## THE INFLUENCE OF TEACHER SELECTION FOR SUPERVISION ON TEACHER PERFORMANCE IN SECONDARY SCHOOLS AT KAYUNGA DISTRICT. A CROSS-SECTIONAL STUDY.

*Ronald Mukiibi\*, Dr. Ssendagi Muhamad.*
*School of graduate studies and research, Team University.*

### Abstract.
### Background.
School systems uphold rigorous selection procedures to determine which teacher to supervise. Selection of potential teachers to consider for supervision at early stages in their profession aims at improving their instructional abilities given the assessment and restrictions at entry. This study aimed to assess the influence of teacher selection for supervision on teacher performance in secondary schools in the Kayunga district.

### Methodology.
A cross-sectional study design was applied using both qualitative and quantitative approaches. Purposive and simple random sampling techniques, a sample size of 130 respondents was drawn comprising of teachers, headteachers, Schools' BOG and PTA members, District Education and MoES Officers. Data was collected using questionnaires, interviews, and documentary reviews. Analysis of the collected data involved computation of descriptive statistics and inferential statistics involving Pearson's correlation and Linear regression analyses for quantitative data and discourse analysis for qualitative methods were also used in analyzing the data.

### Results.
The majority of the participants 45(37%) were between 20—30 years of age, 103(85%) were graduates, there was a significant relationship between teacher selection and teacher performance ($r = .246$; $p = .006$), a 44.7% variance in teacher selection is attributed to teacher performance (Beta = .672, R=0.447, P<.001). This implies that teacher selection as an administrative practice by head teachers is statistically a significant predictor of teacher performance, 104(85%) reported that teachers are selected based on merit to be supervised.

### Conclusion.
There was a significant relationship between teacher selection and teacher performance.

### Recommendation.
Schools should identify a teacher selection criterion for supervision given that instructional supervision is a technical activity that needs careful assessment of teachers to help them improve performance.

*Corresponding Author: Ronald Mukiibi*
*Email: mukiibironald026@gmail.com*
*School of graduate studies and Research, Team University.*

## Background.

School systems employ rigorous selection procedures to identify which teachers to supervise. The selection of teachers for supervision, particularly in the early stages of their careers, focuses on enhancing their instructional abilities while adhering to entry-level assessments and restrictions. Broader discussions surrounding the recruitment of teacher candidates aim to make the teaching profession more appealing and to improve it as a career choice for both novice and experienced teachers.

Ngozika et al. (2015), argued that teacher performance remains a significant concern for many organizations, including schools. Effective management strategies—such as reviewing lesson plans, schemes of work, continuous student assessments, and ensuring syllabus coverage—positively impact student achievements, thereby enhancing teacher performance. Since the state's future depends on educated students, well-managed teachers are essential for equipping learners with the skills and knowledge to contribute to national development.

Teachers demonstrated strong teaching skills by employing diverse methods, creating lesson plans and schemes of work for effective content delivery, and conducting frequent student assessments to address weaknesses. These practices led to improved student outcomes and enhanced teacher performance. The study recommended using these findings in teacher recruitment and training and suggested in-service training programs to further improve performance Amin et al. (2013).

Nevertheless, headteachers largely agreed that supervision improves teaching quality and reduces teacher absenteeism. Challenges such as teacher workloads and a lack of teaching materials hindered effective supervision. The study concluded that instructional supervision positively impacts teacher performance and recommended nationwide seminars and workshops for school leaders to address these challenges Simbano (2015).

Chamundeswari (2013), highlighted that teacher effectiveness depends on factors like knowledge base, responsibility, teaching strategies, classroom management, and student involvement. Addressing these aspects could optimize teacher performance. While Chamundeswari's study focused on teacher job satisfaction, it left a gap regarding administrative practices and their influence on teacher performance. Saleem (2013) emphasized the role of instructional supervision in Pakistan, where professionalism and teacher engagement significantly impact performance. Poor teacher selection leads to issues such as absenteeism, irregular attendance, and incomplete syllabus coverage, ultimately harming academic outcomes. D'Agostino and Powers (2008) noted that improper selection of teachers for supervision negatively affects performance. Effective selection processes prioritize teacher strengths and weaknesses to enhance their instructional capacity.

Harris and Sass (2011) argued that identifying teachers' strengths, weaknesses, and opportunities is crucial for effective supervision. Barber and Mourshed (2007) further emphasized that assessing communication and interpersonal skills aids in determining which teachers to supervise, fostering constructive feedback and motivation.

Teacher selection mechanisms in England focus on assessing the readiness of novice teachers through centralized procedures (Hobson et al., 2008). In Uganda, post-licensure teacher assessments evaluate competence, with specific requirements varying across countries (Zeitlin et al., 2011). For instance, in Japan, selection involves interviews, physical fitness tests, and instructional skill assessments (Brodsky & Woods, 2000). In contrast, South Africa's centralized approach can limit teachers' commitment to their roles due to a top-down supervisory structure (Bechuke, 2015).

In Germany, decentralized teacher selection processes involve regular student assessments, lesson planning, and syllabus coverage (Hobson et al., 2010). Similarly, in Europe, teacher selection during probation often serves as an induction phase for mentorship (Hobson et al., 2009b). Goldhaber and Theobald (2013) concluded that teacher selection significantly impacts educational outcomes, helping prevent learning losses caused by ineffective teaching. This study intends to assess the influence of teacher selection for supervision on teacher performance in secondary schools in the Kayunga district.

## Methodology.
### Research Design.
A cross-sectional design was used to examine the influence of school administrative practices by head teachers on teacher performance. The design was considered appropriate because it was used to collect data from a sample of a population at a particular time to obtain information (Amin, 2005) which is timely and cheap to use (Babbie, 2007). Both qualitative and quantitative approaches were used to collect data. A quantitative approach was used for easy analysis and triangulation of findings while a qualitative approach was used in collecting descriptive and narrative data to make an in-depth exploration of how instructional supervision influences teacher performance in secondary schools in Kayunga.

### Study Population.
The study population comprised of teachers because they are the main subjects affected by the school administrative practices, Board of governors, Parents-Teacher Association members, district education commission officials, and Ministry of Education officials were vital because they are the ones who implement the administrative practices in the secondary schools (the key informants).114 teachers, 7 headteachers, 30 Board of governors, 21 PTA members, 5 DEC officials, and 5 MoES officials will be involved in the study. In total, the study involved 182 respondents.

### Sample Size.
According to Fraenkel and Wallen (2009), a sample is a subsection of a population. Since the population was quite big, Roston (2008) recommended the selection of a representative study population. Therefore, Krejcie& Morgan's (1970) Table of sample determination is used to determine the sample size and on what category and number of respondents to be gaged in the study.

### Sampling Techniques and Procedure.
Both simple random and purposive sampling techniques of sampling were used to collect data. Simple random sampling means to give an equal and independent chance to all individuals to take part in a study (Fraenkel&Wallen, 2009).

Teachers, B.O.G, and P.T.A. members were selected using simple random sampling. It was used to give equal chance to the respondents. Purposive sampling was used to get information from respondents like Headteachers, District Education Commission officials, and Ministry of Education officials (key informants) in their various dignitaries. Using this sampling technique, the researcher was able to get data from individuals with the required information on school administrative practices by head teachers and teacher performance as proposed by Fraenkel and Wallen (2009).

### Data Sources and Collection Methods.
### Data Sources.
To collect data, the researcher used both primary and secondary sources of data. Secondary data will be obtained using a document review of already existing records in schools, district headquarters as well as the national library Kothari (2009). This data was readily available and quite easy to access. Remarkably, primary data was obtained from respondents using questionnaires and interviews and is data reported for the first time (Fraenkel and Wallen, 2009).

### Interviews.
Interviews to gather data from key informants were used. This method helped the researcher to collect detailed information more flexibly as it also allowed for probing prompting for required data from the key informants as suggested by Roston (2008).

### Document Review.
Document review was applied to gather secondary data from archived records to make a comparison with the primary data obtained to ascertain the coherence of the data and justify the research problem. Data t acquired was about the study objectives and was collected without interrupting the study process (Saunders et al., 2012).

### Data Collection Instruments.
### Interview guide.
Interviews were carried out using an interview guide that involved probing to prompt more responses from interviewees (Roston, 2008). The researcher applied an interview guide to collect qualitative data from 8 key informants including 3 headteachers, 3 DEC officials, and 2 MoES officials, and the information obtained was used to supplement the one obtained from questionnaires. The researcher made an effort to schedule appointments with all key informants on preferred dates at their convenience to interact in a discussion.

### Questionnaire.
It was revealed by Fraenkel and Wallen (2009) that questionnaires are cost-effective tools for data collection and easy to administer in a shorter period. The researcher developed a questionnaire comprising of close-ended questions which will be distributed to 122 respondents including 79 teachers, 25 Board of Governors, and 18 PTA members affiliated to the respective schools. The closed-ended questions will be preferred for reasons of their high response rate. Given their orientation and position, the respondents will be considered significant to provide adequate and meaningful responses regarding the research study.

### Documentary Review Guide.
Existing records found at school premises, district headquarters, and national libraries were sourced and reviewed to collect secondary data about school administrative practices by head teachers and teacher performance in schools in Kayunga. Records such as journals, strategic plans, newspapers, annual reports, and university magazines were reviewed as supported by Saunders, Lewis, and Thornhill (2012).

### Quality Control of the instrument.
### Validity of the Instrument.
According to Amin (2005), validity means the degree of suitability of a research tool. A questionnaire was developed, presented, and discussed with supervisors to establish face validity. Therefore, Content Validity will be determined by the content validity Index test using the formula below:(Amin (2005) provides that an instrument is valid with a CVI greater than 0.7)

CVI= Number of items declared relevant/ valid
        Total number of items

### Reliability of the instrument.
Amin (2005) revealed that reliability is the level of consistency of a research instrument even after repeated measures. The degree of reliability was established using Cronbach Coefficient Alpha which showed the level of the relationship between the study variables. According to Saunders et al (2012), a coefficient equivalent to 0.7 or more depicts a higher degree of reliability.

### Procedure for Data Collection.
Letter of introduction from Team University which was presented to the appropriate authorities in Kayunga district headquarters and MoES seeking permission to collect data for the study. Upon being granted permission, the researcher distributed questionnaires as deemed fit. The researcher

made appointments with key informants to ensure that it was convenient for them. (Saunders et al., 2012).

### Data Processing and Analysis.
Raw data was obtained sorted, edited, and processed using Statistical Package for Social Scientists (SPSS) for quantitative data while qualitative data was categorized according to objectives.

### Quantitative Data Analysis.
Descriptive statistics was used to explore the data and verify the study hypothesis. The researcher used SPSS to analyze the data collected. Data presentation is in the form of tables displaying frequencies and percentages. Pearson Correlation coefficient analysis was conducted to establish the relationship while linear regression analysis was conducted to establish the strength and magnitude of the relationship between study variables.

### Qualitative Data Analysis.
Processing of qualitative data involved categorizing data and attaching it to appropriate categories. The analysis of the interview responses was edited according to the themes developed from the objectives of the study. Responses from questionnaires and interview response was edited, coded, and reported using the descriptive narration of opinions, experiences, and views of the participants. Descriptive statistics was used to analyze the coded responses. Where necessary, quotes from the respondents were used to strengthen the interpretation.

### Ethical approval.
Ethical considerations in research concern the dilemmas that arise over the proper way to execute research, more specifically not to create harmful conditions for the subjects of inquiry, humans, in the research process. The researcher therefore ensured that respondents' informed consent was obtained through a letter that specified what the research was about, including laid down procedures the participants expected to follow. The researcher also will ensure objectivity, integrity, anonymity, and confidentiality by withholding the respondent's names.

### Informed Consent.
Verbal consent was sought from the respondents after the explanation of the study topic to them. The respondents were assured of their right to freely consent. Confidentiality was assured to the respondents and the participants in the study. Code numbers were used instead of patient names as an assurance that no one else would know from whom the information was collected.

### Results.
### Demographic characteristics of respondents.

**Table 1: Distribution of Respondents by Demographic Characteristics**

| Demographic Factor | Characteristic | Frequency | Percentage (%) |
|---|---|---|---|
| Age | 20—30 | 45 | 37% |
| | 31—40 | 39 | 32% |
| | 41—50 | 31 | 25% |
| | 51 above | 7 | 6% |
| Sex | Male | 83 | 68% |
| | Female | 39 | 32% |
| Educational Level | Graduate | 103 | 85% |
| | Postgraduate | 9 | 7% |
| | Diploma | 10 | 8% |
| Marital Status | Single | 32 | 26% |
| | Married | 84 | 69% |
| | Divorced | 5 | 4% |
| | Widowed | 1 | 1% |
| Period of service | <1 year | 16 | 13% |
| | 1—2 years | 36 | 30% |
| | 3—4 years | 19 | 16% |
| | 5 years above | 51 | 42% |
| Total | | 122 | 100% |

*Source: Primary Data, 2024.*

Table 1, illustrate that majority of respondents 45(37%) were between 20—30 years of age, 39(32%) were between 31—40 years, 31(25%) were between 41—50 years while the least 7(6%) were 51 years and above. Findings show that the majority were still below 30 years which means they are still energetic teachers who are involved in the teaching and learning of students. Results from the study revealed that the majority of respondents 83 (68%) were male while 39(32%) were female. This indicates that male teachers are more available at the school compared to female ones. Majority of the respondents 103(85%) were graduates (degree holders), 10(8%) were diploma holders while 9(7%) held postgraduate (master's degree). This kind of trend implied that all respondents had the cognitive ability and intellectual responsibility to interpret the research concepts. Therefore, respondents were assumed to have adequate capacity to articulate matters related to the study.

Results illustrated that majority of respondents 84(69%) were married, 32(26%) were single, 5(4%) were divorced while only 1(1%) were widowed. With the majority being married, it demonstrated a higher level of responsibility and maturity exhibited by respondents to provide reliable responses. From the study findings, it was established that the majority of respondents 51(42%) had served at least 5 years and above, 36(30%) had served between 1—2 years, 19(16%) had served between 3—4 years while the least 16(13%) had served for less than one year. Establishing the period of service was aimed at determining respondents' perceptions depending on their accumulated experience.

### Teacher selection for supervision and Teacher performance.

**Table 2: Descriptive analysis showing the influence of Teacher selection for supervision on teacher performance in secondary schools in Kayunga district.**

| Teacher Selection | The proportion of respondents who agree, disagree or undecided | | | | |
|---|---|---|---|---|---|
| Indicator | N | Disagree | Un decided | Agree | Mean | Std. Deviation |
| Teacher is selected based on merit | 122 | 10(8%) | 8(7%) | 104(85%) | 3.92 | 0.799 |
| Teacher selection for supervision is done at a random | 122 | 16(13%) | 10(8%) | 96(79%) | 3.75 | 1.017 |
| Teacher is selected based on the specific subject need | 122 | 6(5%) | 10(8%) | 106(87%) | 4.04 | 0.709 |
| Teacher is selected based on the subject competence | 122 | 11(9%) | 6(5%) | 105(86%) | 3.99 | 0.858 |
| Selection of teachers to supervise promotes professional development | 122 | 16(13%) | 12(10%) | 94(77%) | 3.77 | 0.925 |

*Source: Primary Data, 2024*

Table 2: reveals that the majority 104(85%) teachers are selected based on merit to be supervised, 10(8%) disagreed while only 8(7%) were undecided. According to the findings, the majority supported the notion ascertaining that teachers were selected for supervision on merit whose orientation had a positive bearing on teacher performance in Kayunga district.

## Qualitative findings from the interview revealed that:

*Teacher selection for supervision is done to see how well teachers are performing in classrooms for student achievement. This is measured by looking at teachers' schemes of work, lesson plans, teachers' records for students' continuous assessments, and syllabus coverage. Those who are not performing well are recommended for help by subject heads or further studies.*

*In Kayunga the inspector of schools visits once/twice a term to see what is going on in schools…this is done to ensure that schools are adhering to the set standards and procedures in the ministry…Teachers' weaknesses and strengths are identified so that teachers are well supported and prepared to deliver good services to enable students to pass well in their final exams which also promotes good teacher performance. Instructional supervision aims at strengthening the weak points of teachers…KI-2*

The majority of respondents 96 (79%) agreed that teacher selection for supervision in Buhimba sub-county secondary schools is done at random, 16(13%) disagreed while 10(8%) were undecided. This kind of trend implies that teacher selection can be done at random to get teachers to be supervised during active classroom lesson engagements. This aligned with teacher performance in which citing out teachers to be supervised would be based on random selection regardless of their performance, grade, or gender. It was affirmed by key informants that sometimes teachers can be selected at random as below:

*For me, I think carrying out teacher selection at random is to ensure that at least all teachers are supervised to check on their syllabus coverage, schemes of work, and lesson plan as well as see if they continuously assess students throughout the learning period and also use appropriate teaching methods and aids which may affect learners' performance. He also affirmed that teacher selection can even be random especially if you see a teacher is not doing well…KI-4.*

Findings also revealed that the majority 106(87%) teachers were selected based on the specific subject need, 10(8%) were neutral and 6(5%) were in disagreement. Findings revealed that in situations where there was a specific subject need, it could determine teacher selection for supervision to check on the individual performance of teachers in the Kayunga district. Also, from the qualitative findings, it was revealed that teacher selection could be based on specific subjects as affirmed by key informants in the verbatim below:

*It is vital to assess teachers' strengths and weaknesses so that they can be helped if there is a need via instructional supervision because through it teachers receive tips on how to improve their performance in specific subjects they teach for instance through encouraging them to make lesson planning and schemes of work which guide them in teaching, appropriate teaching aid and use of appropriate teaching methods and also to continuously assess their students such that they can identify their strengths and weaknesses…KI-6*

*We base on how students are performing…we also receive complaints from fellow teachers reporting weaknesses of their colleagues and this gives us a base to supervise that particular subject or teacher responsible…KI-4*

*At the district level, we assess things like general school performance in terms of grades at the end of every year, then critically identify the subjects in which learners are performing poorly then embark on our tasks by identifying those schools and particularly the poor subjects…KI-5*

*When some subjects are being done poorly, especially at intervals such as mid-term or end-term, instructional supervision is quite important because here we can see that a subject like mathematics is not done well, so we launch supervision of all mathematics teachers in all classes… KI-8*

The majority of respondents 105(86%) revealed that teacher selection for supervision assesses the subject competence of a given teacher, 11(9%) disagreed while only 6(5%) were undecided. This trend implied that subject competence could also determine teacher selection as a way of identifying a teacher for supervision to check on their performance in the instruction of classroom activities in the Kayunga district. Findings affirmed teacher selection based on competence in their respective subjects as per the following verbatim:

*Instructional supervision improves teachers' morale to deliver excellent services. For example, if teachers are supervised and given positive complements, their competence and morale are enhanced…we once visited some schools and supervised 4 teachers who were reportedly struggling but after giving them feedback, we received information from the headteacher that students performed well in their subjects scoring credits and as… KI-8*

*Teacher selection is based on the overall school performance because here we can scan and see the needs of teachers and our learners to help teachers improve efforts…when students' performance declines, instructional supervision should be done and it is what we do… KI-7*

Findings also revealed that the majority of respondents 94(77%) agreed to the notion that teacher selection for supervision promotes professional development, 16(13%) disagreed and the least 12(10%) were undecided. This signified that the selection of teacher for supervision aligned with their mentorship in respective schools in the Kayunga district. Qualitative findings further affirmed that teachers were mentored during instructional supervision as pointed out by key informants:

*As an inspector of schools, I look at basically the most crucial things like mode of delivery, class engagement, use of appropriate methods and teaching aids, teacher enthusiasm, smartness is also inclusive, etc.…also time management should be a point because some teachers can report to class halfway the lesson…supervision mentors teachers because if given feedback they can reform and improve on their performance…*KI-5

Study findings revealed mean values that were greater than 3 (3.75-minimum and 4.03maximum). This illustrated that teacher selection for supervision was carried out either randomly or based on a given criteria. The scores for std. Dev. (.799-minimum and .925) less than one entailed a common opinion about teacher selection for supervision as a facet of instructional supervision despite the 1.017 that depicted a divergence of opinion among respondents. This therefore signified that teacher selection for supervision is a strong element to be considered in school administration to improve teacher performance in the Kayunga district,

### Correlation analysis.

Correlation analysis was conducted to measure the relationship between two or more study variables.

**Table 3: Correlation between teacher selection and teacher performances.**

| Correlations | | | Teacher selection | Teacher performance |
|---|---|---|---|---|
| Teacher selection | Pearson Correlation | | 1 | .246 |
| | Sig.(2-tailed) | | .006 | |
| | N | | 122 | 122 |
| Teacher performance | Pearson correlation | | .246 | 1 |
| | Sig.(2-tailed) | | .006 | |
| | N | | 122 | 122 |
| Correlation is significant at 0.01 level. | | | | |

*Source: System Data, 2024.*

Table 3, shows that there was a significant relationship between teacher selection and teacher performance (r = .246; p = .006). This means that the better the teacher selection for supervision during school administration by head teachers, the more significant influence it has on teacher performance in secondary schools in the Kayunga district. This is because it helps identify teachers' strengths and weaknesses which improves instructional abilities in school and hence brings about improved teacher performance.

### Regression analysis.

Linear regression analysis was conducted to establish the strength and magnitude of the relationship between teacher selection for supervision and teacher performance.

**Table 4:  Regression Analysis showing the influence of teacher selection for supervision on teacher performance.**

| R Square=0.452, Adjusted R Square =0.447, Sig=.000 | | | | | | |
|---|---|---|---|---|---|---|
| **Model** | | **Unstandardized Coefficients** | | **Standardized Coefficients** | | |
| 1 | Constant | B | Std. Error | Beta | **T** | **Sig.** |
| | Teacher selection | 7.699 | 1.269 | | 6.068 | 0.000 |
| | | 0.643 | 0.065 | 0.672 | 9.949 | 0.000 |
| a. Dependent Variable: Teacher Performance | | | | | | |

*Source: System Data, 2024*

Table 4: shows that 44.7% variance in teacher selection is attributed to teacher performance (Beta = .672, R=0.447, P<.001). This implies that teacher selection as an administrative practice by head teachers is statistically a significant predictor of teacher performance.

### Discussion of results.
### Influence of Teacher Selection on teacher performance in secondary schools.

Study findings revealed that there is a moderate positive significant relationship between teacher selection and teacher performance. This means that an increase in teacher selection increases teacher performance. This therefore implies that an effective teacher selection by headteachers helps increase teacher performance. This is supported by the findings of Oliver et al (2011) who asserted that once teacher selection procedures are followed, instructional abilities in schools would improve hence leading to improved assessment of teachers' which results in an improvement in their performance. The findings are in agreement with other authors such as Harris &Sass (2011) who asserted that teacher selection on merit takes the form of identifying individual weaknesses, strengths, threats, and opportunities in teachers' day-to-day activities which help check on teachers' performance by school administrators' supervisors. This guides them on how best they can help the teachers improve which advice later transforms to better performance by the teachers. However, failure to appropriately select teachers for supervision highly affects their performance negatively as asserted by (D'Agostino, &Powers, 2008).

Findings revealed that teacher selection for supervision could be done randomly to identify a lesson to be assessed regardless of their performance, grade, or gender. This implies that every teacher has to be supervised such that their strengths and weaknesses can be identified and hence helped in a way. This helps administrators understand their teachers' strengths and weaknesses and hence help them for instance through their colleagues, taking them for further studies and other ways to improve teacher performance. This is also in agreement with Saleem (2013) who asserted that administrators should consider teachers' engagement in the form of appropriate teaching methods and aids and professional conduct like making appropriate schemes of work and lesson plans in assessing teachers' performance to bring about better performance in the schools. The finding therefore suggests that if teachers are selected at random, their performance will improve since they will try to always be ready through making schemes of work, lesson notes, and lesson plans, and also attend the timetables as scheduled.

This leads to good teacher performance in the secondary schools as well.

Furthermore, the selection of teachers is based on specific subject needs. This helps in assessing the level of competence of the teacher in teaching a specific subject. This means that teachers need to teach subjects which they specialize in rather than picking on anyone perhaps due to the gaps available which need to be filled. This promotes the delivery of the right content to students leading to better achievement in that subject hence depicting good teacher performance. This is in agreement with Roelofs (2007) who asserted that selection of teachers based on their subject competence helps improve educational outcomes given that teachers specialize in different subjects. This is in line with other scholars like Goldhaber and Theobald (2013) who also argue that the selection of teachers based on their subject competence helps avoid losses brought about by exposing learners to ineffective teachers. This in the end leads to improved teacher performance.

Findings further affirmed that teacher selection could also be aligned with the purposes of mentoring teachers during instructional supervision in their respective schools to develop their abilities and potential to deliver quality teaching services in Kayunga district.

### Conclusion.
There was a significant relationship between teacher selection and teacher performance.

### Recommendation.
Schools should identify a teacher selection criterion for supervision given that instructional supervision is a technical activity that needs careful assessment of teachers to help them improve performance.

## List of abbreviations.

| | |
|---|---|
| B.O.G | Board of Governors |
| CVI | Content Validity Index |
| DEC | District Education Commission |
| KI | Key informants |
| MoES | Ministry of Education and Sports |
| PTA: | Parent-Teachers Association |
| SMC: | School Management Committee |
| SPSS: | Statistical Package for Social Sciences |
| UNATU | Uganda National Teachers' Union |
| UNESCO | United Nations Educational, Scientific and Cultural Organization. |

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## Conflict of interest.

The authors declare no conflicting interest.

## Availability of data.

Data used in this study is available upon request from the corresponding author.

## Authors contribution.

RM designed the study, conducted data collection, cleaned and analyzed data, and drafted the manuscript and MS supervised all stages of the study from conceptualization of the topic to manuscript writing and submission.

## Authors biography.

Ronald Mukiibi is a student of Master of Education Planning and Management at the School of Graduate Studies, Team University.

Dr. Muhamad Ssendagi is a research supervisor at the School of Graduate Studies, Team University.

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**PUBLISHER DETAILS**