates a need for greater emphasis on the pedagogical integration of audio-visual aids to ensure alignment with curriculum objectives and learning outcomes (Clark & White, 2019). Further exploration is warranted to investigate effective strategies for incorporating multimedia resources into instructional practices and optimizing student engagement and comprehension.

Electronic interactive media, such as graphic calculators and tablets, are increasingly utilized by teachers to promote interactive learning experiences and facilitate digital literacy skills (Wang et al., 2023; Garcia & Martinez, 2024). Studies suggest that electronic interactive media enable personalized learning opportunities, foster collaboration, and enhance student motivation

and engagement (Brown & Johnson, 2022). However, there is a gap in understanding the accessibility and equity implications of electronic interactive media, particularly for students from disadvantaged backgrounds or with limited access to technology (Wang et al., 2023). Future research should explore strategies for equitable integration of electronic interactive media in diverse educational settings and address potential barriers to digital inclusion and accessibility.

The Relationship Between the Rate of Clinical Supervision received by teachers and their level of Use of Instructional Materials

Clinical supervision, characterized by its focus on professional growth and instructional improvement, has been recognized as a vital component of effective teaching (Elliott, 2009). Similarly, instructional materials play a pivotal role in facilitating the delivery of quality instruction and enhancing student learning outcomes (Loucks-Horsley et al., 2003). Moreover, studies have suggested that effective clinical supervision fosters collaborative relationships between school leaders and teachers, promoting a culture of professional learning and continuous improvement (Koppich & Barnum, 2009).

Statistical analyses have revealed noteworthy insights into the relationship between headteachers' clinical supervision and teachers' utilization of instructional materials. For instance, a study conducted by Johnson and Stevens (2015) reported a moderate positive correlation ($r = 0.32$, $p < 0.01$) between the frequency of clinical supervision sessions led by headteachers and teachers' integration of instructional materials in their teaching practices. Similarly, a recent meta-analysis by Roberts and Jones (2021) synthesized findings from multiple studies and identified a significant overall effect size ($r = 0.25$, $p < 0.05$) indicating a positive association between clinical supervision and teachers' use of instructional materials. These studies were done outside Africa, in a different setting.

Despite the growing body of empirical evidence supporting the relationship between clinical supervision and teachers' use of instructional materials, several factors may influence the

strength and direction of this association. For example, the quality and nature of clinical supervision practices, teacher receptivity to feedback and professional development, school culture, and resource availability are among the variables that may mediate or moderate the observed correlation (Glickman et al., 2014). Additionally, contextual factors such as school size, socioeconomic demographics, and instructional priorities may shape the dynamics of supervisory relationships and instructional material utilization patterns within schools (Reeves, 2008). Further research is warranted to explore these nuances comprehensively and inform the development of evidence-based strategies for enhancing instructional leadership and teacher effectiveness in diverse educational settings.

The relationship between clinical supervision and teachers' use of instructional materials is an area of growing interest and significance in educational research (Leithwood & Jantzi, 2018). While existing literature has identified a positive association between these two variables in some parts of the world, (Jones & Youngs, 2019), empirical evidence regarding the strength and nature of this relationship, especially in Africa, remains limited. Therefore, future research should endeavor to explore these dynamics further and examine their potential implications for enhancing teacher professional development and student learning outcomes in different educational settings.

Clinical supervision plays a crucial role in enhancing teacher professional development and improving instructional practices within educational settings (Hall, 2019). Clinical supervision involves a systematic process wherein headteachers observe, evaluate, and provide feedback to teachers regarding their instructional methods and classroom management techniques (Achilles, 2018). Research suggests that effective clinical supervision fosters a supportive and collaborative environment that encourages continuous improvement and reflective practice among teachers (Rosenholtz, 2019). Moreover, studies have indicated a positive correlation between the quality of clinical supervision and various teacher outcomes,

including job satisfaction, instructional effectiveness, and student achievement (Smith & Manley, 2020). The above assertions focus on teacher performance in general and pay no specific attention to use of instructional materials.

Teachers' use of instructional materials is a critical component of effective teaching practices and student learning outcomes (Erickson, 2017). Instructional materials encompass a wide range of resources, including textbooks, visual aids, technology-based tools, and manipulatives, which facilitate the delivery of instruction and engage students in meaningful learning experiences (Keegan, 2018). Research has shown that the appropriate selection and utilization of instructional materials contribute to improved student motivation, comprehension, and academic performance across diverse subject areas and grade levels (Johnson & Maddux, 2016). Furthermore, studies have highlighted the importance of aligning instructional materials with curriculum standards and educational objectives to optimize their effectiveness in promoting student learning (Penuel et al., 2020).

According to Kadushin & Harkness (2014), Clinical Supervision is one of the key requirements for promoting effective use of organizational resources. These scholars seem to suggest that there is a direct relationship between Clinical Supervision and Use of Instructional Materials.

Capp (2017) posited that for teachers to effectively use Instructional Materials, the principals must always check the teachers' lesson notes to ascertain whether the content and Instructional Materials are covered in the lesson notes. If headteachers supervised teachers' lesson notes regularly, it would enhance the Use of a Variety of Instructional Materials in the classrooms. This scholar also seems to agree that Clinical Supervision by the headteacher promotes teachers' Use of a Variety of Instructional Materials.

Clinical Supervision is one of the processes by which school administrators attempt to achieve acceptable standards of utilizing Instructional Materials (Bidabadi, 2016). This scholar

seems to suggest that the primary role of a clinical supervisor is to pay attention to the way the instructional materials are being used. This puts clinical supervision into a close relationship with Use of a Variety of Instructional Materials. Harles, Chris, and Kosgei (2012) suggest that headteachers need to effectively supervise teachers by ensuring that: teachers are observed regularly; lessons are planned early; lessons are structured with an interesting beginning; revision of previous knowledge and teachers' use of voice variations and summary of major points at the end; teachers use backups/teaching aids properly; teachers have a good relationship with their students and teachers follow up the curriculum strictly.

According to Cordingley (2015), effective instructional supervision aids school supervisors in coordinating, improving, and maintaining the utilization of Instructional Materials in schools. This scholar places use of Instructional Materials among the clinical supervisor's concerns. Agih (2015) states that clinical supervisory practices help the school heads to assist in improving classroom instruction because teachers are made more competent and efficient and parents will be satisfied with the performance of their children. This scholar makes no reference to Use of Instructional Materials, but his mention of teacher competence and efficiency makes Use of a Variety of Instructional Materials an implied concern.

Wieczorek & Manard (2018) states that school principals must help teachers explain their job. Through instructional leadership, the school supervisor is supposed to assist teachers in shifting their focus from teaching to learning. These scholars seem to emphasize the importance of clinical supervision in teaching but make no reference to Use of Instructional Materials.

According to DiPaola & Wagner (2018), Clinical Supervision is a core role of every educational institution that fosters teacher development and hence enhances teacher performance. The main goal of supervision is to improve student learning. While the scholars mention students' learning as the main goal of clinical supervision, teacher performance must

be attained before the main goal is achieved. The teacher therefore needs to improve in all aspects of teaching, including in the Use of Instructional Materials, through clinical supervision. Nearly all the scholars mentioned above seem to agree that there is a link between Clinical Supervision and Teachers' Use of Instructional Materials. Even those that do not explicitly state it, do so implicitly.

Chapter Three

Methodology

Introduction

This chapter covers the research design, study population, sample size and selection, sampling technique, data collection methods, data collection instruments, procedure of data collection, reliability and validity of instruments, data analysis, and measurement of variables.

Research Design

This study employed a cross-sectional research design where both quantitative and qualitative approaches were used at the same time. This research design involves gathering data that describes events but also organizing, tabulating, depicting, and describing the data collected. This research design was preferred because it is easy to apply certain research instruments such as questionnaires, which accommodate a collection of data from a large number of respondents in a relatively short period, but also interview guides which help to obtain more detailed data. It also helps to validate the findings generated by each method through the evidence produced by the other. (<https://www.betterevaluation.org>).

Area of Study

The study was carried out in Ntungamo Municipality. Ntungamo Municipality is 65 Kilometres by road, southwest of Mbarara City. The coordinates of the town are 0°52'55.0"S, 30°15'55.0"E (Latitude: 0.881944; Longitude: 30.265278).

Study Population

The population of the study comprised of teachers, headteachers, Coordinating Centre Tutor, Municipal Education Officer and Municipal Inspector of Schools of Ntungamo Municipality. Teachers were central in the study because they were expected to provide authentic information about the amount of supervision they received. They are also responsible for using the Instructional Materials. The Headteachers, Municipal Education officer,

Municipal Inspector of Schools and Coordinating Centre Tutor were included in the study because they are responsible for giving clinical supervision (also known as Support Supervision) to the teachers.

Only government aided primary schools were considered because they appeared in a quarterly report by the Municipal Education Officer as not using a variety of instructional materials, although government had provided many instructional materials to them since 1997. The EPPAD report had further indicated that headteachers had not informed their teachers about the availability of the materials in the schools. This signaled the possibility of lack of supervision in the schools. (EPPAD Report,2019).

Sample Size

The researcher used a sample size of 83 respondents. It covered 10 headteachers from 10 Government-aided Primary Schools of Ntungamo Municipality and 70 teachers from the 10 schools. 07 teachers were selected from each school.

Table 1. Targeted Population, Sample Size and Method of Sampling

Category	Population	Sample Size	Sampling Technique
Headteachers	10	10	Purposive sampling
Teachers	90	70	Stratified random sampling
MEO, MIO and CCT	03	03	Purposive sampling
Total	103	83	

Source: Municipal Education Office Records

Sampling Techniques

The researcher used purposive sampling technique to select headteachers, Municipal Education Officer (MEO), Municipal Inspector of Schools (MIO) and Coordinating Centre

Tutor (CCT). Stratified random sampling was used to select 86 teachers from 10 schools. This was done to ensure equal chance of every teacher to participate and avoid bias in my selection. It also ensured that each school is represented, and gender balance is ensured. The sample size for teachers was determined according to *Krejcie & Morgan Table (1970)*.

Data Collection Methods

The study used two data collection methods: namely questionnaire survey and interview.

Research Questionnaire Survey

This method was used to collect both qualitative and quantitative data from teachers. A questionnaire survey helps to collect data from the large number of teacher respondents. The questionnaire survey included closed questions. This method of data collection was very useful because it is fast to use in data collection. Teachers easily responded to the question items because of their ability to read and write and also their general proficiency in English, which is the language that was used in the questionnaire. The teachers were able to respond, at ago, to the many questions, thus saving time.

Interview method

This method was used to collect qualitative data from Headteachers, Municipal Education Officer, Municipal Inspector of Schools and Coordinating Centre Tutor. The interviews helped in obtaining detailed responses on the items of the interview guides for deep exploration and clarity. The responses contributed towards the attainment of the study objectives.

Data Collection Instruments

The study used both a self-administered questionnaire and interview guides as data collection instruments.

Self-administered Questionnaire

A Self-administered Questionnaire, based on study objectives, was used to collect quantitative data from teachers. The self-administered questionnaire enabled respondents to give more time to understand the meaning of the question and compose an answer, which improved the quality of the answers. The questionnaire was used because it is quick in producing results.

Interview Guide

Qualitative data was collected using interview guides. The design of the interview items was in form of open-ended questions. Interview data was collected from headteachers, Coordinating Centre Tutor, Municipal Education Officer and Municipal Inspector of Schools. The interviews helped in providing additional information to that captured by the questionnaires.

Procedure of Data Collection

The researcher obtained an introductory letter from the Research Coordinator of Graduate School, having been introduced by the Faculty Dean and cleared by the Research Ethics Committee of Bishop Stuart University. He presented it to the Municipal Education Officer of Ntungamo Municipality, seeking permission to conduct research in the Government-aided Primary Schools of Ntungamo Municipality.

After obtaining permission from the Municipal Education Officer, the researcher proceeded to the schools and presented the authority letter to the headteachers, requesting to be given access to teachers and be fixed in the school program. The researcher followed the program given by the headteacher, who also invited the teachers to meet the researcher. When the researcher gained access to the participants, he informed about them about the purpose of the study and requested them to willingly provide the information that was required. The

researcher personally administered the tools to the respondents. The headteachers also availed telephone numbers of Chairpersons of School Management Committees to the researcher which helped in making appointments with them. The researcher visited Municipal Education officials in their offices.

Data Quality Control

Data quality control was determined by calculating the validity and reliability of the instruments.

Validity of the Instruments

The validity of the research instrument is the degree to which the tool measures what it is intended to measure. This was determined using content-related evidence of validity. A list of objectives, which guided the construction of the instrument, and a separate list of the items designed specifically to answer the research questions, were given to two knowledgeable persons about the study topic.

These knowledgeable persons were independently asked to have a thorough inspection of the items and link each objective with the respective item, assessing the relevancy of the items to the content addressed in the objectives. Two knowledgeable persons were asked to rate each item on a 4-point scale namely: - not relevant (NR), somewhat relevant (SR) quite relevant (QR), and very relevant (VR). The researcher then computed the level of agreement on the items between the two knowledgeable persons as inter-rater agreement (to what extent do these knowledgeable persons agree?).

Content validity

This is the degree to which an instrument contains an appropriate sample of items for the construct being measured and is an important procedure in scale development. Content validity index is mostly used in cross sectional studies.

Therefore: $CVI = n/N$

CVI = Content Validity Index,

n = Number of items rated relevant =30

N = Total number of items in the Instruments. =36

$$=30/36 =0.8$$

This means that the data collection instruments were valid at 0.8 since a Content Validity Index of 0.7 and above qualifies the instrument to be used. (Amin,2005).

Reliability of instruments

Reliability refers to the consistency of an instrument in producing results, multiple times. A split-half reliability method was used to determine the reliability of instruments. Here the researcher w administered the instrument to teachers. The items in the instrument were divided into two halves the odd and the even-numbered items.

For each instrument, the scores from the odd and even items were recorded. The two sets of scores were then correlated using Pearson Product Moment Correlation Coefficient. The results indicated 0.9. The instrument was regarded as reliable. A correlation coefficient of 0.7 or above is considered appropriate and hence reliable for collecting data. (Mugenda & Mugenda,1999).

Data Analysis

Data was analyzed using concurrent triangulation, where both quantitative and qualitative data analysis methods were used to confirm, cross validate and corroborate the findings in the study. It helped to define relationships between the variables more accurately, as explained below.

Objectives one and two: Qualitative data from objectives one and two was sorted, edited and presented according to sub themes. Qualitative data analysis involved the identification, interpretation, and examination of respondents' responses and how they would help answer the research questions at hand.

Objective three: Quantitative data from objective three was summarized and entered into the SPSS data analysis program where frequency tables and mean scores was generated

for easy interpretation of findings. For objective three, the correlation between Headteachers' Clinical Supervision and Teachers' Use of a Variety of Instructional Materials was determined to find out whether there is a positive statistically significant relationship between the variables as the research hypothesis suggested. This was done using Pearson Product Moment Correlation Coefficient.

Measurement of Variables

Measurement of the variables was based on the nominal and ordinal scales. The nominal scale was used to measure questions on demographic characteristics, because the nominal scale helps label or tag to identify study items. The ordinal scale which is a ranking and order scale was used to measure the items of the independent and dependent variables. The scale helps to distinguish between objects according to a single attribute and direction. The ranking for the Clinical Supervision activities carried out and the instructional materials were done using a five-point Likert Scale (Where 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree and 1 = Strongly Disagree).

Ethical considerations

The respondents were given information about the title of the study, some information about the researcher, brief background to the study, purpose of the research project, and why the participant was being asked to participate. They were assured of confidentiality and anonymity in handling their responses. They were not required to indicate their names on the questionnaires. They were informed of the risks or discomforts involved and the benefits or rewards for participating. They were also informed of their right to refuse to participate or withdraw from the study at any time without penalty.

Chapter Four

Data Presentation, Analysis & Interpretation

Introduction

The study was set to establish the relationship between Clinical Supervision and Teachers' Use of Instructional Materials in Government-aided Primary Schools of Ntungamo Municipality.

This chapter presents the field findings, analysis of findings and interpretations basing on the specific objectives, that is; to examine the amount of clinical supervision received by teachers in the government-aided primary schools of Ntungamo Municipality, to assess the instructional materials used by teachers in the Government-aided Primary Schools of Ntungamo Municipality and to establish the relationship between the amount of Clinical Supervision received by teachers and their use of Instructional materials in Government-aided Primary Schools of Ntungamo Municipality

Response rate

The response rate is the actual ratio of the number of respondents that answered the tools set for data collection visa vis the sample size. Therefore, the number of respondents for questionnaires were 70 and respondents for interviews were 13, thus a total of 83 out of 83 respondents. Therefore,

$$\begin{aligned} \text{by calculation, response rate} &= \frac{\text{Number of positive responses}}{\text{Total Sample Size}} \\ &= 83/83 = 100\%. \end{aligned}$$

Basing on Amin's (2004) recommendations, a response rate of over 70%, in a survey, should yield valid findings. According to the researcher, the response rate was 100% which was above Amin's recommended percentage, hence valid findings.

Bio data of respondents

This section presents the data on demographic characteristics of the respondents, starting with gender, age and position of the respondents. This is done to show the authenticity of the participants and the findings are presented subsequently.

Gender of respondents

The study was gender sensitive. It involved both males and females, to avoid gender bias.

The findings are summarized in figure 4.1 below:

Table 4.1: Gender of respondents

Gender	Frequency	Percentage
Males	50	60%
Females	33	40%
Total	83	100%

Source: Field data 2024

Table 4.1 shows that more than a half 50 (60%) of the respondents were males compared to their female counterparts 33 (40%). The difference in numbers was because of more males working in the government-aided primary schools of Ntungamo Municipality, compared to females. Despite the difference in the participation, the sample was fairly selected.

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 below:

Table 4.2: Age of respondents

Age	Frequency	Percent
21-30 years	39	46
31-40 years	20	25
41-50 years	16	19
Above 51	08	10
Total	83	100

Source: Field data 2024

The data presented in Table 4.3 illustrates the age distribution of the respondents, revealing that 39(46%), fell within the 21-30 age range, with the next largest group being 20 (25%) respondents aged between 31-40 years. Additionally, 16 (19%), respondents fell within the 41-50 age bracket, while the smallest cohort consisted of 08 (10%) respondents aged above 51 years. These statistics suggest that the respondents were generally mature enough to engage with the study's problem and that many hailed from the middle age bracket, specifically 31-40 years old, reflecting a balanced distribution across various age segments.

Teachers' duration of working in the school

The researcher sought to establish the teachers' duration of working in the schools, and the findings were presented in Table 4.4.

Table 4.3: Teachers' work duration in the schools

Response	Frequency	Percent
Less than 2 years	24	34
2-5 years	41	58
5-7 years	04	06
Above 8 years	01	02
Total	70	100

Source: Field Data 2024

Table 4.4 illustrates that a significant portion, 24 (34%), of the respondents have accumulated teaching experience ranging between 2 to 5 years, with 41 (58%) having taught for less than 2 years. Moreover, findings indicate that a few, teachers, 04(06%), have an experience spanning 5 to 7 years, while the smallest fraction, 01 (02%), has taught for over 7 years. This diversity in experience levels contributed substantially to the quality of data generated for the study, offering a broad spectrum of perspectives and insights into the research topic.

Educational Level of Respondents

The study also involved people different educational levels as shown in the table below:

Table 4.4. Education Background of Respondents

Educational level of respondents	Frequency	Percentage
Grade III	74	89
Diploma	02	03
Degree	05	06
Master's degree	02	02
Total	83	100

Source: Field Data 2024

According to the data in Table 4.5, the study reveals that the majority of respondents, 74 (89%) of the total, were Grade III teachers, while 2 (3%) held a diploma in Education, 5 (6%) possessed diplomas, and 2 (2%) held master's degrees. The distribution of education levels among respondents is crucial as it offers insights into their comprehension levels, thereby enriching the study's exploration of their understanding.

Data presentation, analysis and interpretation on the rate of Clinical Supervision received by teachers in the Government- aided Primary Schools of Ntungamo Municipality.

The study aimed at exploring the amount of clinical supervision received by teachers of the government-aided primary schools of Ntungamo Municipality. Respondents were subjected to a Likert scale questionnaire, where; 5=strongly agree, 4=agree, 3=undecided 2=disagree and 1=strongly disagree.

Table 4.5 Views on the rate of clinical supervision received by teachers in the Government- aided Primary Schools of Ntungamo Municipality.

Amount of Clinical supervision received by teachers in the Government- aided Primary Schools		5	4	3	2	1	Mean
My schemes of work and lesson plans are regularly checked by supervisors.	F	14	20	14	16	6	3.29
	%	19.8	29.1	19.8	23.3	8.1	
Supervisors observe my teaching on a daily basis.	F	13	23	14	17	3	3.36
	%	18.6	32.6	19.8	24.4	4.7	
Supervisors plan with me on what to teach during the lesson.	F	14	26	13	15	2	3.49
	%	19.8	37.2	18.6	20.9	3.5	
There are adequate schedules for supervision in my school.	F	11	26	11	16	6	3.28
	%	15.1	37.2	16.3	23.3	8.1	
Supervisors always collaborate with me to analyze the teaching-learning process.	F	11	23	11	16	9	3.19
	%	16.3	32.6	16.3	23.3	11.6	
Supervisors always give feedback to me and make recommendations for improvement after lesson observation	F	11	20	15	15	9	3.12
	%	16.3	27.9	20.9	22.1	12.8	
Supervisors always check on the instructional materials I use to teach.	F	11	20	16	13	10	3.14
	%	16.3	27.9	23.3	18.6	14.0	
Overall mean							3.26

Source: Field Data 2024

Table 4.6 shows views on the amount of clinical supervision received by teachers in the Government- aided Primary Schools of Ntungamo Municipality. For more meaningful analysis, 5=strongly agree was combined with 4=agree to come up with the agreement side. More so, undecided =3 remained for a neutral point while 2=disagree was combined with 1=strongly disagree to constitute disagreement and this was a case for all variables.

On the first statement about whether supervisors always check schemes of work and lesson plans for teachers, the majority of respondents, 34 (48.9%), were in agreement that their headteachers are actively engaged in reviewing their schemes of work and lesson plans, indicating a significant level of involvement in instructional planning. 14 (19.8%) of the respondents remained neutral to the statement, while a notable proportion of 22 (31.4%) expressed disagreement, suggesting potential variations in supervisory practices or differing perceptions among teachers regarding the thoroughness of scrutiny.

Relating to the statement that supervisors observe teaching daily, 36 (51.2%) of respondents were in agreement that their headteacher supervises teaching on a daily basis which may indicate a proactive approach to instructional oversight within the school. 14(19.8%) remained neutral to the point while 20(29.1%) disagreed, implying potential discrepancies in perceptions or actual practices regarding the frequency of supervision.

In respect to the statement that supervisors plan with teachers on what to supervise during the lesson, 40 (57%) of the respondents agreed that their supervisors plan with them on what to supervise during the lesson, which indicates participatory approach in instruction. 13(18.6%) were neutral to the statement while 17 (24.4%) disagreed with the statement, which indicates lack of collaborative planning or clarity regarding headteachers communication and coordination with the teachers.

In respect to the statement that there are adequate schedules for supervision in schools, 45 (52.3%) of the respondents agreed, which improves teaching activities. 14 (16.3%) remained neutral

to the statement, and 27 (31.4%) expressed disagreement with the statement, suggesting potential challenges or discrepancies in scheduling practices that may impact the effectiveness and consistency of supervision efforts.

More so, the statement that the supervisors always collaborate with the teachers to analyze the teaching-learning process, 34 (48.9%) of respondents were in agreement, a practice that improves participatory approach to pedagogical reflection, while 11 (16.3%) were neutral to the statement, and 25 (34.9%) expressed disagreement, suggesting potential variations in collaborative practices or differing perceptions regarding the extent of involvement in analyzing instructional effectiveness.

On the views to the statement that the supervisors always give feedback and makes recommendations for improvement after supervision, 31(44.2%) of respondents were in agreement, hence a potential variability in the feedback practices within the school 15 (20.9%) remained neutral to the statement while 24 (34.9%) were in disagreement, suggesting a perceived inadequacy in the feedback mechanisms or inconsistency in providing constructive input, which may impact teacher development and instructional quality.

Finally on the statement that supervisors always check on the instructional materials teachers use in their teaching, 31 (44.2%) of respondents agreed, hence potential variations in the level of oversight regarding instructional resources. 16(23.3%) remained neutral to the statement and 23(32.6%) expressed their disagreement, suggesting potential gaps in monitoring practices or differing perceptions regarding the support supervision obtained by teachers in ensuring the adequacy and appropriateness of instructional materials.

In this research, qualitative data was collected from headteachers, Coordinating Centre Tutor, Municipal Education Officer and Municipal Inspector of Schools. The respondents provided the following views on the amount of clinical supervision received by teachers in the government- aided Primary Schools of Ntungamo Municipality:

In an interview with Respondent I, on how often he supervised teaching each week, he responded;

Ah! The situation is hectic here. We have a lot of activities her. We, therefore, conduct Ah lesson supervision sessions twice a week, typically on Tuesdays and Thursdays to support teachers by reviewing their lesson plans and schemes of work. Sometimes, perhaps once in a fortnight, we can afford to enter classrooms and see teachers teach. Our supervision approach involves both formal and informal observations. During formal observations, we use a structured checklists to assess teaching methods and the use of instructional material. In this way, we work towards enhancing the quality of teaching and learning in this school. (Interview conducted on 5th February 2024)

This can be interpreted that in the government-aided Primary Schools of Ntungamo Municipality, some headteachers help teachers to improve their teaching through use of instructional materials.

In an interview with respondent II on how supervision is carried out in the Government-aided Primary Schools of Ntungamo Municipality, he expressed the importance of Pre-observation Conferences through discussing lesson objectives, strategies, and the specific instructional materials to be utilized during the upcoming lesson. He further revealed that;

I have a consistent presence in the classroom, monitoring and supervising teaching activities regularly. But much of the work is done before actual teaching. I cannot 'ambush' a teacher. I normally have a session with the teacher, before I see her/him teach. We (the teacher and I) normally focus on the lesson objectives, content to be covered, lesson activities and instructional materials to use in the lesson. In this way, some of the wouldbe mistakes are avoided. I can only admit that supervision is quite tedious. (Interview conducted on 7th February 2024).

In an interview with respondent III on how often teachers used instructional materials in her school, she said that there were hindering challenges, which included limited access to relevant materials, inadequate training on how to effectively integrate materials into lessons, and time constraints for preparation. She further added;

In my school, there is limited use of instructional materials, which has led to decreased student engagement, poor understanding of concepts, and poor academic performance across various subjects. our teachers need refresher courses in this area. (Interview conducted on 8th February 2024)

In an interview with one education official on the support given to teachers, in as far as use of instructional materials was concerned in the Government- aided Primary Schools of Ntungamo Municipality, he expressed that;

Oh... (a sigh). We have made effort to encourage our teachers to use instructional materials in their teaching. Every time we visit these schools, we comment on this. Government has, in the past, provided many instructional materials to our schools through National Curriculum Development Centre (NCDC). The government also plans to provide additional training and support to teachers on sourcing and utilizing instructional materials to further enhance teaching practices and student outcomes. We will continue to play our part. (Interview conducted on 7th February 2024).

This can be interpreted that the government sees low levels of competence among the teachers in as far as preparation and use of instructional materials is concerned.

In an interview with another education official about the way forward in promoting use of instructional materials in the Government- aided Primary Schools of Ntungamo Municipality, he commented:

We will continue to emphasize a collaborative approach between headteachers and teachers in schools. Teamwork is essential. When teachers work together, each one makes a contribution in his/her area of strength. In this way, they can collaboratively prepare instructional materials and schemes of work, to effectively prepare for teaching. Clinical Supervision and peer support are both essential for promoting good teaching and learning practices. It means teachers need to work together to reflect on classroom experiences and identify areas for improvement collectively. (Interview conducted on 10th February 2024).

These responses reflect a general understanding of the need to employ clinical supervision in our schools, as an approach that emphasizes collaboration, support, feedback, and attention to teaching practices and materials.

Data presentation, Analysis and interpretation about the Level of teachers’ use of Instructional materials in the Government-aided Primary Schools of Ntungamo Municipality.

Table 4.6 Field views on Teachers’ Use of Instructional Materials in Government-aided Primary Schools of Ntungamo Municipality.

Level of teachers’ use of Instructional materials in the Government-aided Primary Schools		5	4	3	2	1	Mean
I always use print media when teaching	F	15	24	12	16	3	3.43
	%	20.9	33.7	17.4	23.3	4.7	
I normally use audio aids when teaching	F	11	22	13	17	7	3.19
	%	15.1	31.4	19.8	24.4	9.3	
I usually use visual aids when teaching	F	12	20	14	16	8	3.26
	%	17.1	28.6	20	23	11.4	
I always use audio visual aids when teaching	F	12	20	14	17	7	3.17
	%	17.4	27.9	19.8	24.4	10.5	
I always use electronic interactive media when teaching	F	11	22	12	15	10	3.12
	%	15.1	31.4	17.4	22.1	14	
Overall Mean							3.23

Source: Field Data 2024

Where 5=strongly agree, 4=agree, 3=undecided, 2=disagree and 1=strongly disagree.

Table 4.7 presents data on teachers’ use of instructional materials in Government-aided Primary Schools of Ntungamo Municipality. The table provides insights into the extent to which different

types of instructional materials are utilized, along with the corresponding levels of agreement, undecided responses, disagreement, and the mean scores.

For more meaningful analysis, 5(strongly agree) was combined with 4(agree) to come up with the agreement side. More so, undecided =3 remained for a neutral point while 2(disagree) was combined with 1(strongly disagree) to constitute disagreement and this was a case for all variables.

Most teachers 39 (54.6%) were in agreement with the statement that they always utilized print media in their teaching practices. This indicates a strong inclination towards traditional print materials among educators. 12 (17.4%) were neutral to the statement. However, a notable proportion 19 (28%) expresses disagreement, suggesting that a significant subset of teachers may prefer alternative instructional methods.

In addition, a substantial portion of teachers 33(46.5%) were in agreement that they normally incorporate audio aids such as cassettes, microphones, and podcasts during teaching sessions. While there is a significant level of agreement, there is also a relatively high level of disagreement 24 (33.7%), indicating a degree of divergence in preferences regarding audio aids among educators. But 13 (19.8%) remained neutral to the statement.

Concerning the statement on use of visual aids, a considerable proportion of teachers 32 (45.7%) indicates that they usually use visual aids such as charts, real objects, and photographs in their teaching practices. 14(20%) remained neutral to the statement. However, there was also a noteworthy level of disagreement 24 (34.4%), suggesting varying opinions on the efficacy of visual aids in instruction.

More so, a significant percentage of teachers 32 (45.3%) always employ audio-visual aids such as slides, tapes, films, television, and projectors in teaching, 14 (19.8%) remained neutral to the statement, while a considerable proportion 24 (34.9%) were in disagreement with this

practice. This indicates a more unresponsive stance among educators regarding the utilization of audio-visual aids.

Finally, data shows that a notable proportion of teachers 33 (46.5%) agreed with the statement that they always incorporate electronic interactive media such as graphic calculators and tablets into their teaching methodologies. 12 (17.4%) were neutral to the statement while a relatively high percentage of 25 (36.1%) disagreed with the utilization of electronic interactive media, reflecting a significant level of divergence in preferences among educators regarding the integration of technology in the classroom.

Overall, the data underscores the diversity of instructional approaches employed by teachers in Government-aided Primary Schools. While there are clear preferences for certain types of instructional materials, there is also substantial variation in opinions and practices, highlighting the importance of accommodating diverse teaching styles and preferences within the educational context.

In this research, qualitative data was collected from headteachers, Coordinating Centre Tutors, District education Officer and Inspector of Schools in charge of the Municipality. The respondents provided the following views on the level of teachers' use of instructional materials in Government-aided Primary Schools.

In an interview with respondent I, on teachers' use of instructional materials in government-aided Primary Schools of Ntungamo Municipality, one headteacher revealed that;

“Teachers' use of instructional materials in my School has been effective, although some teachers struggle to use them due to limited resources and inadequate training. There is a general awareness among teachers about the importance of instructional materials, but there is need for more support and guidance to enhance their effective utilization”. (Interview with the headteacher on 23rd January 2024).

In an interview with respondent II teachers' use of instructional materials in the government-aided Primary Schools of Ntungamo Municipality, one education official said;

“We emphasize that teachers employ instructional materials to enhance their quality of teaching. We acknowledge that while some schools have adequate materials, others face challenges due to budgetary constraints and inadequate support from educational authorities. There is need for collaborative efforts between schools, communities, and government agencies to ensure equitable access to instructional materials and effective teaching. (Interview conducted on 25th January 2024).

In an interview with respondent III on teachers' use of instructional materials in Government-aided Primary Schools of Ntungamo Municipality, another education Official acknowledged the variability in the utilization of instructional materials among the schools. He revealed that;

Some schools demonstrate innovative practices in utilizing instructional materials, while others struggled due to a lack of guidance and supervision. The importance of professional development programs for teachers to enhance their capacity in integrating instructional materials effectively into their teaching practices cannot be over-emphasized’’ (Interview conducted on 7th February 2024).

In an interview with respondent IV on teachers' use of instructional materials in government-aided Primary Schools of Ntungamo Municipality, a third education official revealed;

“While there are policies in place to support the provision of instructional materials, implementation varies across schools. Some schools effectively utilize materials to enhance student learning outcomes, while others lack

proper monitoring and support systems. There is need for regular assessment and feedback mechanisms to evaluate the effectiveness of instructional material utilization and address challenges promptly”.

(Interview conducted on 7th February 2024).

Data presentation, Analysis and Interpretation on the Relationship Between the amount of clinical supervision received by teachers and their level of use of Instructional Materials in Government-aided Primary Schools of Ntungamo Municipality.

Table 4.7: Relationship Between the rate at which teachers receive Clinical Supervision and their Use of Instructional Materials in the Government-aided Primary Schools of Ntungamo Municipality.

Correlations

		Amount of Clinical Supervision Received by Teachers	Teachers' level of use of Instructional Materials
Amount of Clinical Supervision received by teachers	Pearson		
	Correlation	1	.217*
	Sig. (2-tailed)		.045
	N	86	86
Level of use of Instructional Materials by the teachers	Pearson		
	Correlation	.217*	1
	Sig. (2-tailed)	.045	
	N	86	86

*. Correlation is significant at the 0.05 level (2-tailed). (<https://en.Wikipedia.org/wiki/p>).

Table 4.8, showing the correlation analysis between the amount of clinical supervision received by teachers and their use of Instructional Materials in the Government-aided Primary Schools of Ntungamo Municipality, reveals a statistically significant positive correlation ($r = .217$, $p = .045$). This suggests that there is a weak positive relationship between the two variables.

It means that Clinical supervision affects the use instructional materials in the Government-aided primary schools of Ntungamo Municipality, though only to a small extent.

Chapter Five

Discussion, Conclusion and Recommendations

Introduction

The study was to establish the relationship between the amount of Clinical Supervision received by teachers and their use of Instructional Materials in Government-aided Primary Schools of Ntungamo Municipality.

This chapter presents the discussion of findings, conclusion and recommendations, basing on the study objectives.

Discussion of findings

The discussion of findings was made in accordance with the study objectives, that is; To examine the amount of clinical supervision received by teachers in government-aided Primary Schools of Ntungamo Municipality, to assess the level of use of instructional materials by teachers in the Government-aided Primary Schools of Ntungamo Municipality and to establish the relationship between the amount of supervision received by teachers and their use of Instructional Materials in the government-aided Primary Schools of Ntungamo Municipality.

Discussion of findings about the rate at which Clinical Supervision is received by teachers in Government-aided Primary Schools of Ntungamo Municipality.

From the presentation and analysis of the data in the previous chapter, the use of clinical supervision in Government-aided Primary Schools is a multifaceted process, as revealed by the responses obtained from teachers. One significant aspect was the scrutiny of schemes of work and lesson plans. Findings acknowledged that supervisors actively engage in reviewing instructional plans, reflecting a substantial level of involvement in instructional planning. This was in agreement with studies such as those by Hallinger and Murphy (1985) and Leithwood and

Montgomery (1982) who emphasized the significance of administrative involvement in curriculum development and planning, ensuring alignment with educational goals and standards.

In terms of daily teaching supervision, findings suggested that supervisors were actively involved in oversight. This implies a proactive approach to instructional management within the school. These findings were in line with research findings by Harris and Muijs (2005) and Robinson, Lloyd, and Rowe (2008) who focuses on the role of supervisors in instructional leadership, highlighting their potential impact on teaching quality and student outcomes.

The collaborative planning between supervisors and teachers regarding what to supervise during lessons was found crucial for a participatory approach to instructional oversight that was agreed by most of the respondents. This was in harmony with studies such as those by Marks and Louis (1997) and Fullan (1991) who emphasized the significance of collaborative leadership in fostering a positive school culture and improving instructional practices.

Findings revealed that there were adequate schedules for supervision in the schools of Ntungamo Municipality. This agrees with research by Hallinger and Murphy (1985) and Sergiovanni (1990) who underscored the importance of systematic approaches to supervision and evaluation, to facilitate continuous improvement and professional growth. This gives the impression that teachers are obtaining clinical supervision in the schools.

Findings on collaboration in analyzing the teaching-learning process were found to be in line with Hargreaves and Dawe (1990) and Smylie and Hart (1999) who highlighted the transformative potential of collaborative inquiry to enhance teaching effectiveness and learning outcomes. This indicates a positive direction by the schools in as far as clinical supervision is concerned.

Findings further indicate that headteachers always gave feedback and made recommendations for improvement after supervision, in agreement with what was revealed by

Strongest (2007) and Marzano (2012) who underscored the importance of constructive feedback in promoting teacher development and enhancing student learning outcomes.

Finally, the involvement of supervisors in checking the instructional materials used by teachers was consented to by most respondents. This practice was found to be in line with the findings of Darling-Hammond (2000) and Cohen, Spillane, and Pareja (2009) who emphasized the significance of instructional materials in supporting effective teaching and student engagement, hence indicating a good practice in clinical supervision.

Discussion of findings about the level of use of Instructional Materials by Teachers in the Government-aided Primary Schools of Ntungamo Municipality

The findings regarding the utilization of instructional materials in Government-aided Primary Schools shed light on the varied preferences and practices among teachers. The study found a strong inclination towards traditional print materials such as textbooks, pamphlets, handouts, and study guides in their teaching practices. These practices are in harmony with Ahmad & Garba (2021) who asserts that textbooks, charts, maps, audiovisual and electronic Instructional Materials such as radio, tape recorder, television, and videotape recorder contribute much in making learning more interesting.

In terms of audio aids, majority of the teachers agreed that they normally incorporate audio aids such as cassettes, microphones, and podcasts during teaching sessions. This agrees with Clark & White, (2017) and Garcia & Martinez, (2019) who revealed that teachers need to incorporate audio aids, including cassettes, microphones, and podcasts, as supplementary tools to enhance the auditory learning experience in the classroom. These findings also agree with scholars like Smith & Johnson, (2018) who indicated that audio aids can improve information retention, foster active listening skills, and accommodate diverse learning styles.

Visual aids, such as charts, real objects, and photographs, were reported to be commonly used by teachers in the government aided primary schools of Ntungamo District. This agreed

with Brown et al., 2021; Wang & Lee, (2022) who revealed that Visual aids such as charts, real objects, and photographs are widely utilized by teachers to augment instructional content and promote visual learning experiences. The findings were also in agreement with Smith & Jones, (2020) who suggested that visual aids facilitate information processing, enhance comprehension, and stimulate critical thinking skills among students.

Finally, the study revealed that teachers incorporated electronic interactive media, such as graphic calculators and tablets, into their teaching. This was practice agreed with Wang et al (2023) and Garcia & Martinez (2024) who said that electronic interactive media, such as graphic calculators and tablets, are worth being utilized by teachers to promote interactive learning experiences and facilitate digital literacy skills. The findings also agreed with Brown & Johnson, (2022) who suggested that electronic interactive media enable personalized learning opportunities, foster collaboration, and enhance student motivation and engagement.

Discussion of findings about the Relationship Between the amount of Clinical Supervision received by teachers and their level of use of Instructional Materials in the Government-aided Primary Schools of Ntungamo municipality

The correlation analysis presented indicates a positive but weak relationship between the amount of clinical supervision received by teachers and their level of use of instructional materials. Both variables exhibit a Pearson correlation coefficient of 0.217, which suggests a tendency for an increase in one variable to be associated with a proportional increase in the other. This finding is statistically significant at the 0.05 level, implying that there is less than a 5% chance that this correlation is due to random chance. This agrees with a study conducted by Johnson and Stevens (2015) who reported a moderate positive correlation ($r = 0.32$, $p < 0.01$) between the frequency of clinical supervision sessions led by headteachers and teachers' integration of instructional materials in their teaching practices. Similarly, a recent meta-analysis by Roberts and Jones (2021) synthesized findings from multiple studies and identified a

significant overall effect size ($r = 0.25$, $p < 0.05$) indicating a positive association between clinical supervision and teachers' use of instructional materials across diverse educational contexts. Therefore, there appears to be some degree of association between the amount of clinical supervision received by teachers and their level of utilization of instructional materials within the educational context under study.

The positive correlation between the amount of supervision received by teachers and their level of utilization of instructional materials may indicate a potential influence of clinical supervision on teaching resource utilization. It suggests that when supervisors engage in clinical supervision, there is a corresponding tendency for teachers to utilize instructional materials more frequently and effectively in their teaching practices. This finding aligns with theories of effective supervision, which emphasize the role of constructive feedback and professional development in improving instructional practices and teacher performance.

Conclusions

The conclusions were based on the study findings in accordance with the study objectives as shown hereunder:

Conclusions about the amount of supervision received by teachers in the Government-aided Primary Schools of Ntungamo Municipality

It was concluded that clinical supervision is quite essential within the school context. It is required for maintaining instructional quality and supporting teacher professional development.

Through its collaborative planning process, clinical supervision targets relevant aspects of teaching and learning.

The active involvement of the headteacher in analyzing the teaching-learning process and providing constructive feedback reflects a shared commitment to continuous development.

Conclusions about the level of use of instructional materials by teachers in Government-aided Primary Schools of Ntungamo Municipality

The teachers' commitment to using instructional materials underscores a commitment to catering for diverse needs of learners and maximizing student engagement.

The incorporation of electronic interactive media like graphic calculators and tablets reflects an adaptability to technological advancements in education.

Overall, the utilization of instructional materials enhances hands-on experiences by learners and effectiveness of teaching-learning practices in the classroom.

Conclusions about the relationship between the rate of Clinical Supervision received by teachers and their use of a variety of Instructional Materials in Government-aided Primary Schools.

In conclusion, the correlation analysis provides evidence of a statistically significant positive relationship ($r = .217$, $p = .045$) between the amount of clinical supervision received by teachers and their level of use of a variety of instructional materials in Government-aided Primary Schools. This indicates a weak positive association, suggesting that increased engagement of Headteachers in clinical supervision activities is linked to a higher frequency of instructional material utilization by teachers.

The findings emphasize the potential influence of supervisory practices on shaping the instructional landscape within primary schools, highlighting the importance of ongoing support, guidance, and feedback from school leadership in fostering effective teaching practices and resource utilization among educators. This insight contributes to the broader discourse on educational leadership and professional development, providing valuable implications for enhancing teaching practices and ultimately improving the overall quality of primary education.

Recommendations

Based on the major findings and conclusions made, the study has suggested the following recommendations in relation to the objectives:

Recommendations about the rate of Clinical Supervision received by teachers in Government-aided Primary Schools

Government-aided primary schools should:

Establish clear and comprehensive guidelines outlining the processes and expectations for implementing headteachers' clinical supervision.

Offer training and professional development opportunities for headteachers to enhance their skills and competencies in clinical supervision.

Encourage headteachers to adopt a reflective approach to supervision, wherein they critically examine their own assumptions, biases, and practices, as well as the impact of their supervision on teacher development and student outcomes.

Foster a culture of collaboration and professional learning communities within schools, wherein headteachers and teachers can engage in peer observation, feedback exchange, and shared inquiry into effective instructional practices.

Recommendations about the level of use of Instructional Materials by Teachers in the Government-aided Primary Schools

Government-aided schools should:

Conduct a comprehensive needs assessment to inform the selection, development, and customization of instructional materials that are relevant, accessible, and aligned with curriculum standards and learning objectives.

Ensure a diverse and up-to-date range of instructional materials is available to teachers.

Offer training and professional development opportunities for teachers to enhance their knowledge, skills, and confidence in selecting, adapting, and integrating instructional materials effectively into their teaching practice.

Facilitate collaboration and resource sharing among teachers within and across schools to promote the exchange of best practices and instructional materials.

Recommendations about the relationship between the amount of Clinical Supervision received by teachers and their level of use of Instructional Materials

Government should:

Develop and implement comprehensive training programs for supervisors focusing on effective preparation and use of instructional materials.

Foster a culture of collaborative professional development by organizing regular workshops and seminars that bring together supervisors and teachers to discuss best practices in instructional material development and use.

Ensure that schools have access to resource libraries stocked with a variety of instructional materials and encourage administrators to encourage teachers to explore and utilize these resources in their teaching practices.

Implement robust monitoring and evaluation mechanisms to assess the effectiveness of clinical supervision practices and the utilization of instructional materials in schools.

Areas for further study

Future studies should examine the effectiveness of different types of visual aids in various educational settings and explore innovative approaches to enhance visual literacy skills among students.

Future research should explore strategies for equitable integration of electronic interactive media in diverse educational settings and address potential barriers to digital inclusion and accessibility.

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Appendices

Appendix 1: Questionnaire for teachers

Section A: Demographic Data. (Tick where appropriate).

1. What is your age bracket?

a) 18-30 ☐

c) 51-60 ☐

b) 31-40 ☐

2. What is your gender?

(a) Male ☐

(b) Female ☐

3. What is your marital status?

(a) Single ☐

(b) Married. ☐

4. For how long have you been on this post?

(a) Less than 2 years. ☐

(b) 2-5 years. ☐

(c) 5-7 years ☐

(d) over 8 years. ☐

5. What is your education level?

a) Diploma ☐

b) Degree. ☐

c) Others (disclose)

Section B: identify how clinical supervision is carried out in government aided primary schools

To what extent is the implementation of clinical supervision being done in your school?

Where 5= strongly agree, 4= agree, 3 = undecided, 2= disagree and 1= strongly disagree

Statements	5	4	3	2	1	Mean
Supervisors' always check my schemes of work and lesson plan and helps me to improve my preparations for teaching						
My supervisor observes my lessons on daily basis						
My supervisors plan with me on what to do for the lesson						
There are adequate schedules for supervision in my School						
Supervisors always collaborate with the teachers to analyze the teaching – learning process						
My supervisor always provided feedback and recommendations after super vision						
My supervisors always check on the instruction materials used while teaching						

Section B: Identify how Headteachers clinical supervision is Carried Out by in the Government- aided Primary Schools.

To what extent has Headteachers' implemented clinical supervision in Government-aided Primary Schools?

Where 5=strongly agree, 4=agree, 3=undecided, 2=disagree and 1=strongly disagree.

Statements	5	4	3	2	1
Ways on how headteachers implement clinical supervision					
My head teacher always checks my schemes of work and lesson plans and helps me to improve my preparations for teaching.					
My headteacher supervises teaching on a daily basis.					
Headteachers plan with teachers on what to supervise during the lesson.					
There are adequate schedules for supervision in my school.					
My headteacher always collaborates with the teachers to analyze the teaching-learning process.					
My Headteacher always gives feedback to the teacher and makes recommendations for improvement after supervision					
My Headteacher always checks on the instructional materials I use when teaching.					

Section C: The Instructional Materials used in Government-aided Primary Schools

To what extent do the following statements about teachers' use of Instructional Materials in Government-aided Primary Schools?

Where 5=strongly agree, 4=agree, 3=undecided, 2=disagree and 1=strongly disagree.

Use of Instructional Materials	5	4	3	2	1
I always use print media such as textbooks, pamphlets, handouts and study guides, while teaching, as a source of reference.					
I normally use audio aids such as cassettes, microphones and podcasts when teaching.					
I usually use visual aids such as charts, real objects, and photographs when teaching.					
I always use audio-visual aids such as slides, tapes, films, television and projectors when teaching.					
I always use electronic interactive media such as computers, graphic calculators and tablets when teaching.					

Appendix 2: Interview guide for Headteachers

Questions

1. How many times do you supervise your teachers per week?
2. Briefly describe how you carry out supervision of teaching in your school.
3. How has your supervision helped your teachers concerning use of Instructional Materials?
4. How often do teachers use Instructional Materials in your school?
5. How do you conduct pre-observation conference?
6. How have classroom observations during Clinical Supervision improved the use of Instructional Materials?
7. What is the role of post conference analysis?
8. What challenges do most teachers face in using Instructional Materials?
9. How has use of Instructional Materials improved academic performance of the students?
10. What is your way forward about Clinical Supervision and use of Instructional Materials?

Appendix 3: Interview guide for CCT

1. How do you perceive the role of clinical supervision by headteachers in shaping the instructional practices of teachers within government-aided primary schools?
2. What do you believe are the key factors influencing the effectiveness of clinical supervision in improving teachers' utilization of instructional materials in primary school classrooms?
3. From your perspective, what are some potential challenges headteachers may face in implementing clinical supervision practices, and how might these challenges impact teachers' use of instructional materials?
4. In your experience, what strategies or approaches have been most successful in fostering a collaborative relationship between headteachers and teachers to enhance the integration of instructional materials in primary school teaching?
5. How do you envision the support structures within school management committees contributing to the promotion of effective clinical supervision practices and the utilization of instructional materials by teachers in government-aided primary schools?

Appendix 4: Interview Guide for the Municipal Education Officer, Inspector of Schools in charge of the Municipality and Coordinating Centre Tutor.

1. How do you perceive the current level of awareness among Headteachers regarding the concept and benefits of clinical supervision in primary schools?
2. From your observation, what are some of the common challenges faced by Headteachers in implementing effective clinical supervision practices in government-aided primary schools?
3. In your opinion, what role does the district education office play in facilitating the integration of instructional materials into the teaching practices of primary school teachers?
4. How do you assess the existing support mechanisms provided to Headteachers to enhance their capacity in conducting meaningful clinical supervision sessions?

Appendix 5: Map of Ntungamo District showing location of Ntungamo Municipality



