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Teacher's Supervision and Academic Performance of Government Primary Schools in Kichwamba Sub County, Kabarole District, Uganda

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Abstract

The study focused on the role of teachers' supervision (instructional supervision and supervisory activities) on academic performance of learners in selected government primary schools in Kichwamba Sub county, Kabarole district. The study adopted a cross-sectional, quantitative and survey design. The targeted population were 380 people from where a sample of 191 were selected using both simple random and purposive random sampling technique to select those to participate in the study and they included learners, teachers and Head-teachers from 4 selected primary schools in Kichwamba sub county, Kabarole district. Results revealed that there was strong positive relationship

between instructional supervision, supervision activities and academic performance of learners in primary school as shown by the correlation coefficients ($r=$) of 0.968 and 0.975 respectively which were statistically significant since the p value (0.000) is less than 0.01. Based on the study findings, the researcher concludes that teachers should use instructional materials and integrate them in teaching learning process to enable learners under better and perform well. The government should supply school scholastic materials to primary schools, appoint more teachers and increase their pay as this enhances job efficiency and effectiveness.

Keywords: Teachers' Supervision, Instructional Supervision, Supervisory Activities and Academic Performance

Introduction

Background of the Study

The role of education is to provide learners with quality education world over and head teacher's supervision is an acceptable variable that enhance academic performance of learners in primary school. Ali *et al.* (2009) ^[1], contented that learners' performance (academic performance) plays an important role in producing the best quality graduates who become great leaders in future.

It's therefore important that learner's performance should constantly be monitored, reviewed and supported in order for it to bear better educational changes and developments (Hill, 2000) ^[4]. An observation pronounced by a special education committee consultative campaign "quality teaching and learning in Kabarole district" spelt out the causes of declining pupils performances in primary schools in Fort-portal tourism city was inadequate curriculum management that encompasses sketchy schemes of work, some teachers not marking students work, lack of supervision of continuous assessment by the head teachers, inadequate use of appropriate assessment methods at different levels and poor classroom instruction and management.

In addition, evidence have shown that government primary schools in Kichwamba Sub County in the last half decade, academic performance of pupils has been declining. This is despite these primary schools offering remedial classes, giving regular sets of exams and schools maintaining discipline of learners (Kabarole district inspection report 2021). It was against this background that the researcher sought to examine whether teachers' supervision has an influence on academic performance of learners in government primary schools of Kichwamba Sub County, Kabarole district.

General Objective

The study focused on examining the influence of teachers' supervision on the academic performance of learners in government primary schools of Kichwamba Sub County, Kabarole district.

Specific Objectives

1. To find out the influence of instructional supervision on the academic performance of learners in government primary schools of Kichwamba Sub County, Kabarole district.

- To establish the influence of supervisory activities on the academic performance of learners in government primary schools of Kichwamba Sub County, Kabarole district.

Materials and Methods

The study adopted descriptive, quantitative and cross-sectional survey design. According to Mugenda (1999), a cross-sectional design is used when the study aims at collecting data from the respondents without the need to make a follow up of the same respondents thus saving time and cost involved to collect the necessary information.

The targeted population were 380 people who include learners, teachers and head-teachers from the four selected government primary schools in Kichwamba Sub county Kabarole district from where a sample of 191 respondents were sampled using Krejcie and Morgan table.

The study adopted both simple random techniques and purposive random sampling technique. Simple random technique applied on both teachers and pupils as this avoids

biased sampling. Whereas, purposive sampling technique was used on head teachers as these were purported to have enough information in line with the study.

Quantitative data was collected, coded and then entered into Statistical Programme for Social Scientists (SPSS) after which analysis was made. Study findings were presented inform of distribution tables with frequencies, percentages, standard deviations and means. Pearson correlation coefficient was used to establish the relationship between the independent and dependent variable for each specific objective.

Data Analysis and Discussion

Instructional Supervision and Academic Performance

Respondents were asked to respond to question on the influence of instructional supervision on academic performance using a 5- point Likert scale with strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree (SD).

Table 1: Showing Descriptive statistic on instructional supervision and academic Performance

Item		SA	A	N	D	SD	Mean	Std. Deviation
Instructional supervision improves teaching and learning process	Frequency	160	30	1	0	0	1.429	0.38
	Percent	83.80	15.7	0.5	0	0		
Instructional supervision checks teachers strength and weaknesses	Frequency	100	80	5	6	0	1.806	0.69
	Percent	52.4	41.9	2.6	3.1	0		
Instructional supervision creates good working with teachers	Frequency	120	65	5	1	0	1.377	0.57
	Percent	62.8	34	2.6	0.5	0		
Instructional supervision enhance creative abilities	Frequency	100	80	5	6	0	1.168	0.69
	Percent	52.4	41.9	2.6	3.1	0		
Instructional supervision checks job performance	Frequency	120	60	6	5	0	1.215	0.68
	Percent	62.8	31.4	3.1	2.6	0		
Instructional supervision enhance professional growth	Frequency	90	95	5	1	0	1	0.57
	Percent	47.1	49.7	2.6	0.5	0		
Instructional supervision improves teachers competence	Frequency	150	40	1	0	0	1.168	0.42
	Percent	78.5	20.9	0.5	0	0		
Instructional supervision academic performance	Frequency	160	30	1	0	0	1.304	0.38
	Percent	83.8	15.7	0.5	0	0		

Source: Field data 2023

Results (Table 1) showed that instructional supervision improves teaching and learning process as shown by majority 83.8% strongly agreed, 15.7% agreed and only 0.5% remained neutral with low standard deviation of 0.38 which implies that instructional supervision improves teaching and learning process.

As to whether instructional supervision creates good working with teachers, most of the respondents 120(62.8%) strongly agreed, 65(34%) agreed. 5(2.6%) remained neutral and only 1(0.5%) disagreed. With the mean score value 1.408 and SD of 0.69937 it implies that instructional supervision creates good working with teachers.

More so, respondents were asked whether instructional supervision checks job performance and majority

120(62.8%) strongly agreed, 60(31.4%) agreed, 6(3.1%) remained neutral and 5(2.6%) disagreed. As to whether Instructional supervision enhance professional growth majority 95(49.7%) strongly agreed and 90(47.1 %) strongly agreed, 5(2.6%) remained neutral and 1(0.5%) disagreed. With the mean score value of 1.565 and SD 0.42775 it implies that instructional supervision enhance professional growth.

Supervision Activities and Academic Performance

Respondents were asked to respond to question on the influence of supervision activities on academic performance of learners in primary school using a 5- point Likert scale with strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree (SD) and results (Table 2).

Table 2: Showing descriptive statistics of supervision activities and academic performance

Item		SA	A	N	D	SD	Mean	Std. Deviation
Supervision of curriculum coverage enhance learners performance	Frequency	130	61	0	0	0	1.319	0.46
	Percent	68.1	31.9	0	0	0		
Supervision of schemes and lesson plans encourage learners to acquire skills and knowledge	Frequency	100	80	5	6	0	1.565	0.69
	Percent	52.4	41.9	2.6	3.1	0		
Supervision of instructional materials used in teaching enhance academic performance	Frequency	160	30	1	0	0	1.168	0.38
	Percent	83.8	15.7	0.5	0	0		
Supervision of classroom attendance of both teacher and learners leads to academic performance	Frequency	130	55	5	1	0	1.356	0.56
	Percent	68.1	28.8	2.6	0.5	0		
Attending conference with teachers enhance academic performance	Frequency	80	60	10	20	21	2.173	1.36
	Percent	41.9	31.4	5.2	10.5	11		

Source: Field data 2023

Results show that supervision of curriculum coverage enhance learners’ performance as given by majority 68.7% who strongly agreed, with 31.9 in agreement. On whether Supervision of schemes and lesson plans encourage learners to acquire skills and knowledge, majority of the respondents 52.4% strongly agreed, 41.9% agreed, 2.6% remained neutral and 3.1% disagreed with mean score value of 1.565 and 0.69 low standard deviation.

Lastly respondents were asked whether attending conference with teachers enhance academic performance and a quite number 41.9% strongly agreed, 31.4% agreed, 10.5%

disagreed and 11% strongly disagreed with the mean score value of 2.173 and 1.36 standard deviation implying that attending conference with teachers enhance academic performance in primary schools in Kabarole district.

Inferential statistics showing correlational coefficient between instructional supervision, supervision activities and academic performance

Descriptive statistics of instructional supervision and supervision activities were correlated against academic performance using SPSS and the following results were tabulated below.

Table 3: Showing the correlational coefficient between instructional supervision, supervision activities and academic performance

Correlations				
		Academic Performance of Learners	Instructional Supervision	Supervision Activities
Academic Performance of Learners	Pearson Correlation	1	.968**	.975**
	Sig. (2-tailed)		.000	.000
	N	191	191	191
Instructional Supervision	Pearson Correlation	.968**	1	.896**
	Sig. (2-tailed)	.000		.000
	N	191	191	191
Supervision Activities	Pearson Correlation	.975**	.965**	1
	Sig. (2-tailed)	.000	.000	
	N	191	191	191

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

Source: Field data 2023

Results revealed that there was strong positive relationship between instructional supervision, supervision activities and academic performance of learners in primary school as shown by the correlation coefficients ($r=$) of 0.968 and 0.975 respectively which were statistically significant since the p value (0.000) is less than 0.01. This implies that when we improve the instructional supervision and supervision activities in schools, then better academic performance results of learners are attained in Kabarole district and Uganda as whole.

Discussions

Instructional supervision and academic performance

Results showed that there is a strong positive significant relationship between instructional supervision and academic performance and these align with the findings of Nakpodia (2006) [5] who asserted that, instructional supervision in the modern era centers on the improvement of the teaching-learning situation to the benefits of both the teachers and learners, helps in the identification of areas of strength and weaknesses of teachers, follow-up activities that should be directed at the improvement of identified areas of teachers’

weaknesses and give recognition to the teachers and create a cordial working atmosphere based on good human relations. Also, National Open University of Nigeria (NOUN, 2006) observed that Supervision provides opportunities for teachers to be groomed through critical study of instructional processes and classroom interactions to carry out their teaching tasks in line with professional codes of conduct. If schools are not supervised adequately, they will have inimical effects on the students’ output and the educational objectives may not be achieved, consequently various instructional supervisory techniques should be employed to ensure qualitative and quantities service delivery by the teachers. In addition, findings concur with the findings of Okendu, (2012) who assert that instructional process and supervision help a lot in improving academic performance of students.

Supervisory Activities and Academic Performance

Findings revealed that there is a strong positive significant relationship between supervision activities and academic performance and these relate with findings of Sule, Arop and Alade (2012) [6] who assert that principal’s classroom

visitation strategy and inspection of lesson notes strategy significantly influence teachers' job performance. More so, Alimi and Akinfolarin (2012) revealed that checking of students' notes, class visitations/observation, checking of teachers' punctuality, attendance, moderation of examination questions and marking scheme have a positive influence on students' academic performance in senior secondary schools. Also, Fisher (2011) ^[3], agrees that supervision includes all efforts of school officials directed to provide leadership to the teachers and other educational workers in the improvement of instruction.

Conclusions

Based on the study findings, the researcher concludes that there is a significant positive relationship between instructional supervision, supervision activities and academic performance. In addition, instructional supervision improves teaching and learning process, creates good working with teachers, checks job performance, enhance professional growth, enhance learners' performance and academic performance.

Recommendations

Based on the study findings, the researcher concludes that teachers should use instructional materials and integrate them in teaching learning process to enable learners under better and perform well. The Head-teachers should ensure that teachers use appropriate instructional materials in teaching and that teachers do scheme of work, lesson plan, give work to do and evaluate the activities given. The government should supply school scholastic materials to primary schools, appoint more teachers and increase their pay as this enhances job efficiency and effectiveness. Lastly, parents should be encouraged to give their children enough scholastic materials to use especially book, pens, set among others to enable learners participate in class easily.

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