

**HEAD TEACHERS' SUPERVISORY ROLES AND TEACHERS' PERFORMANCE IN PRIMARY
SCHOOLS OF
TORORO DISTRICT, A CASE STUDY
OF MALABA TOWN COUNCIL**

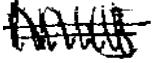
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**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILLMENT
OF AWARD OF A DEGREE IN EDUCATION PRIMARY OF
BUSITEMA UNIVERSITY**

SEPTEMBER, 2024.

DECLARATION

I **MUDUWA JOYCE** do here by declare that this research report is my original work; it has never been presented for a Degree or any other academic award in a University or Institution of learning.

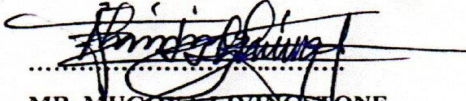


.....
MUDUWA JOYCE

Date: **11th September, 2024**

APPROVAL

I hereby confirm that this research report was done by the student under my Supervision as a University supervisor. It is now submitted for the examination



.....
MR. MUGOYA LIVINGSTONE
(UNIVERSITY SUPERVISOR)

Date: 12th September, 2024.

DEDICATION

This report is dedicated to my dear husband, Mr. Odot John for the financial support provided to me during this University level of formal Education.

May God bless him abundantly

ACKNOWLEDGEMENT

I am greatly indebted to the Almighty God, and all the respondents who participated in this study during data/information collection.

I greatly acknowledge Mr Mugoya Livigstone, the University supervisor for the valuable contribution made towards supervising me during research to its completion.

I further more acknowledge the contribution of Busitema University staff for their contribution towards my education. The colleagues who were with me in this program are as well acknowledged for their academic support while pursuing this course.

In a special way I thank Sharon Nakiria for all the secretarial work rendered to me in relation to the report typing.

May the Almighty God reward all of you abundantly.

TABLE OF CONTENTS

Table of Contents

DECLARATION	i
APPROVAL.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	xi
ACRONYMS	xii
ABSTRACT.....	xiii
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Background to the study.....	1
1.2. Statement of the problem.....	2
1.3. General objective of the study.....	3
1.5. Research questions.....	3
1.6.2 Content scope.....	4
1.7 Justification of the study	4
1.9. Conceptual framework.....	5

CHAPTER TWO	7
LITERATURE REVIEW	7
2.0 Introduction.....	7
2.1. Head teacher’s observational supervisory role	7
2.2. Head teacher’s instructional material supervisory role.....	9
2.3. Head teacher’s monetary motivational supervisory role	11
CHAPTER THREE	14
METHODOLOGY	14
3.0 Introduction.....	14
3.1 Research design.....	14
3.2. Information sources.....	14
3.3. Study population and population sampling technique.....	15
3.3.1. Study population.....	15
3.3.2. Population sampling technique.....	15
3.4. Sample size and sampling technique.....	16
3.4.1 Sample size	16
3.4.2. Sampling technique.....	16
3.5. Data collection instruments.....	17
3.5.1 Questionnaire.....	17
3.5.2 Interview	17

3.6. Procedure for data collection.	17
3.7. Quality control.	18
3.7.1. Validity of Instrument.....	18
3.7.2 Reliability of Instruments	19
Table 3.2 shows reliability Statistics.....	19
3.8. Data analysis.....	19
Table 3.3 illustrates the interpretation of the mean range.....	20
3.9. Ethical Consideration.....	20
3.10. Limitation of the study.....	20
CHAPTER FOUR.....	21
PRESENTATION AND INTERPRETATION OF RESEARCH FINDINGS	21
4.0. Introduction.....	21
4.1. Response Rate	21
4.2 Demographic profile of the respondents.....	22
4.2.1. Gender of the Respondents.	22
Table 4.2: Illustrates the gender of the respondents.	22
4.2.2. Age of the Respondents.	23
4.2.3. Marital status of the Respondents	24
4.2.4. The respondents’ level of Education;	25
4.2.5. The level of qualification of the respondents.....	25

Table 4.6. Illustrates the level of qualification of the respondents	25
4.2.6. The type of employment.	26
4.3. The bearing of demographic profile in this research	26
4.3.1. Head teacher’s observational supervisory role on teacher’s performance.....	27
The study was guided by 5 statements drawn as considered important for collecting data/information in regards to this objective. The status is as detailed in the table 4.8.....	27
Source: Krejcie, & Morgan, 1970.....	27
Table 4.8: Illustrates the outcome as result of Head teacher’s observational role on teacher’s performance in Malaba.	27
Table 4.9: Illustrates effects of Head teachers’ instructional material supervisory role on the teacher’s performance in Malaba Town Council.....	29
4.3.3: Head teachers’ monetary motivational supervisory role on teachers’ performance in Malaba Primary Schools.	31
Table 4.10: Illustrates effect of Head teachers’ monetary motivational supervisory role on teachers’ performance in Malaba.....	31
CHAPTER FIVE	34
DISCUSSION OF FINDING, CONCLUTION AND RECOMMEDTION	34
5.0 Introduction.....	34
5.0. Discussion of the study findings	34
5.1. Demographic profile of the respondents.....	34
5.1.1. To examine the extent to which head teachers’ Observational.....	34

- 5.1.2. To assess the extent to which head teacher’s instructional supervisory role affects teacher’s performance in Malaba, Tororo District.....35
- 5.1.3. To analyze the extent to which head teachers’ monetary motivational supervisory role affects performance of teachers in Malaba Primary Schools.....35
- 5.2. Conclusion.36
- 5.2.1. Demographic characteristics of the respondents.....36
- 5.2.1.1. To examine the extent to which head teachers’ observational supervisory role affects teachers’ performance in Schools of Malaba primary schools36
- 5.2.1.2. To assess the extent to which head teachers’ instructional supervisory role affects teachers’ performance in Malaba primary Schools36
- 5.2.1.3. To analyze the extent to which head teachers’ monetary motivational supervisory role affects performance of teachers of Malaba Schools in Tororo District.37
- 5.3. Recommendations.....37
- 5.3.1. To examine the extent to which head teachers’ observational role affected teacher’s performance in Primary Schools of Malaba Town Council in Tororo District.....37
- 5.3.2. To assess the extent to which head teachers’ instructional role has affected teachers’ performance in the primary Schools of Malaba, Tororo District.37
- 5.3.3. To analyze the extent to which head teachers’ monetary motivation supervisory role has affected the performance of teachers in Malaba primary Schools of Tororo District38
- 5.4. Suggestion for further research.....38
- REFERENCES39

APPENDIX II: LETTER TO THE RESPONDENTS.....45

APPENDIX III: INFORMED CONSENT46

APPENDIX IV: QUATIONNAIRE FOR DATA COLLECTION47

APPENDIX V: INTERVIEW GUIDE FOR INFORMATION COLLECTION FROM 5 HEAD TEACHERS
AND 5 BOARD MEMBERS OF THE 5 PRIMARY SCHOOLS IN MALABA TOWN
COUNCIL50

APPENDIX VI: LETTER FROM BUSITEMA UNIVERSITY51

APPENDIX VII: BUDGET ESTIMATES DESIGNED FOR THE RESEARCH PROJECT.....52

APPENDIX VIII: TIME SCHEDULE FOR THE RESEARCH PROJECT53

APPENDIX IX: MAP OF UGANDA SHOWING TORORO DISTRICT54

APPENDIX X: MAP OF TORORO SHOWING MALABA55

APPENDIX XI; SKETCH MAP OF MALABA TOWN COUNCIL SHOWING SCHOOLS OF RESEARCH
.....56

LIST OF TABLES

Table 3.1. Population, and sample size of the study.....	18
Table 3.2 shows reliability Statistics.....	22
Table 3.3 illustrates the interpretation of the mean range.....	21
Table 4.1: Response rate per category of respondents.....	23
Table 4.2 illustrates the gender of the respondents.....	24
Table 4.3: Illustrates the age of the Respondents.....	24
Table 4.4 presents marital status of the respondents.....	25
Table 4.5 illustrates the respondents' level of education.....	26
Table 4.6. Illustrates the level of qualification of the respondents.....	27
Table 4.7 displays the type of employment of the respondents.....	27
Table 4.8: Illustrates the Head teacher's observational role on teacher's performance.....	28
Table 4.9: Illustrates Head teachers' instructional material supervisory role on the teacher's performance.....	30
Table 4.10: Illustrates Head teachers' monetary motivational supervisory role on teachers' performance in Malaba.....	32

ACRONYMS

CVI	Content Validity index
IV	Independent Variable
DV	Dependent Variable
SPSS	Statistical Package for Social Scientists
UNESCO	United Nations Educational Scientific and Cultural Organization
PBSE	Performance Based supervision and Evaluation
NGO	Non-Governmental Organization
MOES	Ministry Of Education and Sports
USA	United States of America
SMC	School Management Committee

ABSTRACT

The general objective of the study was to examine the effect of head teacher's supervisory roles on the teachers' performance in Primary Schools of Malaba Town Council of Tororo District. The objectives that guided the study were, (i) to examine the extent to which head teachers' observational supervisory role affects the teacher's performance, (ii) to assess the extent to which head teacher's instructional supervisory role affects the teacher's performance, and (iii) to analyze the extent to which head teacher's monetary motivational role affects the performance of teachers. The research design used was cross sectional and case study. The sample size of the study was 98 respondents. Data was analyzed in two ways; demographic profile, percentage was used, SPSS was used to analyze data in order to get mean per statement. Findings; for all the objectives, overall mean was 2.51 indicating moderate level of positive effect, thus, head teacher's implemented their roles to extent of registering moderate positive effect on teachers' performance. Conclusion; about the effect of head teacher's supervisory roles on teacher's performance, guided by 2.51 as mean of all the objectives, it is concluded that head teachers supervised the teachers to the extent of registering moderate positive results. Recommendations; for all the three objectives, the mean outcome 2.51, indicating that head teachers as they supervised the work done by the teachers registered moderate positive effect. This is not to the expectation of the stakeholders. It is recommended that parents should be encouraged to pay school dues on time such that activities of the schools, including planning for lunch can be done at the right time, and likewise the Ministry of Education and Sports should support primary Schools by making sure that their budget for running the schools are stepped up as UPE funds such that the head teachers as administrators may be able to run the school effectively in order to achieve the set objectives in a particular year planned for such that teachers may be able to do their work well to the extent of producing the best results at the end of the academic year.

CHAPTER ONE

INTRODUCTION

1.0 Introduction.

The chapter presented the background to the study, statement of the problem, general objective of the study, specific objectives of the study, research questions, scope of the study, significance of the study, and conceptual frame work.

1.1 Background to the study

A decade ago, it was noted that teachers' performance as indicated by the pupils' academic performance in Schools was poor much as a multitude of programs were implemented through school administrators who carried out observational supervisory role, Instructional supervisory role and motivational role, (Bernard, 2014). There was mounting concern that head teachers were un professional in carrying out their roles. Teachers' morale of offering quality teaching services to the learners therefore dropped. This contributed to poor academic performance at the end of the year in the United States of America.

As well, in Mexican public-schools, teachers were eligible for head teachers' support in terms of observing what they were doing with the aim of building their capacity, provision of instructional supervision, and motivational support supervision. Much as it was so, little was felt by the teachers. Failure by the head teachers to do this, teachers' effort to provide quality services to learners was not realized since most of them lost morale to perform their duties, (Blasé& Kirby, 2000).

On the other hand, in developing countries, the performance of teachers depends purely on the head teachers' supervisory role, (Belle, 2006). Teachers' performance may be poor just because of the hierarchical nature of schools and their habits of working alone without the support of their supervisors, (Leibowitz, 2003). As result of the gap that is created due to lack of head teacher and teacher relationship, the performance of the teachers is always registered to be poor. This is reflected on the academic performance of the learners at the academic year.

In Uganda, it is obvious that aspects determining teachers performance is diverse and impact on the performance of teachers, (Wekesa, 2000). He further states that because of this, teachers always search for Schools where they feel that the head teachers are with them at all times as they do supervise what they do and

what they deserve from the school. If this is not done, it is the students to suffer academically. A teacher feels comfortable if he/she is supervised to satisfaction, but without that, human resource will always not perform to the expectation. In a nutshell therefore, what happens in other African countries is the same in Uganda.

The poor performance of the teachers is considered to be the associated to the head teachers' failure to do his or her role, (Bernard, 2014). Head teachers as supervisors evaluate, monitor, and serve as a gatekeeper in order to enhance the professional functioning of teachers. Supervisors have an ethical legal responsibility to monitor the quality of education that is being delivered to the learners. In order to enhance the professional functioning of the school and assure quality of education, the supervisor constantly supposed to monitor and provide feedback regarding teachers' performance. According to Wehmeie, (2004), affirmative evaluation is supposed to form the basis of the work done in the supervision. The head teacher is in charge, as far as evaluation of the teachers' performance is concerned. This is done through checking schemes of work, lesson plans, assessment records, instructional supervision, and making sure that monetary motivation as given by the officers. If this is done effectively by the head teachers they will be motivated to offer quality services to the students, hence improved performance at the end of the year.

In the research area, thus Malaba Town Council, five Primary Schools were targeted during the study. This was because of the presence of the indicators of continuous poor performance in 6 consecutive years, thus from 2018 to 2023. The study was therefore constituted in order to find out the extent to which head teachers' roles contributed to the class room teachers' work performance in the the research area.

1.2. Statement of the problem

In Malaba Town Council, pupils' poor performance was noted. The source of this was primary leaving examination results for six consecutive years, from 2018 to 2023. The Ministry of Education and Sports through the District Education department placed a head teacher in every School to supervise and provide support to teachers as they work, but pupils' results were still poor. The outcome, as result of this academic performance has contributed to increased School dropout rate; early marriages, being un able to qualify for further Education, there is as well enmity between head teachers, teachers and parents whose children failed to obtain the required marks for further education.

This is observed as a gap between the head teachers' roles and teachers' Performance. The research therefore was constituted to establish the extent to which head teachers' supervisory roles have contributed to the performance of teachers in the 5 primary Schools of Malaba Town Council, Tororo District.

1.3. General objective of the study.

To examine the effect of head teachers' roles on the teachers' performance in 5 primary Schools of Malaba Town Council in Tororo District

1.4. Specific Objectives of the study.

- To examine the extent to which head teachers' observational supervisory role affects the class room teachers' performance in 5 Primary Schools of Malaba Town Council, Tororo District
- To assess the extent to which head teachers' instructional material supervisory role affected the teachers' teaching performance in 5 Primary schools of Malaba Town Council, Tororo District
- To analyze the extent to which head teachers' monetary motivational supervisory role has affected teachers' performance in 5 primary Schools of Malaba Town Council, Tororo District.

1.5. Research questions

- What extent has the head teachers' observational supervisory role affected the class room teachers' performance in 5 Primary Schools of Malaba Town Council, Tororo District?
- What extent has the head teachers' instructional monitory supervisory role affected the teachers' teaching performance in 5 Primary schools of Malaba Town Council, Tororo District?
- What extent has the head teachers' monetary motivational supervisory role affected teachers' performance in 5 primary Schools of Malaba Town Council, Tororo District?

1.6 The scope of the study.

The study addressed geographical, content, and time scope of the study.

1.6.1 Geographical scope.

The study was carried out in Malaba Town council, Tororo District. 5 primary Schools were identified and involved in the study, namely St Jude Malaba Primary School, Teens Challenge Primary School, Canaan Parents Primary School, Malaba Integrated Primary School and Malaba Trinite Primary School. The factor which was considered to include these schools was consistent poor performance as reflected by the end of the year academic years.

1.6.2 Content scope.

The study examined the effect of the head teachers' supervisory role (observation, provision of instructional materials and motivational role) as independent variable, and how it has contributed to the performance of class room teachers in Malaba Town Council. The indicator here was the yearly performance of the pupils

1.6.3 The time scope.

This study covered a period of 6 years, thus from 2018-2023. This period was considered to be longer enough for the effects of head teachers' supervisory role to be realized by the stakeholders of Malaba as shown by the academic performance at the end of the academic year.

1.7 Justification of the study

This study is important in a way that it is a requirement to be fulfilled by the student in order to be awarded a Degree in Education primary of Busitema University.

1.8. Significance of the study.

To the Ministry of Education, and Sports, the findings of this study will be useful in a way that it will be the bench mark as far as policy amendment will be concerned, in regards to the need to improve the Education sector. As well, the findings will be used to evaluate the performance of the head teachers of these primary Schools.

To the NGOs involvement in promoting formal Education in Tororo District; the findings of this study will be useful to them in a way that it will be the bench mark for their re-planning as gaps were identified in this study in relation to formal education.

To the parents in Tororo District; the study findings will enable them to know the extent to which the supervisory role of the head teacher has impacted on the performance of the teachers to the extent of improving the academic performance of the pupils at the end of the academic year.

To the future researchers, this research report will be the source of secondary literature to those who may carry out studies in the similar topic in future

1.9. Conceptual framework

Independent variable

Dependent variable

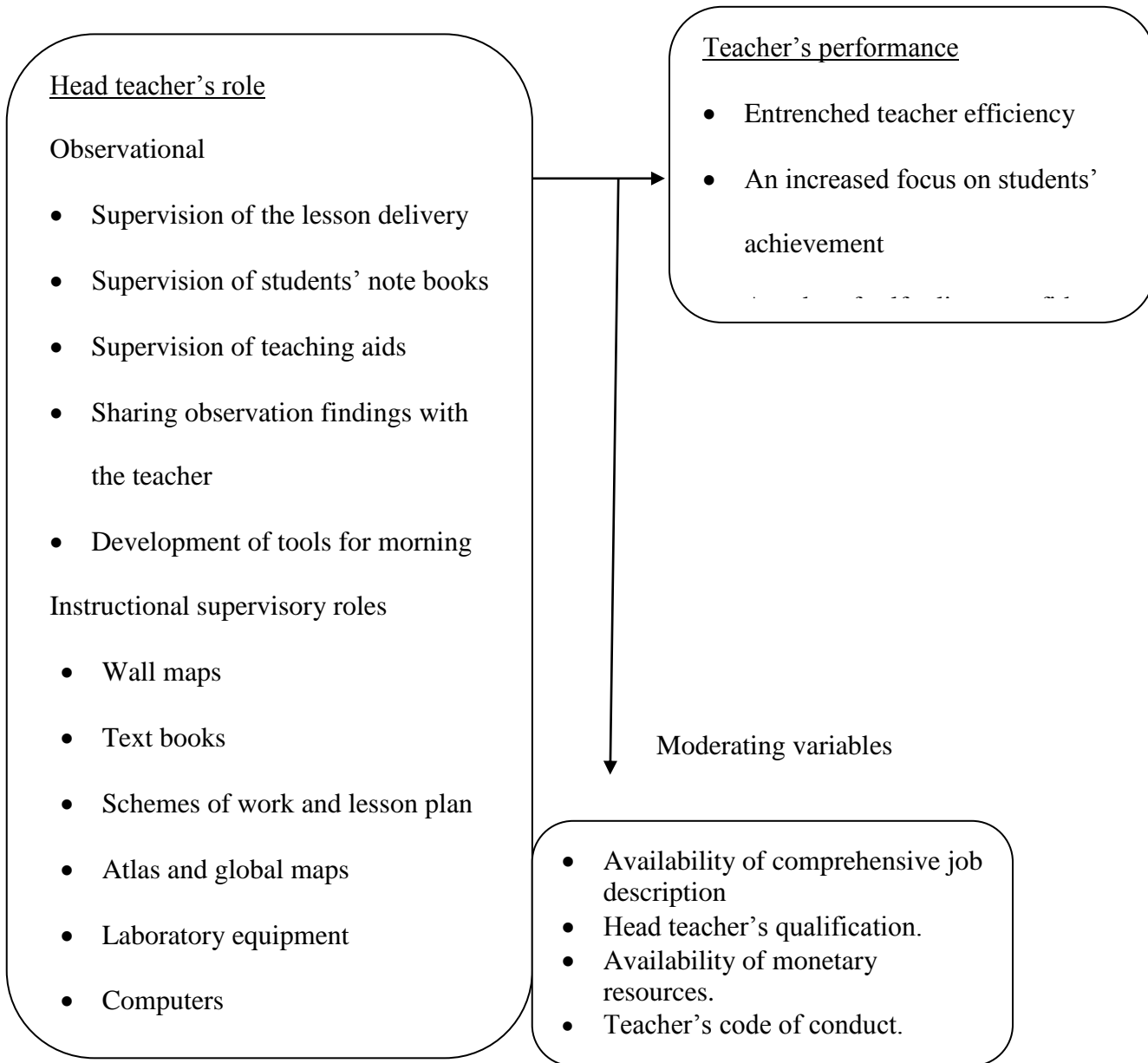


Figure 1.9 shows the conceptual framework that includes clearly defined variables, such as independent, dependent and moderating. This frame work presented the concepts or variables of the study and shows how they are connected. It states that for the Independent Variable to create a positive change in Dependent

Variable, effective and efficient supply of moderator variable should be provided. This therefore means that Moderator Variable is the determinant of positive, or negative responses in order for Dependent variable to be realized as illustrated in figure 1.9

1.10. Definition of operational terms.

Observation; this refers to time when a head teacher or deputy head teacher visits a teacher in class during instruction to evaluate the teachers' pedagogical skills with the aim of identifying areas of improvement if need be.

Instruction; this refers to a constant provision of direction on how to do work better for the benefit of the beneficiaries.

Teachers' performance; this refers to the duties performed by a teacher in a school system to achieve the learning objective.

Monetary Motivational supervisory role; this is an art of making sure that what the teachers deserve in a school in terms of cash is given to them. If this is done, they therefore become motivated to do their work of teaching to the expectation of the Pupils.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction.

This chapter presented the reviewed literature related to the topic of research. The purpose of this chapter was to provide information about recent research that was conducted to determine the possible relationship with the findings. The literature review was therefore, guided by the stated objectives in chapter one.

2.1. Head teacher's observational supervisory role

Typically evaluative by nature, head teacher's observational role is linked to teachers' performance, (Kamindo, 2008). More and more schools, however, are using observation- head teachers observing teachers- as form of professional development that improves teaching practices and students' performance, Kamindo, (2008). He further states that being observed in the classroom, improves teacher's performance. Observation as done by head teachers as well serve as vehicles for professional growth rather than only performance, for this has multiple benefits- for teachers, administrators, and the School. More and more, administrators and teachers view head teachers' observation as a form of collaborative professional development. According to Kimeu, (2010), observation yields greatest benefit when used as a means of sharing instructional techniques and ideologies between and among teachers. He further more states that head teacher to teacher observation is a tool for professional development and, in turn, for learners' academic improvement.

According to Kimeu, (2010), the head teacher should visit the classroom frequently in order to observe the use of teaching aids, presence and use of scheme of work and lesson plan, strategy used to deliver lessons, checking on the books of the learners and sharing the findings with the concerned teachers among other items to be observed. These if used as intended, they enable teachers to do their work professionally. One way to help teachers improve performance is through classroom observation of the use of lesson delivery aids. Kimeu states that Head teachers need to observe their teachers formally on regular basis, make notes in the classroom and work with a clear commitment. Kimeu further states that head teacher should discuss classroom observation with a teacher promptly in-order to provide for in-school professional development. There is need

to monitor standards being achieved by their learners, develop and implement strategies for systematic monitoring. According to Kitavi (2005), evaluative standard leads to discovery of curriculum strength and weaknesses and thereafter improvement is made in order to improve on the quality of teaching and learning. He further states that Physical observation of lesson presentation is the only way a head teacher can gain an insight into the quality of teaching in the school.

Kamindo, (2008), states that observation is key if teachers are to improve on their performance as teachers, for this is designed to support and enhance a teacher's ability to offer quality services to the learners. It enables the teacher to gain autonomy, self-awareness, and skills necessary to effectively accomplish the job at hand. Kamindo states that in education sector, the main purposes of observational supervision are to improve classroom teaching and to promote professional growth and development of teachers. Observational supervision is thought of as the glue of successful school and "behind every successful school is an effective observational supervision program, (Ogonsajju, 2012). He further states that one of the crucial elements of observational supervision is the idea that the role of supervisor is to protect the best interests of the learners.

Referring to educational context still, the main objective of observational supervisory practice in school is to improve the instruction, which is teaching and learning, according to Pearson (2009). He further states that when supervising in the educational realm, supervisors should seek to help those being supervised to realize their possibilities and usefulness. Aseltine, (2006), states that supervisor must watch the teacher's use of teaching aids and other instruments that can make work to be delivered well to the learners, ask questions as to why the teacher used certain teaching aids and provide feedback on the best teaching practices that enables, educators to improve. The process of observational supervision offers both teachers and their supervisors the opportunity to work together to improve students' learning process (Okumbe 2003). Okumbe further points out that the most recent concept in observational supervision is called clinical supervision. Clinical supervision is the rationale and practice designed to improve teacher's classroom performance. The very recent supervision model called Performance-Based Supervision and Evaluation (PBSE) was suggested by (Okwiri, 2006), and it has been tested and proved to be effective in schools.

According to a UNESCO report, (2007), it is clear that the head teacher and the teacher are capable of generating quality improvement in learning and make schools responsive to their environment and the needs of their learners. In the report, Schools should be allowed to monitor and improve the quality of services they offer.

According to Orodho, (2004) observational supervision provides a mechanism for teachers and supervisors to increase their understanding of the teaching-learning process through collective inquiry with other

professionals. According to Sullivan, & Glanz (2005), supervision is initially described as inspection, which has the connotation of direct control of teachers by school inspectors. They state that the term supervision has gradually taken over inspection, but both terms are sometimes used together. According to Wekesa (2000) clergy were among the first supervisors used in schools and these individual supervisors or supervisory committees were charged with monitoring the quality of instruction. These supervisors had nearly unlimited power to establish criteria for effective instruction and to hire and fire teachers. There was no necessary agreement as to the importance or nature of pedagogical expertise, the quality and type of feedback to teachers was highly varied.

According to Kamindo (2008) there is a significant effect in relation to checking on students' notes on their academic performance in Secondary Schools in New York City, for it is a mediating influence on teachers' curriculum instruction, community, and School organization, leading to higher performance.

Effective supervision as explained by (Gordon, 2004), requires well trained personnel with knowledge, interpersonal skills, and technical skills who are prepared to provide the necessary and appropriate guidance and support to the teaching staff. Gordon states that effective observation as done by the head teacher should result in growth and learning by the teacher.

The literature reviewed in regards to the extent to which head teachers' observational role affects the class room teachers' performance in Schools of Malaba was mainly extracted from places such as Western world in places like Latin America, Amherst, New Hampshire. No literature was extracted about this objective in Tororo District. However the information got as guided by the statements responded to by the respondents and reported on reflect the true situation in Malaba Town Council.

2.2. Head teacher's instructional material supervisory role

According to UNESCO, (2004), Instructional materials are a collection of materials including animate and inanimate object and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives. These are categorized into two, thus those that are used in class, namely wall maps, global maps, text books, markers to state but a few, and in the laboratory, of which some of them are laboratory equipments such as computers, ,projectors, meter rulers, chemicals, to state but a few.

According to UNESCO's report, a head teacher as a supervisor in a School has to make sure that the use of these teaching aides are supervised as teachers make the best use of them in a learning environment. The

primary function of supervising the use of instructional materials is to share the met challenges with the teacher with the aim of improving the performance of the learners, according to (Wekesa 2000) and (Ngelu, 2007)

According to UNESCO's report, (2004), the success of the school depends on how well the head teacher manages the, resources of the School, explains the relationship between the use of learning materials and performance of the teachers in an institution with the aim of improving academic performance.

According to Eshiwani, (2003), the environmental factors associated with teachers' performance include the head teacher and his supervisory/ leadership styles. The teachers have direct bearing on the head teachers' supervisory styles in Uganda formal Education. The leadership styles employed by an administrator has a great impact on the performance of the teacher all round.

According to Blase (2000), empowerment is the respect for individuals and the willingness to train teachers to use the instructional materials while offering services to the students. It also involves setting of reasonable and clear expectations for them and grants them authority to do their work in a meaningful manner that enables the learners to pass well.

According to Gordon, (2004), instructional materials should be managed and their uses are supervised by the head teacher according to the policies of the Ministry of Education and Sports. Staff development is an integral part within all instructional leadership. Gordon therefore states that instructional supervision leads to Staff development at a particular time, either as a full or part time study during the continuous professional life of the teachers. Instructional material supervision by the head teacher is a means of improving the system of education by the Ministry of Education and Sports. Blaise, (2000), expresses that instructional material supervision leads to effective and efficient use of teaching aids to in order to improve on the work of the teacher.

According to Glickmann, (2003) and Gordon (2004), it is the responsibility of the head teacher to provide and supervise the use of the instructional materials in order to improve the teacher's performance. They state that head teacher should be a role model to the teaching staff in instructional material use by allowing teachers to change their ways in teaching through the use of teaching aids as they teach.

According to Kimeu (2010), Schools that have best instructional materials and their use are well supervised by the head teachers are among the highest achieving schools, having in mind that teachers add up to school resources and they do better if they are well supervised as they use teaching materials, such as equipment, textbooks and support for feeding programs among others. He states that it is generally agreed that schools physical facilities such as desks, books, classrooms have a direct bearing on good performance, if their use are

effectively and efficiently supervised by the head teacher. Wanjugu, (2011), supports this view, and he notes that in their study on the educational situations, much as the teaching aids may be there, if their use is not supervised by the head teacher, the teachers may not use them as required by the Education standards.

All the literature reviewed about the extent to which head teachers' instructional role and its effect on teachers' performance in Schools was extracted from South Africa, Zambia, Malawi, New Guinea, the North African Region, and Western countries. Nothing was reviewed about Malaba schools as the area of study. However at the end of it all the study revealed the truth about the head teachers' supervisory role and the teachers' performance as reported on in chapter four in this report.

2.3. Head teacher's monetary motivational supervisory role

According to Maicibi, (2003) and Tracy, (2000), motivation is the inner striving conditions that are described as wishes, desires and urges to stimulate interest of a person to do an activity. He further states that motivation is viewed as a force that reduces tension, stress, worries, and frustration arising from problematic situations in a person's life and thus enhances his or her level of job satisfaction. Armstrong, (2007), states that there are different types of motivations. These are categorized as capacity building, provision of teaching materials and monetary rewards, among others. For this objective therefore, the researcher aimed at examining the extent to which monetary motivation to teachers was supervised by the head teachers as it was provided by different officers in the School to the extent of affecting their level of productivity as teachers.

According to Armstrong, (2007), head teacher is a goal owner of making sure that teachers are monetarily motivated to do their work of teaching. If this is to be achieved, then he/she has to make sure that provision of motivation by the persons concerned is effectively done in order for the students to achieve their desired objective.

According to Tamara (2010), monetary motivation is provided to teachers in a school setting in a number of ways, thus through transport allowance, housing allowance, lunch allowance, over time allowance, salary/wage payment, among others. These according to him if given, the productivity of a teacher shall increase. According to Bennel, (2004), teachers' performance should therefore be supported by their supervisors for this matter therefore, head teachers do so. According to Analoui, (2000), if teachers are not provided with sufficient motivation in terms of money, then they become less competent which directly influence the learners and the education system. Levy, (2003) concurs with Analoui, but he states that to make sure that what teachers deserve has eventually been received by them, the head teacher has a role of supervising it, and as well as supervising the performance of the teacher.

According to Levy, (2003), performance of an individual for this matter the teacher is determined by three factors i.e. monetary motivation, work environment and ability to do work. He further examined that the workplace environment impacts on employee morale, productivity and job performance both positively and negatively. If the work place environment is not liked by the employee, she/he will be de-motivated and the performance will also be affected. Teachers working in poor environment are never satisfied with their jobs. They therefore feel stressed on themselves and it impacts on employee's job performance.

In another research, Kimeu, (2010) investigated the relationship between monetary reward and teacher's job performance in Secondary Schools. He states that monetary reward simplifies the work of head teacher as a supervisor of the teacher. He states that teacher will work well whether the head teacher is available to supervise him or not. He states further that supervision works well if teachers are paid well and on time. Timely monetary motivation makes the head teachers' work of supervision easier.

Buluani & Musikanga, (2000), examined and found out that from the perspective of teachers in schools, job performance and motivation are different. Motivation is an input to work, and job performance is an output from this motivation. From a teacher's perspective motivation and job performance may be difficult to distinguish and motivation is often inferred from the output produced, the possibility of high motivation and low output or low motivation and high output is often not considered. The implications of either neglecting motivation or considering it a part of job performance for the empirically observed relationship between job performance and motivation can be significant. If effort is costly for an employee, ignoring effort can bias the estimated effect of job performance, because effort should increase job performance. As satisfaction is another very important thing in terms of motivation so employees are when satisfied with their job, organization environment, salaries, rewards, then automatically get motivated and show their best efforts towards their job performance.

Buluani & Musikanga, (2000) focused on role of teachers in providing good quality education in primary schools through motivation where it suggested some initiatives to increase the teacher's level of motivation that will improve the education system. The organizational culture affects the performance of the employees positively or negatively. As in organization different employees from different culture and background and with different languages so there thinking level is also different. They found out that when organization do not make a proper culture in organization so definitely employees will feel stress because of bad communication in between employees and their superiors and their performance towards their job will not meet the set standards. His study found that the bad working and living conditions have an adverse effect on the teacher's

performance. It is essential to consider the terms and conditions of service for the purpose of motivating and retaining teachers.

According to Kimeu, (2010), social and economic conditions of teachers have an effect on their performance i.e. low salary., lack of facilities, status of teachers in society, teachers mental health and morale, stress of work, relation with other staff and head teachers, working environment, (all those factors that have an strong impact on female teacher). To successfully manage this, (Tamara, 2010) states that head teachers should supervise the officers concerned such that the beneficiaries, for this matter teachers are given what they are supposed to get from the authority. This is because there is a positive relationship between motivation and work performance of teachers, i.e., the greater the level of supervision by the head teacher, the higher will be the teacher's job satisfaction, hence improved academic performance of Students.

According to Lethoko (2001), head teacher's role on supervision of officers who provide motivation to teachers can only be realized if the performance of teachers improves further states that the improvement can only be seen if the performance of the students in schools like wise improves.

All literature reviewed in relation to the extent to which head teachers' motivational role has contributed to the performance of teachers in Schools was extracted from the studies carried out in the Western World such as Latin America, West Asia, and a few African parts like North Africa and Sub Saharan Africa. This study therefore guided by the statements that were responded to by the respondents revealed the truth about the situation in the research area. This was based on to make recommendation about the head teachers' motivational supervisory role and the performance of the learners in Malaba Town Council, Tororo District.

CHAPTER THREE

METHODOLOGY

3.0 Introduction.

This chapter covered the research design, study population, the sample size, sampling procedure, the research instruments, procedure for research and data analysis.

3.1 Research design.

Ngechu (2001) defines research design as an arrangement of conditions for collection, and analysis of data in a manner that aims at combining relevance to the research purpose with economy in procedure. A descriptive cross sectional survey research design was used in this study.

The descriptive cross sectional survey design was used with qualitative research which was based on words, particularly when getting data from key informants at group or individual level and whereas quantitative research was used while getting data using questionnaire. Numbers were considered important here. The research purpose was to depict accurately, and in detail the characteristics of the population guided by the objectives of the study. This was used to describe the characteristics of the study at a given time, to the extent of providing a systematic description that was factual, and as accurate as possible. Descriptive research aimed at complete enumeration of what was being studied, since a questionnaire and interview guide were used to collect data/information.

3.2. Information sources.

The sources of data were categorized into two parts namely;

Primary sources of information; these are original materials on which other research studies were based on.

The examples are key informants, for this matter the head teachers and the board members.

Secondary source of information; these describe or analyze primary sources such as dictionaries, text books, encyclopedias, and Books that interpret, and review original research. These sources therefore were important to the researcher during the data collection, for whatever was got helped during the compilation of this report.

3.3. Study population and population sampling technique.

3.3.1. Study population.

According to Nsubuga (2013) study population is considered to be the total sum of all units of interest, or the universe. For this matter, the term refers to human beings. For the matter of this study, the population was sampled from the total of school Management Committee, head teachers and class room teachers of the 6 schools. It was among these that the sample size per category was drawn from separately.

The total population that was included in this research was 110 people, by sex, 55 females and 55 males.

3.3.2. Population sampling technique.

To determine the population of the study, purposive sampling technique was used while getting SMC members, head teachers, pupils and parents. This technique was considered because it enabled the researcher to save time. It as well enabled the researcher to directly get the members who were more knowledgeable about the topic of the study.

To get the class room teachers as sample population category, simple random sampling technique was used. The bench mark was the total teachers in each School. This technique was used because it avoided biasness since all of the teachers were considered to be knowledgeable about the topic of the study.

3.4. Sample size and sampling technique.

3.4.1 Sample size

According to Nsubuga & Katumba, (2013) sample size is a sub set, or portion of the total population, for example, 1% sample would consist of 1 out of every 100 entities in the population. The researcher considered a sample size as important in the study because the population of study was too big to be handled. The sample size was therefore considered more convenient

3.4.2. Sampling technique.

To determine the sample size therefore, each category of the population was subjected differently to (Krejcie, & Morgan, 1970) table. The population total was 110 respondents, categorized as 5 head teachers, (one per school) 5 SMC members, (1 per school), 50 parents, (10 per school) and 50 class room teachers, (10 per school), extracted from 5 primary Schools of Malaba Town Council. This is detailed in table 3.1.

Table 3.1. Population, and sample size of the study.

Category of the population.	Population of study	Sample size	Respondents by gender.
Head Teachers	5	5	4 males and 1 females were involved
SMC Members	5	5	3 males and 2 females were involved
Parents	50	44	22 males and 22 females
Class room teachers	50	44	males and females participated in the study
Total	110	98	51 males and 47 females were involved in the study

Source: Primary data 2023.

While getting the sample size, the researcher considered confidence of 90% and a margin error of 5%. The sample size total therefore was respondents as illustrated in table 3.1. This was got as result of totaling the sample size from all the categories of the respondents.

3.5. Data collection instruments.

The main instruments that were used while collecting data are as detailed below:

3.5.1 Questionnaire.

This is considered to be a set of questions to which respondents answer in writing, meaning that it is always structured. It asked for data that respondents were able to give without any assistance. The respondents were provided with a guide on how to respond to the statements. The scoring system of the questionnaire was given as, (5) strongly disagree (4) Disagree, (3). Not sure (2) Agree (1) Strongly Agree. The option of the respondent was written in the space provided. The respondent was able to tick his/her choice. This tool enabled the researcher to minimize the wastage of time while collecting data, as all the tools were given out to the respondents at the same time, and returned within 3 days, as the instruction requested.

3.5.2 Interview

Nsubuga (2013) defines interview as a technique that is primarily used to gain an understanding of the underlying means and motivations for people's attitude towards performance, or behavior, it can be undertaken on a personal one-to- one basis, or a group. For this matter this was conducted at an individual level, mostly the SMC members and head teachers were interviewed using this tool, at an agreed venue by the member, and the researcher himself. This instrument provided the researcher with accurate information that was used to confirm what was got while using the questionnaire.

3.6. Procedure for data collection.

Before the administration of the questionnaire, an introduction letter was got from the University. This was used as a basis by the researcher to request for permission from the administration of Tororo District local Government, particularly the Education department to be allowed to carry out data/information collection since the study targeted Schools.

After approval of the application by the Education department, the researcher reported to the identified schools, each at a time and the head teachers were met and briefed about the study.

The researcher, having been allowed to collect data by the head teachers of various schools, he proceeded to identify teachers who finally participated in the study.

During the administration of the tool, each respondent was briefed about what the study was all about. They were as well requested to answer all the questions and on collection, the entire questionnaire was again checked to confirm that all questions were answered.

3.7. Quality control.

Here, validity, and reliability of the instruments were considered important for this study. How these were managed is detailed below;

3.7.1. Validity of Instrument

According to Amin (2005), this refers to the extent to which an instrument is truly measuring what is intended to measure thus relevant to the study as returned. Adequate measures were taken to ensure that the questionnaire fulfilled the content validity as returned. According to Amin (2005), Content Validity Index (CVI) must be greater or equal to 0.7 before it is considered to be valid. This was calculated using the formula below

$$\text{CVI} = \frac{\text{Number of items rated as relevant}}{\text{Total number of items in the questionnaire}}$$
$$= \frac{95}{98}$$
$$= 0.98$$

Since the CVI was 0.98 thus greater than 0.5, the instrument was considered valid. It is therefore concluded that instrument truly measured what it was supposed to measure as returned by the respondents and later analyzed and reported on in chapter four.

3.7.2 Reliability of Instruments

Mugenda. (2008) states that reliability refers to the degree to which an instrument consistently gives what it is supposed to give. Therefore, before the instrument was used, it was tested to a tenth of the sample size and this was done through Cronbach's Alpha with the support of SPSS (version 20), and results were presented in a tabular format. According to Amin (2005), an instrument to be accepted as reliable, its Cronbach Alpha must be greater or equal to 0.7.

Table 3.2 shows reliability Statistics.

Cronach's Alpha	No of Items returned
0.99	95

Since the CVI is 0.98, which was greater than 0.7, the instrument was considered reliable.

3.8. Data analysis.

Gall (2013) defines data analysis as a process of bringing order, structure and meaning to the mass of collected data. Here therefore the collected data was edited, coded and scored. The scores for all the respondents were totaled to obtain their final raw score. Data analysis was done in three sections. The first analysis was done in order to justify the representativeness of the bio data of the respondents. The outcome was presented in chapter four using tables, in them, frequency and percentage was used. To determine the mean and standard deviation of the information, Statistical Package for Social Scientists (SPSS, version 20) was used. Table 3.3 provides the interpretation of the mean range as result of the analysis.

Table 3.3 illustrates the interpretation of the mean range.

Mean range	Level of effect	Explanation
4.0-5.0	Very high negative effect	Strongly disagree
3.1- 4.0	High negative effect	Disagree
2.1-3.0	Moderate negative effect	Not sure
1.1-2.0	Low negative effect	Agree
0.0 -1.0	Very low negative effect	Strongly agree

3.9. Ethical Consideration.

Nsubuga, P. (2013) defines this as moral standard and how they affect conduct of the respondents. To maintain the practice of ethics, names of the respondents were not written on any tool of data collection. By so doing getting to know who answered the question in away was not possible. This led to the confidentiality maintenance.

Voluntary participation and informed consent of the respondent was obtained. This was done after explaining while putting across the merits of this research and while presenting the information in chapter four, generalization of the findings was done. This aimed at avoiding individualization of the findings, hence maintaining confidentiality.

3.10. Limitation of the study.

Dishonesty and biasness of the respondents during data/information giving; this was met. To overcome this, respondents were made to understand the merits of this study to the extent of they, willingly accepting to participate in the study. They were therefore requested to give quality data for decision making.

For the sake of fears, the reason of this study was clearly explained to the respondents in order to clear the fears. As well, respondents were given more time if they needed to work on the questionnaire, but not more than five days. By so doing, the fears were managed by the researcher.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF RESEARCH FINDINGS

4.0. Introduction

This chapter focused on the data analyzed, and presented as a result of the data collected from the field during the research study. It comprises of the bio data of the respondents, and outcome as a result of research, guided by specific objectives of the study. It includes computation of the rate of response, and analyzed demographic profile of the respondents.

4.1. Response Rate

According to Babble (2001), the response rate refers to the percentage number of people who answered the questionnaire, divided by the number of people in the sample size. The response rate in relation to this study is illustrated in table 4.1.

Table 4.1: Response rate per category of respondents

Category	Sample size	Actual response	Response%
Head teachers	5	5	100%
SMC members	5	5	100%
Parents	44	42	95.5%
Teachers	44	43	97,7%
Total	98	95	96.9%

Source: Primary data 2023.

Guided by the outcome of the respondents according to the actual response rate, only 95 (96.9%) participated in the study. This gave a response rate of 96.9% According to Babble, therefore, a response rate that is above 50% is appropriate enough for drawing the conclusion that may not be doubted by the stakeholders.

4.2 Demographic profile of the respondents

This section presented gender, age, and marital status, level of education, qualification, and type of employment of the respondents.

4.2.1. Gender of the Respondents.

This section presented the gender of the respondents as stated in the table 4.2. The researcher got interested in gender because there was need to find out the number of the respondents who participated in the study by gender.

Table 4.2: Illustrates the gender of the respondents.

Sex	Frequenc y	Percent	Valid Percent	Cumulative Percent
Male	65	66.3	64.2	64.2
Valid Female	33	33.7	32.7	96.9
Total	98	100	96..9	

Source: Primary Data 2024

The finding in table 4.4 reveals that majority of the respondents were males with 64.2%, while females were the minority contributing to 32.7%. This implies that majority of the respondents were males, given the fact that they were the people who were readily available during the time of the study.

4.2.2. Age of the Respondents.

This analyzed the ages of the respondents as demographic characteristics, and the findings are presented in table 4.3

Table 4.3: Illustrates the age of the Respondents.

Age range	Frequency	Percent	Valid Percent	Cumulative Percent
21-25	10.	10.2	10.2	10.2
26-30	16	16.3	15..3	25.5
31-35	36	36.7	34.7	60.2
36-40	23	23.5	23.5	83.7
41-45	6	6.1	6.1	89.8
46-50	7	7.1	7.1	96.9
Total	98	100	96.9	

Source: Primary Data 2024

The outcome as presented in table 4.5 shows that between 21-25 the number of respondents who participated in the study were 10(10.2%), 26-30 were 15 (15..3%), 31-35 were 34 (36.7%), 36-40 the respondents were 23 (23.5%), 41-45, they were 6 (6.1%), 46 and above, the respondents were 7 (7.1%). Most of the respondents who were reached by the researcher in this study were between 31-35, totaling to 34 (34.7%), much as the other age range were adults. This implies that the researcher got quality data which was based on to draw conclusion about the study since the respondents were old enough to the extent of giving quality data/information.

4.2.3. Marital status of the Respondents

This part of the demographic profile presents the outcome in relation to the marital status of the respondents in table 4.4

Table 4.4 presents marital status of the respondents.

Marital status	Frequenc y	Percent	Valid Percent	Cumulative Percent
Married	85	86.7	86.7	86.7
Single	8	8.2	5.1	91.9
Valid Widow/Widow er	5	5.1	5.1	96.9
Total	98	100	96.9	

Source: Primary Data 2024.

The outcome in regards to the marital status in table 4.6 is presented as follows; the respondents who were found to be married were 85(86.7%), the singles were 5(5.1%), and the widows were 5(5.1%). Considering the number of the respondents met, the majority were found to be married. This implies that the researcher had responsible respondents who were informed about the issues related to education

4.2.4. The respondents' level of Education;

This statement was set up with the aim of finding out the formal educational level of the respondents. The details therefore are in table 4.5

Table 4.5 illustrates the respondents' level of education.

Institutional level	Frequenc y	Percent	Valid Percent	Cumulative Percent
Primary	20	20.4	20.4	20.4
Secondary	19	19.4	19.4	39.8
Valid Tertiary	59	60.2	57.1	96.9
None	0	11.2	11.2	
Total	98	100	96.9	

Source: Primary Data 2024.

In regards to the level of Education of the respondents, the outcome is, those who ended in primary level were 20 (20.4%), secondary level were 19(19.4%), those who reached tertiary level were 59(60.2%). Basing on the respondents who attended Primary, tertiary, and secondary level of Education, the researcher was given data after thorough thinking. This means that quality information was concluded on.

4.2.5. The level of qualification of the respondents.

This statement was set up by the researcher with the aim of getting to know the qualification of the respondents involved in this study. The outcome is presented in table 4.6

Table 4.6. Illustrates the level of qualification of the respondents

Qualification of respondents	Frequency	Percent	Valid percent	Cumulative. Percent
Certificate	38	38.8	38.8	38.8
Diploma	23	23.5	23.5	62.3
Degree	7	7.1	7.1	69.4
Non	30	30.6	30.6	96.9
Total	98	96.9	96.9	

Source: primary data 2024.

The information presented in table 4.6 displays the level of qualification of the respondents. The outcome is, those who had certificates were 38 (38.8%), those with Diploma were 23(23.5%), Degree respondents were 7(7.1%) and 30(30.6%) of the respondents had no qualification at all, much as the majority of the respondents had no formal education, they were knowledgeable about the need for the pupils to perform well.

4.2.6. The type of employment.

Employment determines the level of water user in the community. The researcher was therefore interested in knowing the type of economic activity that they were involved in. The findings are displayed in the table 4.7.

Table 4.7 displays the type of employment of the respondents.

Employment type.	Frequenc y	Percent	Valid Percent	Cumulative Percent
Teachers	44	46.3	41.8	41.8
NGO workers	2	2.1	2.1	48.4
Valid LCs	12	12.6	12.6	61.0
Non of these	40	42.1	42.1	96.9
Total	98	100.0	96.9	

Source: primary data 2024

The table 4.7 illustrates the findings as result of the analyzed data. The information in the table shows that the teachers were 41(41.8%, NGO workers were 2(2.1%), LCs 12(12.6%) and none of these were 40(42.1%). It is therefore clear that the researcher got knowledgeable respondents much as 40 Of them had no formal jobs.

4.3. The bearing of demographic profile in this research

According to Katamba, (2013), demographic profile is a statistical data relating to the population and the particular groups within it. It describes the composition of a population such as age, race, gender, income, marital status, employment, qualification, among others. In this study therefore, it helped to determine the most

important socio demographics to the research. This enabled the research to be complete for without the demographic information the survey would have not been completed, with demographic profile, and research questions guided the researcher to get truly in-depth information. It as well provided information regarding research topic, for without it, information would have not been got.

4.3.1. Head teacher’s observational supervisory role on teacher’s performance.

The study was guided by 5 statements drawn as considered important for collecting data/information in regards to this objective. The status is as detailed in the table 4.8

Source: Krejcie, & Morgan, 1970

Table 4.8: Illustrates the outcome as result of Head teacher’s observational role on teacher’s performance in Malaba.

Statements responded to by the respondents.	SD	D	NS	A	SA			Comments
	%	%	%	%	%	Mean	Std. Dev.	
Head teachers supervise the lesson delivery by class room teachers in this school by visiting the class.	0	3.5	0	7	89	1.2	.598	Low negative effect
Head teacher checks on the books of pupils after the delivery of the lessons by the class room teachers in this school.	1.2	15	0	1.2	83	1.3	.624	Low negative effect
Head teachers supervise the teaching aid application by the class room teachers in this school.	0	2.9	0	4.1	93	1.1	.538	Low negative effect
Head teachers share their findings with the teacher after observation.	1.8	1.2	0	4.7	92	1.2	.642	Low negative

								effect
Head teachers develop systems/tools for performance monitoring	73	11	0	5.8	11	4.275	1.37 6	Very high negative effect
The overall mean						2.52	0.76	Moderate.

Source: Primary Data 2024

Table 4.8 presents the status of the data collected and analyzed, guided by the given statements. These were presented statement after the other.

Head teachers supervise lesson delivery by class room teachers in this School by visiting the class; the outcome as result of this statement was analyzed and the mean was 1.2 which was interpreted as low negative effect. This shows that the lesson delivery of the class room teachers in the area of research was always supervised by the head teachers to the extent of the teachers being able to deliver the lessons to the expectation of the pupils.

Head teacher checks the books of pupils after the delivery of the lessons by the class room teachers in this school; the outcome as result of analyzed data/information indicated that the mean was 1.3, interpreted as low negative effect. This means that the head teacher did his/her work of making sure that the work of teachers was confirmed by checking on what was taught by the teacher in the ' note books.

Head teacher supervises the teaching aids application by the class room teachers in this school; the mean outcome in relation to this statement was 1.1, interpreted as low negative effect. This outcome showed that head teachers supervised the use of teaching aids in the class rooms. This implies

Head teacher shares his/her findings with the teacher after observation; the mean outcome in regards to this statement was 1.2, which was interpreted as low negative effect. This implies that the head teacher shared the outcome as result of carrying out observation in class. By so doing, the teacher's ability to do the work was improved.

Head teacher develops systems/tools for performance monitoring; after the analysis of the data, the mean was 4.275, interpreted as very high negative effect. This implies that head teachers were not developing systems for monitoring the class teachers' work in the Schools. This implies that there was no proper strategy of monitoring teacher's performance in class at all.

The overall mean in regards to this objective is 2.52 interpreted as moderate performance as shown by the mean outcome. ‘‘As a Head teacher, I do try my level best to do the observational supervisory role, thus reaching out to teachers as they do teach in classes. The aim of doing this is mainly to observe the use of the teaching aids among others. The outcome therefore was always shared with the teachers to extent of coming up with the best strategies of doing work in order to improve on the performance of the pupils. This is done using the available resources’’ remarked one of the head teachers during face to face interview with the researcher

4.3.2. Head teachers’ instructional role on the teachers’ performance

To successfully work out these, 6 statements were drawn and the respondents were given the options out of which each of them picked one out of the 5 given alternatives. The outcomes were illustrated in the table 4.9.

Table 4.9: Illustrates effects of Head teachers’ instructional material supervisory role on the teacher’s performance in Malaba Town Council

Statements responded to by the respondents.	SA	A	NS	D	SD			Comments
	%	%	%	%	%	Mean	St. Dev	
Head teachers do appraise class room teacher’s performance at the end of each lesson.	0	0	0	4.7	95.3	4.275	1.376	Very high
Head teachers do check on teacher’s use of wall maps as instructional material.	72.5	10.5	0	5.8	11.1	1.04	.2118	Low
Head teacher supervises the teacher’s use of text books as lessons are offered..	0	0	0	9.9	90.1	4.275	1.376	Very high
Head teacher supervises the effective and efficient use of chalk in this school.	72.45	10.45	0	5.8	11.1	1.099	0.300	Low
Head teacher monitors the provision of meals in this school.	12.9	0	0	14.6	72.5	1.661	1.334	Low

Overall mean/St Dev total.		2.24	1.07	Mode rate
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Source: primary data 2024.

Head teachers do appraise class room teacher’s performance at the end of each lesson; the mean outcome arrived at after data analysis was 4.275, which was interpreted as very high negative effect. This therefore implies that head teachers were found as not doing this activity at every end of the lesson, hence not performing to the expectation of the stake holders.

Head teachers do check on teachers’ use of wall map as instructional material; the mean that emerged as a result of the analysis of data was 1.04. This was interpreted as low negative effect, contributing to higher performance of the pupils in class during the lesson delivery.

Head teacher supervises the teacher’s use of text books as lessons are offered; the outcome mean was 4.275, rated as very high negative effect. Text books were not so much used by the teachers during class time. This implies that the head teachers were found as not doing this activity at all.

Head teacher supervises the effective and efficient use of chalk in this school; as a result of the analyzed data using SPSS, the mean was 1.099, rated as low negative effect. This meant that chalk was being provided and its use was being supervised by the head teacher.

Head teacher monitors the provision of meals in this school; the mean out come in regards to this statement is 1.661, interpreted as low negative effect on the academic performance of the pupils as an indicator. This means that monitoring of the provision of meals to the pupils was being effectively done by the head teachers in all the primary schools. (This was done in schools were meals were being provided).

As far as this objective is concerned, the overall mean is 2.24 interpreted as moderate effect. This shows that the head teachers of the Schools were found to be doing their work according to the job description to the extent of reducing the challenges that would lead to the academic failure of the pupils to moderate positive performance. *‘for me as a head teacher, I do my work guided by the job description. Therefore, I have to do the right thing at the right time. The only challenge I face is limited financial resources, realizing that the needs of the school keep on immersing every other day, meaning that teachers are not given fully what they deserve in order to improve their performance at work. However my target is to reduce the challenges teachers*

face to very low negative effect,” remarked one of the head teachers during face to face interaction with the researcher.

4.3.3: Head teachers’ monetary motivational supervisory role on teachers’ performance in Malaba

Primary Schools.

This objective guided the study as statements were drawn from it and responded to by the respondents at the time of data/information collection in regards to head teachers ‘provision and supervision of motivation of teachers in in terms of money in Malaba. Five statements were drawn and responded to by the respondents and the outcome was illustrated in table 4.10.

Table 4.10: Illustrates effect of Head teachers’ monetary motivational supervisory role on teachers’ performance in Malaba

Statements for responses	SA	A	NS	D	SD			Comments
	%	%	%	%	%	Mean	St. Dev	
Salary payment of teachers in this school is supervised by the head teacher.	73.1	14	0	11.1	1.8	1.602	1.297	Low
The head teacher supervises the accommodation of class room teachers in this secondary school.	73.7	13.5	0	1.8	11.3	1.672	1.140	Low
The head teacher supervises the development of the class room teachers in this school	12.9	62.6	0	7	17.5	1.742	1.577	Low
Head teacher supervises the provision of meals/ lunch allowances to the teachers in this	73.7	13.5	0	1.8	11.3	1.602	1.140	Low
Head teacher in this school supervises the PTA payment	82.5	5.8	0	7.6	4.3	1.415	1.045	Low
Overall mean/St Dev total						2.77	1.27	Moderate

Source: Primary data 2024

Remuneration in terms of salary payment of teachers in this school is supervised by the head teacher; the mean here was 1.602, interpreted as low negative effect. This means that head teacher was found to be doing this activity to the extent of improving the teachers' performance. This implies that the teachers were found to be happy and doing their work well since they were always supported by the head teachers to get their remuneration in whatever form that was fitting.

The head teacher provides and supervises the accommodation of class room teachers in this School; majority of the respondents strongly agreed with the statement putting the mean to 1.672, which was interpreted as low negative effect on the class room teacher's performance while teaching the pupils. This implies that teachers' performance was found as not tempered with.

The head teacher supervises the development of the class room teachers in this School; the mean here is 1.742, rated as low negative contribution, meaning that the head teachers were found to be supervising the staff development. This therefore means that the performance of the class room teachers was improved.

Head teacher supervises the provision of meals/ lunch allowance to the teachers in this School; the mean outcome is 1.602, rated as low negative effect. This outcome shows that the head teacher was found to be involved in the provision of meals given and or lunch allowance to the teachers in these Schools. This implies that they were motivated in this way to do their work well to the expectation of the pupils.

Head teacher in this school supervises the PTA payment; the mean in regards to the response as a result of this statement is 1.415, rated as low negative effect. This means that the head teacher was found to be doing his work according to the job description.. This implies that the class room teachers applied their professionalism rightly as they did their work of teaching in these primary Schools to the extent of the pupils getting the value of being at school.

The overall mean in relation to this objective is 2.77 rated as moderate effect. This means that to same extent, head teachers in Malaba Schools as far as their monetary motivational role is concerned, was done as expected by the teachers. *'For me as a teacher in this school, i have always seen the head teacher making sure that*

teachers are motivated and the motivational strategies were supervised as officers do offer to the teachers using the available strategies as recommended by the Ministry of Education and sports such that they may do their work of teaching as expected by the stakeholders'' remarked one of the respondents during face to face interview with the researcher.

CHAPTER FIVE

DISCUSSION OF FINDING, CONCLUTION AND RECOMMEDTION

5.0 Introduction

This chapter presented the discussion of the findings, Conclusions made recommendations as result of the study. This was done objective after objective, starting with the demographic characteristics of the respondents.

5.0. Discussion of the study findings

The objectives of the study guided the discussion of the study findings as far as the head teacher's supervisory role and teacher's performance in primary Schools of Malaba was concerned. The findings were discussed in comparison with the literature reviewed in chapter two.

5.1. Demographic profile of the respondents

Here, gender, age, marital status, level of education, qualification and type of employment of the respondents were addressed.. The outcome clearly shows that the respondents who participated in the study were, mature and knowledgeable about the topic of the study to the extent of giving quality information/data.

5.1.1. To examine the extent to which head teachers' Observational

supervisory role affects teacher's performance in primary Schools of Malaba Town Council

This objective was discussed guided by the mean of objective one, which was 2.52. This showed that head teachers, using observational supervisory method supervised the work of the class room teachers in the 5 Schools to the extent of registering moderate positive effect in the performance of the class room teachers. This therefore confirms that the head teachers supported the class room teachers to improve on their performance.

This finding concurs with (Kitavi, 2005), who states that, teachers' ability to do quality work is built if class room supervision is done by the supervisor, who for this matter is the head teacher in order to improve the performance of the pupils

5.1.2. To assess the extent to which head teacher's instructional supervisory role affects teacher's performance in Malaba, Tororo District.

The discussion of this objective was guided by the mean which was 2.24, interpreted as moderate effect. This outcome in regards to this objective means that the head teachers were found to have provided the teachers with instructional materials and as well as supervising their use by the teachers to extent of improving on their performance as services were given to the pupils.. This outcome concurs with the findings by (Sifuna, 2007) who states that to make the teachers improve on their performance, instructional materials should be given to the teachers, and as well as supervising their use by the head teachers. By so doing, encouraging good initiatives, improvement of teachers' professional status, the adaption and diffusion of better techniques and meaning of progressive program of action in academic performance is improved.

5.1.3. To analyze the extent to which head teachers' monetary motivational supervisory role affects performance of teachers in Malaba Primary Schools

To achieve this objective, a number of statements were drawn and responded to by the respondents. The mean outcome was 2.77, interpreted as moderate positive effect, created as result of provision and use of motivational strategies and supervision of their use by the teachers. This means that the teachers performed their work to the extent that the pupils' academic performance was as well improved. It is clear that motivation and performance are very important variables in terms of organization's success and achievements. Motivation improves productivity. Supervision therefore is one of the strategies that head teachers apply in order for the achievement to be realized. This outcome therefore is in line with (Chandrasekhar, 2011) who states that motivation should be given to workers, if positive results are to be realized. The supervisory role of the head teacher in a school environment is therefore very vital if teachers are to produce good results as far as teaching pupils is concerned.

5.2. Conclusion.

This was done objective after the other. The bench mark of it was the outcome as result of the mean of the statements responded to by the respondents.

5.2.1. Demographic characteristics of the respondents

In regards to the demographic profile of the respondents, the researcher got the right respondents in terms of age, gender, marital status and Educational level. They were therefore able to give quality data/information which was based on while compiling this report.

5.2.1.1. To examine the extent to which head teachers' observational supervisory role affects teachers' performance in Schools of Malaba primary schools

The mean of objective one after adding up the outcome of all the statements responded to by the respondents was found to be 2.52, interpreted as moderate effect. It is therefore concluded that head teachers, using observational supervisory method supervised and corrected the teachers in 5 primary Schools to the extent of registering moderate positive effect on the performance of the class room teachers.

5.2.1.2. To assess the extent to which head teachers' instructional supervisory role affects teachers' performance in Malaba primary Schools

As far as this objective is concerned, the overall mean was 2.24, interpreted as moderate effect. It is therefore concluded that the head teachers of the public Secondary Schools supervised the teachers as they were doing their work of teaching to the extent of registering a moderate performance.

5.2.1.3. To analyze the extent to which head teachers' monetary motivational supervisory role affects performance of teachers of Malaba Schools in Tororo District.

The overall mean in relation to this objective was found to be 2.77 interpreted as moderate performance of the head teachers. It is concluded that head teachers in Malaba Town Council, Tororo District supervised the motivation provided to the teachers as done by various departments to the extent of enabling them to register moderate performance as they do their work of teaching.

5.3. Recommendations.

This was done objective after the other, guided by the mean of each objective, generated from the statements responded to by the respondents.

5.3.1. To examine the extent to which head teachers' observational role affected teacher's performance in Primary Schools of Malaba Town Council in Tororo District.

As far as this objective is concerned, the overall mean is 2.52. This showed that the head teachers, using observational supervisory role supervised the work of the class room teachers in the 5 primary Schools to the extent of registering moderate performance. However, it was not to the required standard by the stake holders. It is therefore recommended that the District inspector of Schools of Tororo should build the capacity of Head teachers of these respective Schools on how to supervise class room teachers using observational strategy in order to improve on the performance of the class room teachers such that they can teach and produce better performance to the expectation of the stakeholders.

5.3.2. To assess the extent to which head teachers' instructional role has affected teachers' performance in the primary Schools of Malaba, Tororo District.

As far as this objective is concerned, the overall mean was found to be 2.24 interpreted as moderate performance. This however indicates that there is a gap between the expected performance and what was got as expected by the stake holders. To cover up this gap, it is recommended that the Ministry of Education and Sports should provide Malaba primary Schools with instructional materials that may be given to teachers for use while performing their work by the head teachers such that the gap may be covered.

5.3.3. To analyze the extent to which head teachers' monetary motivation supervisory role has affected the performance of teachers in Malaba primary Schools of Tororo District

The overall mean in relation to this objective is 2.77 interpreted as moderate teachers' performance. This means that head teachers supervised the motivation of teachers as done by the departments within the schools to the extent of registering moderate performance. Much as this was so, the outcome was below the standard required by the stake holders. It is therefore recommended that parents should be encouraged to pay school dues on time and likewise the Ministry of Education and Sports should support these Schools by making sure that UPE funds and their budget for running the schools are stepped up such that the head teachers as administrators be able to run the schools effectively in order to improve on the performance of the teachers. Hence improved performance of the pupils,

5.4. Suggestion for further research.

This study covered only 5 Schools of Malaba Town Council, leaving out the Schools in other parts of the District because of limited funds. The outcome reported on here therefore is only the views of the respondents picked from the few Schools. It is therefore suggested that further study should be carried out involving all other primary Schools in the District.

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APPENDIX I: Krejcie. R,V, & Morgan. D.W. (1970) TABLE FOR SAMPLE SIZE

Population Size	Confidence = 90%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	86	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1000	278	440	606	906	399	575	727	943
1200	291	474	674	1067	427	636	827	1119
1500	306	515	759	1297	460	712	959	1376
2000	322	563	869	1655	498	808	1141	1785
2500	333	597	952	1984	524	879	1288	2173
3500	346	641	1068	2565	558	977	1510	2890
5000	357	678	1176	3288	586	1066	1734	3842
7500	365	710	1275	4211	610	1147	1960	5165
10000	370	727	1332	4899	622	1193	2098	6239
25000	378	760	1448	6939	646	1285	2399	9972

50000	381	772	1491	8056	655	1318	2520	12455
75000	382	776	1506	8514	658	1330	2563	13583
100000	383	778	1513	8762	659	1336	2585	14227
250000	384	782	1527	9248	662	1347	2626	15555
500000	384	783	1532	9423	663	1350	2640	16055
1000000	384	783	1534	9512	663	1352	2647	16317
2500000	384	784	1536	9567	663	1353	2651	16478
10000000	384	784	1536	9594	663	1354	2653	16560
100000000	384	784	1537	9603	663	1354	2654	16584
300000000	384	784	1537	9603	663	1354	2654	16586

APPENDIX II: LETTER TO THE RESPONDENTS.

Dear Sir/Madam,

Good morning/afternoon,

I am Muduwa Joyce, a student of Degree in Education of Busitema University.

I am at a level of carrying out research as a requirement for this academic completion. I hereby therefore request for your assistance by being part of this study as one of the respondents. Kindly provide the most appropriate and the possible alternative answers to the statements.

Data/ information from you shall be for academic purpose only and will be kept with confidentiality.

May I retrieve the questionnaire in 3 days after you have received it.

Thank you for your co-operation in advance.

Yours faithfully

.....

Muduwa Joyce

STUDENT-

APPENDIX III: INFORMED CONSENT

I give my consent to be part of the research study of Muduwa Joyce that focused on the “contribution of head teachers’ supervisory role on the performance of the classroom teachers in Malaba Town Council primary schools”

I shall be assured of private and confidentiality and given the option to refuse to participate or withdraw my participation at any time.

I have been informed that the research is voluntary and that the result will be given to me if I request for.

Initial of your name:

Date this was received by the respondent.....

APPENDIX IV: QUATIONNAIRE FOR DATA COLLECTION

PART A: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENT

(Please tick one)

1. Gender

Male

Female

2. Age

20-25

26-30

31-35

36-40

41-45

46-50

51 and above

3. Marital status

Married

Single

Widow/Widower

4. Level of education

Primary

Secondary

Tertiary

None

5. Qualification

Certificate

Diploma

Degree

Masters

None of this

6. Type of employment

Farmer

Business

Civil Servant

NGO worker

Objective 1. To examine the extent to which head teachers' observational role has affected teacher's performance in Primary Schools of Malaba in Tororo District.

	Statements for responses	Options to be taken				
		SA	A	NS	D	SD
7	Head teachers supervise lesson delivery by class room teachers in this School by visiting the class;					
8	Head teacher checks the books of students after the delivery of the lessons by the class room teachers in this school					
9.	Head teacher supervises the teaching aid application by the class room teachers in this school					
10	Head teacher shares his/her findings with the teacher after observation					
11	Head teacher develops systems/tools for performance monitoring					

Objective 2. To assess the extent to which head teachers' instructional role affects teachers' performance in this primary School.

	Statements for responses	Options to be taken				
		SA	A	NS	D	SD
12	Head teachers do appraise class room teacher's performance at the end of each lesson					
13	Head teachers do check on teacher's use of wall map as instructional material					
14.	Head teacher supervises the teacher's use of text books as lessons are offered					
15	Head teacher supervises the effective and efficient use of chalk in this school					
17.	Head teacher monitors the use of computers in this school					

Objective. 3. To analyze the extent to which head teachers' motivation supervisory role has affected the performance of teachers in primary Schools of Malaba Town Council

	Statements for responses	Options to be taken				
		SA	A	NS	D	SD
18	Remuneration in terms of salary payment of teachers in this school is supervised by the head teacher					
19	The head teacher supervises the accommodation of class room teachers in School					
20.	The head teacher supervises the development of the class room teachers in this School					
21	Head teacher supervises the provision of meals/ lunch allowances to the teachers in this School					
22	Head teacher in this school supervises the PTA payment in this School					

GOD BLESS YOU.

**APPENDIX V: INTERVIEW GUIDE FOR INFORMATION COLLECTION FROM 5 HEAD
TEACHERS AND 5 BOARD MEMBERS OF THE 5 PRIMARY SCHOOLS IN MALABA TOWN
COUNCIL**

Objective 1. To examine the extent to which head teachers' observational supervisory role affects teacher's performance in Primary Schools of Malaba

- To what extent has the observational supervisory role of the head teacher affected the teacher's performance in class?

Objective 2. To assess the extent to which head teachers' instructional role affects teachers' performance in Schools of Malaba

- To what extent has the instructional supervisory role affected the performance of the teacher's performance in class?

Objective 3. To analyze the extent to which head teachers' motivation supervisory role has affected the performance of teachers in the primary Schools of Malaba.

- To what extent has head teacher's motivational supervisory role affected the teacher's performance?

APPENDIX VI: LETTER FROM BUSITEMA UNIVERSITY



BUSITEMA UNIVERSITY
P.O. BOX 236, TORORO

P.O.Box 236, Tororo
Gen: +256-454448842
Dir: +256-454448864
Mob: +256-782999874
Fax: +256-454436517
Email: ar@acadreg.busitema.ac.ug
Website: www.busitema.ac.ug

**FACULTY OF SCIENCE AND EDUCATION
DEPARTMENT OF EDUCATION**

06th May, 2024

TO WHOM IT MAY CONCERN

BACHELOR OF EDUCATION, PRIMARY

MR/Ms. MUDUWA JOYCE is a student
of Bachelor of Education, Primary of Busitema University, Faculty of Science and Education,
Nagongera Campus. His/her Registration Number is BU/UP/2022/0277

The purpose of this letter is to formally request you to allow him/her to access any information in
your organization which is relevant to his/her research.

His/her research topic is HEADTEACHER'S SUPERVISORY ROLES AND
TEACHERS' PERFORMANCE IN PRIMARY SCHOOLS OF MALABA
TORORO DISTRICT, A CASE STUDY OF MALABA TOWN COUNCIL

Yours Sincerely,

**BUSITEMA UNIVERSITY
DEPARTMENT OF EDUCATION
FACULTY OF SCIENCE AND EDUCATION**
06 MAY 2024
NAGONGERA CAMPUS
P.O. BOX 236, TORORO (U)

Dr. Kaweesi Muhammad
Ag Head of Department, Education

**ST. JUDE MALABA
PRIMARY SCHOOL**
06 JUL 2024
HEADTEACHER
MALABA

**ST. JUDE MALABA
PRIMARY SCHOOL**
P.O. BOX 51, MALABA (U)
DATE: 26/07/2024

sted the school

**CANAAN PARENTS SCHOOL
MALABA (U)**
30 JUL 2024
P.O. BOX 09, MALABA (U)

**MALABA INTEGRATED NURSERY
& PRI. SCHOOL**
30/7/2024
HEADTEACHER

MALABA TRINITE PRI. SCH.
21/07/2024
DATE
P.O. BOX 966, TORORO (U)

[Signature]

[Signature]

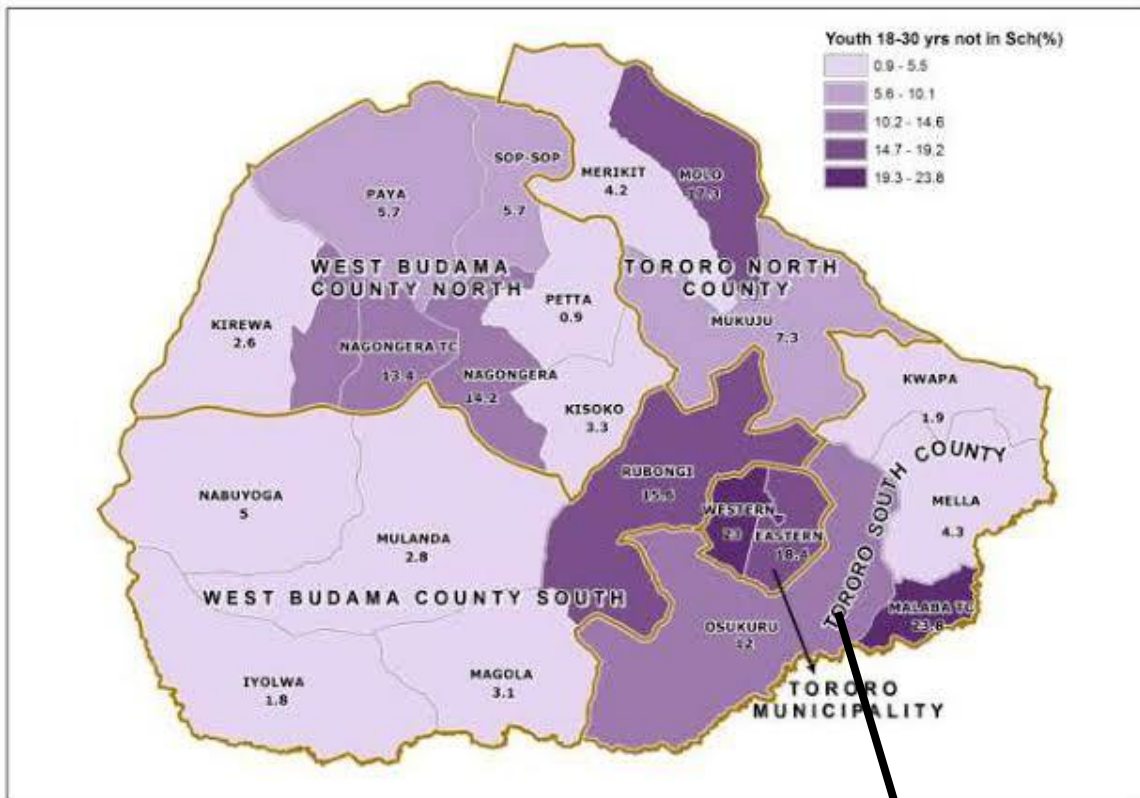
APPENDIX VII: BUDGET ESTIMATES DESIGNED FOR THE RESEARCH PROJECT

	Item	Details	Unit Cost	Total Cost
Research proposal writing	Data	10days	5,000	50,000
	Airtime	10days	2,000	20,000
	Transport	6trips	5,000	30,000
	Stationary	1 ream	23,000	23,000
	Refreshment	12meals	5,000	60,000
	Secretarial services		120,000	120,000
	Sub total			Ug.shs. 303,000
Writing a report	Airtime	14days	2,000	28,000
	Transport	10trips	10,000	100,000
	Secretarial services	1book (typing and printing)	100,000	100,000
	Photocopying	3books	10,000	30,000
	Binding research report	4books	15,000	60,000
	Allowance for data assistants	24times	10,000	240,000
	Sub total			Ug.shs. 580,000
Transport to take the report to the university	Transport	To and fro 2 times	10,000	20,000
	Refreshment	1meal	5,000	5,000
	Sub total			Ug.shs. 25,000
	GRAND TOTAL			Ug.shs. 886,000

APPENDIX VIII: TIME SCHEDULE FOR THE RESEARCH PROJECT

ACTIVITY	PERIOD
Proposal writing	January – March, 2024
Approval of research proposal	April, 2024
Data collection	May – June, 2024
Data analysis	June, 2024
Report writing	July – August,2024
Submitting the report	September, 2024

APPENDIX X: MAP OF TORORO SHOWING MALABA



MALABA UGANDA

APPENDIX XI; SKETCH MAP OF MALABA TOWN COUNCIL SHOWING SCHOOLS OF RESEARCH

