

**UTILIZATION OF TEACHER SUPERVISION TOOL IN INFLUENCING TEACHER  
EFFECTIVENESS IN SECONDARY SCHOOLS IN RUKUNGIRI DISTRICT –  
UGANDA**

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### Declaration

I, **Evans Tayebwa**, declare that this dissertation is my original work and has never been presented for any award in any university or institution of learning.

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## **Dedication**

With God's love, this work is dedicated to my wife, Damalie Tayebwa; my daughter, Ebenezer Grace; my mother, Eunice Tirima; and my brother in-law, Godfrey Nuwagaba, for the roles they have played in contributing to my happiness.

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### **List of Abbreviations**

BOG	Board of Governors
COVID 19	Corona Virus Disease
DES	Directorate of Education Standards
ESA	Education Standards Agency
KMO	Kaiser-Meyer-Olkin measure of sampling adequacy
MOES	Ministry of Education and Sports
SOPs	Standard Operating Procedures
TSS	Teacher Support Supervision
TST	Teacher Supervision Tool
UNATU	Uganda National Teachers' Union
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

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## Abstract

Supervision is one of the major functions of management which is required for successful achievement of organizational goals and objectives. In Uganda, secondary education is one of the areas where supervision is a vital aspect required in order to meet educational goals. In 2017, the Ministry of Education and Sports (MOES) designed a Teacher Supervision Tool with the aim of standardizing support supervision in schools. The purpose of this study was to assess the utilization of Teacher Supervision Tool in secondary schools and its effect on teacher effectiveness in Rukungiri District, and was based on the Marzano Teacher focused Model of teacher effectiveness. The study applied a mixed methods research design which involved both quantitative and qualitative methods to collect and analyze data. Quantitative data were collected using questionnaires while qualitative data was collected using in-depth interviews. Study sample included 15 school administrators, 50 heads of department, 100 teachers and 85 students selected from the three constituencies in Rukungiri district. The study found out that the frequency of teacher support supervision was high and had positively affected teacher effectiveness in secondary schools in Rukungiri district. One sample T- test results at 95% level of confidence revealed a P- value of 0.00 ( $<0.05$ ), showing significant difference between support supervision and teacher effectiveness. It also found out that teacher appraisal positively affects teacher effectiveness in secondary schools. T-test results at 95% confidence level also revealed a P- value of 0.00 ( $>0.05$ ) which shows a significant difference between teacher appraisal and teacher effectiveness. This has been achieved through mentorship, time management, collaborative teaching and professional growth. The study therefore recommends that secondary schools should be facilitated in terms of supply of the Teacher Supervision Tool (TST) temperate books and stationery to reduce the costs of supervision. It also recommends vigilance in Ministry of Education and Sports and School Board of Governors in ensuring that supervision reports are submitted to them regularly and on time to augment the results of teacher support supervision.

**Key Words:** *Supervision, Effectiveness, Mentorship, Professional growth, Appraisal*

## **Definition of Terms**

**Appraisal:** The process of evaluating workers' performance for a specified period of time basing on set targets.

**Board of Governors (BOG):** A committee appointed the Minister of Education and Sports and mandated by the Education Act 2008 to oversee the operations of a government secondary school.

**Education Standards Agency (ESA):** This is a department in Ministry of Education whose role is to oversee the operation of schools in Uganda and ensure that they meet minimum standards.

**Frequency of Supervision:** This refers to how often a teacher conducts a lesson while under observation by his superior, in a year.

**Job Satisfaction:** The ease with which a worker (teacher) feels comfortable at his/her work, so that even if given a chance for another job, he/she would still prefer to remain on the current job.

**Learner's grasp of skills:** The ability by the learner to acquire all learning experiences as described in Bloom's Taxonomy -- i.e., knowledge, comprehension, application, analysis, synthesis and evaluation.

**Mentorship:** A process where someone with seniority supports a junior to grow professionally through guidance and direction.

**Motivation:** This is act of being self-driven to complete a required task or activity on time as efficiently and effectively as possible.

**Ministry of Education and Sports (MOES) ...** Ministry responsible for policy making and monitoring and evaluation of education programmes in Uganda.

**Professional Growth:** A process where a worker acquires ability to develop in his area of specialization both in qualification, rank and attached remuneration.

**Syllabus coverage:** How much of the formal curriculum planned for the learner has been completed during a specific or required period.

**Self-confidence:** The ability to feel proud and be sure of one's performance of tasks required by his/her job.

**Teacher Supervision Tool (TST):** This is a template designed by the Ministry of Education and Sports in Uganda, Directorate of Education Standards, to assist Head teachers and their deputies in supervising teachers (See Appendix III).

**Teacher Support Supervision (TSS):** This is an activity of assessing teachers in classrooms as they carry out teaching with a major aim of improving their performance. It is also called Classroom observation.

**Team Teaching / collaborative teaching:** A process where different teachers in the same department share different topics in the same subject and teach them to the same class through mutual support.

**UNATU (Uganda National Teachers' Union):** An organization for all teachers in Uganda formed to protect their rights and bargain for better working conditions.

## **Chapter One: Introduction**

### **Introduction**

This chapter includes background of the study, whereby historical perspective, theoretic perspective, and contextual perspective are given. It also deals with the purpose and objectives of the study, scope of the study, research questions and hypothesis, and justification of the study.

### **Background to the Study**

Education requires supervision of classroom instruction to evaluate teachers' effectiveness (Olatoye, 2006). This results into students acquiring the necessary life skills that would enable them survive and contribute meaningfully to their (Ikegbusi, 2014; Nwanko, 1985; and Okoroma, 2000). However, teachers cannot execute the above duties effectively and efficiently without being properly and adequately trained, provided for with necessary tools and monitored or supervised.

### **Historical Perspective**

Bastick (1995) defines effective teaching as maximizing student academic achievement and teacher student course satisfaction. This can be obtained using the Three-Ability Framework (3AF) which consists of technical skills, professional competence and professional attitude. In addition, Kullbert (1989) and Baker (1990), are of the opinion that effective teaching should stir learner curiosity, encourage intellectual, logical and originaive thinking. It should increase students' urge and capacity for discovery. This is in line with Omoniyi (2005), and Central (1993), who emphasize that effective teaching involves practices which bring about the best results and exciting and useful learning experiences for learners and their academic growth.

However, according to Evans (2006), teaching effectiveness is a function of three things, namely: teacher's unique attributes, teacher-pupil reciprocal actions and teacher's influence on learner behaviour. Nonis and Hudson (2004) emphasize five dimensions of teaching effectiveness, which include: resonance, classroom interaction, ebullience, lucidity and the cognitive process of acquiring knowledge. Likewise, Harrison and Douglas (2004) emphasize academic competence, ability to pass on knowledge to the learner, professional maturity or mastery, mode of presentation and pelludicity as indicators of teaching effectiveness.

In relation to the above, Simon and Boyer (2010) identified variables that affect teaching effectiveness in four categories namely: teacher-related factors, student-related factors, environment-related issues and school-linked factors. Teacher-related factors are education level, teaching experience and motivation (Simon and Boyer, 2010). This study therefore mainly emphasized teacher-related variables, specifically experience and motivation, which are closely linked to supervision.

According to Ezenkwensili (2007) and Modebelu (2008) supervision is the process of guiding, influencing and augmenting growth with the overall view of making the teaching and learning process better for the learner. This includes assisting, directing, stimulating and motivating teachers to achieve educational goals. This, however, does not suffice according to Ogbo (2015) who described supervision as the maximum mentoring of the teacher into the most professionally efficient and effective person he is capable of becoming. Hence, it recognizes that a teacher has inherent capacity that requires guidance and constant monitoring (Ikegbusi, 2014).

### **Theoretical Perspective**

This study was based on the Marzano Focused Teacher Evaluation Model. The model zeroes on 23 teacher competences for improved lucidity, efficiency and effectiveness (Marzano, 2020). It emphasizes four clearly marked domains of expertise for effectiveness indicators namely: rigorous standards-based system in every classroom; responsive instructional framework with a pathway to scaffold instruction; and relentless focus on student results with leading signals. It also emphasizes renewed and energized teachers who have resources for their work of teaching.

The study was based on the conceptualized aspect that effective teaching -- as determined by analysis of classroom artifacts, portfolios, classroom assessment and principal observations -- is a result of teacher support supervision. Teacher support supervision is also envisaged in terms of frequency, assessment and evaluation and teacher appraisal and feedback (Marzano, 2020).

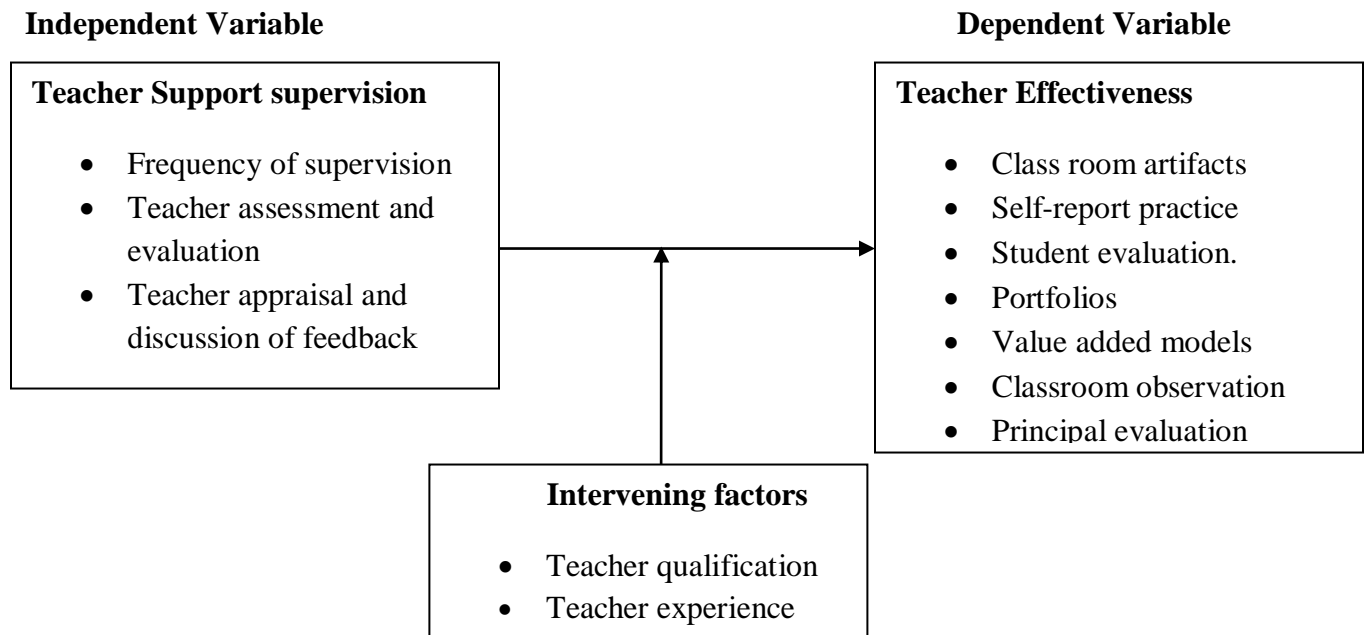
This theory was relevant to the study in that the first two indicators were adopted to develop a conceptual framework because they were more relevant to the Ugandan context and given the limited time and resources that were available, other indicators would be difficult to study. Hence, the researcher developed a conceptual framework which guided this research.

### Contextual Perspective

Supervision is a coaching exercise planned to aid teachers and other employees in performing their work very well (Purwanto, 2019). In other words, it is a form of encouragement, direction and creation of opportunities for growth of skills of teachers. This indicates that supervision is all about promotion of leadership and teacher development in educational activities (Eya and Leonard, 2012). In Uganda, supervision is mainly done as routine (MOES, 2017) and Ministry of Education and Sports developed a teacher supervision tool to help school administrators in carrying out teacher supervision effectively. Once this is done, teacher effectiveness is realized.

In relation to the above, Firz (2006) identified two types of supervision, name, internal and external supervision. Internal supervision is more effective than external supervision in that it helps teachers to be committed and love their job, while less effective and inexperienced teachers will improve their teaching skills (Eya and Leonard, 2012).

### Conceptual Framework



**Figure 1.0: A Model for Teacher Supervision and Teacher effectiveness (adapted from Marzano (2020) and modified by the researcher**

Teacher support supervision (an independent variable) was hypothesized to have a significant influence on Teacher effectiveness (a dependent variable). Figure 1.0 reflects the fact that teacher effectiveness, as measured in terms of preparation of classroom artifacts, portfolios, self-report practice and having students to evaluate teacher, value-added models, classroom observation and principal evaluation, was influenced by teacher support supervision.

Considering the fact that value-added models, classroom observation and principal evaluation require a lot of time to generate data, this study limited itself to the first three. In terms of the independent variable, the study zeroed on frequency of supervision, teacher appraisal and discussion of feedback. The relationship between teacher supervision and teacher effectiveness was influenced by a number of other factors including but not limited to teacher experience and teacher qualification.

### **Statement of the problem**

Supervision is necessary because not all teachers are compliant and knowledgeable yet the system changes from time to time (Bilesanmi, 2006) and it enables teachers to improve their pedagogical skills so as to achieve better learner achievement (Nwanko, 1985; Okoroma, 2000). In 2017, the Ministry of Education and Sports (MOES) noted with concern that supervision of teachers by head teachers was poor (MOES, 2017). In order to address this gap so that effective teaching takes place, the Directorate of Education Standards (DES) developed a standard support supervision tool for teachers. Its main purpose was to standardize the teacher support supervision process, focusing on key issues in pedagogy and standardize reporting and learning process in schools.

In this aspect, Head teachers were supposed to supervise all teachers at least once a term, give them immediate feedback, make a consolidated report to Education Standards Agency (ESA), Board of Governors (BOG) and hold staff meetings specifically to discuss findings from the supervision report. Head teachers were also required to organize school-based professional development workshops and use findings of support supervision for teacher appraisal. However, since 2017 when Teacher Supervision Tool was introduced, there has been no research carried out to show how effective teacher support supervision has been in causing efficiency in teaching. It is against this background, therefore, that the researcher wanted to investigate the utilization of



teacher supervision tool and its effect on teacher effectiveness in secondary schools in Rukungiri District.

### **Purpose of the study**

The major purpose of this research was to assess the utilization of teacher supervision tool in improving teacher effectiveness in secondary schools in Rukungiri District.

### **Objectives of the study**

This study was based on the following objectives:

1. To assess the frequency of teacher support supervision in Secondary schools in Rukungiri District
2. To investigate the effect of frequency of teacher support supervision on teacher effectiveness in Rukungiri District
3. To investigate the effect of teacher appraisal on teacher effectiveness in Rukungiri District.

### **Research questions**

This study was based on three main research questions:

1. What is the frequency of teacher support supervision in secondary schools in Rukungiri District?
2. How has frequency of teacher support supervision affected teacher effectiveness in secondary schools in Rukungiri District?
3. How has teacher appraisal affected teacher effectiveness in secondary schools in Rukungiri District?

### **Scope of the Study**

#### **Geographical scope**

This study covered Rukungiri District which lies 383km in the south west of Kampala, Uganda. It covers an approximate area of 1524.28 square kilometers with 11 sub-counties. It is

bordered by Democratic Republic of Congo (DRC) to the north west, Mitooma District to the north east, Ntungamo District to the south east, Rukiga District to the south, and Kanungu to the west.

### **Content scope**

The study basically gathered views related to support supervision in secondary schools. It attempted to find out teacher effectiveness in terms of preparation of classroom artifacts, self-report practice and student evaluation of teachers, their relationship with frequency of support supervision and teacher appraisal and discussion of feedback.

### **Time Scope**

The study gathered data on the above aspects related to a period of two years from 2017 to 2019.

### **Justification of the Study**

This study was deemed necessary because of the following:

It has helped to establish whether there is actually internal supervision in secondary schools, and how it has been beneficial to the teaching and learning processes. This will be a basis for future planning by the education managers.

It has also helped to identify gaps in support supervision and how such gaps can be filled to improve teacher effectiveness. This will be vital to education planners in the country.

## **Chapter Two: Literature Review**

### **Introduction**

This chapter gives in detail the information related to the subject of my study that has been gathered from secondary sources mainly journal articles, theses and reports. The information has been gathered to highlight the specific arguments and ideas on the themes of the study. This chapter has been arranged based on the objectives.

### **Teacher Effectiveness**

Porter and Brophy (1988) describe effective teachers those who are knowledgeable about their pedagogical strategies, adaptability of those methods to the learners' needs and can use of existing materials to enrich and clarify the content. Effective teachers also apply "mega-cognitive strategies" during instruction and give learners opportunities to master skills and knowledge, in addition to addressing all level cognitive objectives (Porter and Brophy, 1988). In short, effective teachers integrate their teaching with other subject areas and are mindful about their results.

In the same vein, Little, Goe and Bell (2009) describe teacher effectiveness as comprising learning which is attained by value-addition or teachers' contribution to positive academic values and social outcomes for students. Little *et al.* (2009) also describe effective teaching as involving the use of a number of resources to plan and effect learning opportunities as well as aligning pedagogical strategies to learners' needs. It also involves teachers collaborating with their colleagues, administrators, parents and education professionals to ensure learner achievement,

especially those with special needs and are at high risk of failure (Little *et al*, 2008). Collaboration is one of the important aspects emphasized by teacher support supervision as it encourages benchmarking, especially by junior teachers from senior colleagues. In this study, however, I tried to focus on mentorship which as an advanced form of collaboration as a way of improving teacher effectiveness. On the contrary, Zite (2016) says that effective teaching requires reporting, rating, analysis and checks. However, these researchers ignored the aspects of syllabus coverage and job satisfaction which my study assumed to be other elements of effectiveness, which my study also considered in carrying out this investigation.

### **Teacher Supervision**

According to Eya and Chukwu (2012), Supervision is any activity that assists teachers to attain both valuable and reasonable instructional delivery. Eya and Chukwu (2012) assert that supervision differs from inspection in that inspection aims at evaluating the work of a teacher and is more subjected to fault-finding, while supervision aims at assisting a teacher to develop in his/ her profession. They therefore recommended that retired but strong head teachers and teachers who have many years of field experience should be used as supervisors. Veloo, Komuji and Khalid (2013) hold a similar view that there should be interactive sessions between supervisors and teachers, where teachers are given feedback of their supervision. From these discussions, supervisors may guide teachers concerning their weaknesses and strengths in teaching techniques, approaches and teaching aids used (Veloo *et al*, 2013).

These studies, however, emphasize supervision as being linked only to head teachers, or long-serving teachers, but did not bring about the aspect of team teaching which is another aspect of supervision. The teacher supervision tool also includes this aspect and it was one of the areas of concern by the study.

### **Frequency of Supervision**

A study by Kotirde and Yunos (2015) found out that the process of supervision was becoming a serious problem in Nigerian schools; and thus recommended the engagement of teachers in educational activities which could enhance their skills such as carrying out strategic seminars, workshops, regular visits and exchange programmes. Although these recommendations would yield some fruits in improving teacher effectiveness; they would work best in developing

the teaching profession in general, but less in catering for individual teacher differences and talents which was the major concern of teacher support supervision.

Besides, Oyekuru and Ibegbunam (2013) found out that teaching experience and qualification had no significant influence on teaching effectiveness of teachers. The study however did not reveal the rate of internal and external supervision in those schools. It did not specify whether internal supervision was teacher support-based, aiming at professional growth, or it was just an administrative routine. This is why there was need for this study to close this gap.

### **Frequency of Supervision and Teacher effectiveness**

A study conducted by UNESCO and UNICEF (2004) revealed that a quality teacher is the one that has good communication skills, is effective, committed and loves spending most of the time with learners. However, Wakutile (2019) found out that there is a significant relationship between teachers' supervision and teachers' preparation of instructional materials, classroom instruction and management. In the same way, Veloo, Komuji and Khalid (2013), found out that clinical supervision helps to augment teaching and Learning, hence improving students' understanding. Clinical Supervision is more related to teacher support supervision which was the major concern of this study. Whereas the studies have some relationship with teacher effectiveness, little or no emphasis was put on teacher mentorship and professional growth, which were some major anticipated outcomes of teacher support supervision, hence need for this study to find out relationship between mentorship and teacher professional growth.

Similarly, Laboke (2017) had this to say:

You are responsible for your growth, performance, your career, feelings and attitudes.  
You must participate in professional development activities so as to keep your skills relevant in this constantly evolving world (p. 17).

Like the above researchers, Laboke (2017) holds the view that professional growths is a personal initiative and attribute that is required for one's successful achievement at work. However, Laboke (2017) believes that professional growth is accrued through one's personal initiative other than that of his/her supervisor. The view, however, which guided this research, was that professional growth is driven by a well-developed support supervision system which ignites

interest in the teacher, eventually leading to effectiveness in teaching. This was why there was need for the study close the gap.

In addition, Tshionza, Kapinga and Kamara (2018) found out that inspection relative to control of education, was more frequent than internal administration, on-job training and evaluation. However, in inspection sessions, the problems of social conditions, the technical and working conditions were more significant than contextual problems. In the same way, supervision given to teachers helps them to grow both personally and socially with emphasis on professional aspects (Nurhayati, 2010). Although these studies related supervision with professional development of subordinates, they did not clearly spell out which aspects of professional growth accrue to supervision and how it leads to teacher performance or effectiveness. This is why there was need for the study to investigate in this aspect.

A study by Apolot, Otaala, Kamanyire and Komakech (2018) showed that there is a pronounced link between school practice supervision and student teacher performance in higher institutions. They asserted that school practice supervision improved student teachers' competence, and enhanced their confidence and learning of new techniques. Much as their study explained a relationship between supervision and teacher performance, it was entirely carried out on teachers still under training. However, the perceptions and pedagogical experience of teachers on training and those of senior teachers may not tally. Again, it did not bring out the major aspects of self-evaluation and mentorship, which were the concern of this study.

In relation to the above, research by Pranab (2016) found out that there was a significant difference among secondary school teachers regarding their level of teaching effectiveness on the basis of school location. The study, however, undermined the aspect of self-evaluation which was a common element of effectiveness of teaching. Therefore, there was need for this study to close the gap.

### **Teacher Appraisal and Effectiveness**

Performance appraisal refers to the way, means and strategies used by organizations to assess the level of performance of their employees to provide them with feedback (Van Dijk & Schodi, 2015). According to Cleveland, Cropanzano and Hautaluoma (1989), performance appraisal can be used for both administrative purposes such as rewarding and sanctioning, promotion or discharge. It also involves providing performance feedback to employees and

allowing them to adjust their performance strategies to match the desired work output (Kluger and De Nisi, 1996; Locke and Latham, 2002). However, appraisal raises employees' awareness that they are being measured and this increases performance and fosters co-operative behaviour (Baterson, Nettle and Roberts, 2006; Haley and Fessler, 2005; Keller and Pfattheicher, 2011).

Similarly, Didinya, Ouda and Ndanu (2018) identified that performance appraisal helps teachers in augmenting three areas, hence improving teacher effectiveness, namely: professional knowledge and application, innovation and creativity, and time management. They also linked teacher effectiveness to academic achievement of learners where the latter is an indicator of the former.

However, according to UNATU (2019), teachers are appraised in performance in order to create a culture of developing uniform business practices that can keep everyone focused on the schools' mission, needs and objectives. It is also done to encourage teamwork, customer care, care for colleagues and subordinates by reviewing the impact of behaviour on others. Finally, it is done in order to develop individuals so that they maximize their contribution to the business of education sector.

The above literature relates performance appraisal to worker effectiveness through rewarding and sanctioning, adjustment of performance strategies and creating a sense of accountability among teachers. However, it does not discuss the element of feedback related to mentorship and coaching which is another vital aspect of appraisal related to supervision and effectiveness, hence the justification for this research.

Appraisal is also linked to motivation as it encourages teachers to work on those areas that are deemed weak as well as reinforcing their areas of strength. Motivation is the driving force that creates excitement of one's work so that they co-operate to work effectively and integrated with all resources to achieve satisfaction (Sudarjat, Abdullah and Sunaryo, 2015). Likewise, motivation involves processes providing a drive, directing and maintaining behaviour or mindset (Colquitt, 2009). Sudarjat *et al.* (2015) and Colquitt (2009) relate motivation to worker effectiveness and performance in an organization. They also explain motivation as having a strong relationship with efficiency of workers. However, they do not relate motivation to supervision in any way, yet this study assumed that support supervision leads to motivated teachers, who would in turn be effective. Therefore, there was need to carry out this study to ascertain the relationship.

On the other hand, The Hygiene Theory of Motivation, as proposed by Herzberg (1987), says that a worker is not motivated by the environment in which he works, but the absence of hygiene factors will cause worker dissatisfaction. The hygiene factors, according to Frederick Herzberg, include company policy and administration, supervision, working relations, status and job security. Although Herzberg (1987) relates supervision with motivation, it is not clearly explained how absence of supervision leads to loss of motivation, which in turn leads to ineffectiveness. This study therefore attempted to explain the relationship between supervision and motivation which later on leads to effectiveness in teaching.

According to Little, Goe and Bell (2009), teacher effectiveness is the teacher's ability to improve student achievement as measured by student gains on standardized achievement test. However, teacher effectiveness, according to Brophy and Good (1986) and Campbell, Kyriakides, Muijs and Robinson (2004), should entail student social development in addition to formal educational goals. If the concept of effective teaching is limited to student achievement gains, then differentiating between whether teaching was a result of preparation or inspiration by the learner would be difficult (Little *et al*, 2009).

In addition, a study by Ikegbusi (2016) revealed that both internal and external supervision have a positive effect on teacher effectiveness in secondary schools. The study collected data from only teachers and used Internal Supervision Assessment Scale (ISAS) and External Supervision Assessment Scale (ESAS) and the methods of data analysis was application of mean and standard deviation. However, in my study, I collected data from students, teachers, heads of department and administrators. I also used other methods of data collection mentioned in chapter 3 which obtained different results since they were more reliable in evaluating teacher effectiveness. Ikegbusi's study applied a comparative research approach while mine was more of a phenomenological research design, hence it might have obtained different results.

According to Oyedeji (2012), the role of school supervisors in order to carry out effective supervision, includes making classroom visits, supervising heads of department and checking schemes of work, lesson notes, absenteeism and rewarding hardworking teachers. It also includes sanctioning lazy and inefficient ones by assigning administrative duties to them as a means of encouraging them to do the right things at the right time. Similarly, Gordon and Ross-Gordon (2001) describe supervision as a service activity to help teachers do their job effectively, while Mecgley (2015) says the major function of a supervisor is to assist others to become efficient and effective in the performance of assigned duties. However, supervision, according to Olorunfemi



(2008) and Okobia (2015), is a helping relationship where the supervisor directs and helps teachers to meet set targets. All this relates supervision to teacher effectiveness but do not clearly describe how this effectiveness can be evaluated, hence there was need for the study.

From the aforesaid discussion of the available literature, it was clear that no study had been carried out by any researcher on teacher support supervision in the context of Rukungiri District, Uganda. At the same time, previous studies showed gaps in explaining how mentorship, coaching and self-evaluation developed among teachers due to support supervision. They also did not explain how team teaching, appraisal and motivation accrue to teacher support supervision to influence teacher effectiveness; hence the need for this research to close those gaps.

## **Chapter Three: Methodology**

### **Introduction**

This chapter presents research design, population of the study, sample size, sampling procedure, methods of collecting, analysing and presenting the collected data, limitations and ethical considerations.

### **Research design**

The study applied a mixed methods research design, particularly the concurrent triangulation method, whereby the researcher merged quantitative and qualitative data in order to provide detailed analysis of the research problem (Creswell, 2007). This approach was selected because the overall strengths are greater than either qualitative or quantitative research alone.

### **Study population**

The study population included head teachers, their deputies, heads of department, teachers and students in selected schools. This was approximated to be 750.

## Sample Size

In order to generalize from the random sample and avoid sampling errors or bias, a sample needed to be of adequate size (Taherdoost, 2016). The Sample size (n) was calculated using Cochran's standard formula, explained by Glen(2020), which assumed a margin of error at 5% and a level of confidence of 95%. The formula is:

$$n = \frac{n_0}{1 + \frac{n_0-1}{N}}$$

Where,

$n_0$  is Cochran's sample size recommendation (385)

N is the population size and

n is the adjusted sample size.

Hence:  $n = 385/1+(385-1)/750$

$$= 385/1+(384/750)$$

$$= 385/1.512$$

$$= \underline{255}$$

Therefore, using formula 1, and study population of 750, a sample size of 255 respondents was achieved which was an ideal sample size at confidence level of 95% and a marginal error of 5%. Cochran's formula was preferred because it allows one to get an ideal sample size given the desired level of precision and confidence (Glen, 2020).

## Method of Sampling

The study employed both random and cluster sampling techniques in choosing the number of schools in the three constituencies that make up Rukungiri District, namely: Rubabo, Rujumbura and Rukungiri Municipality. Cluster sampling was used where the study population was divided into groups from where samples were taken to represent the study population (Wilson, 2010). This method was preferred because it saved time and it was less costly (Davis, 2005).

The first stage involved random selection of six schools from Rubabo and Rujumbura constituencies, and 5 schools from Rukungiri Municipality. Purposive sampling was done at school level in selecting school administrators and heads of department. This was because they were the key informants since they were the ones carrying out support supervision and appraisal of their teachers. Thereafter, stratified sampling was done to select teachers; and students were selected using purposive sampling, hence S5 and S3 students because they were the only ones in session as other classes were in COVID 19 lockdown. This is shown in Table 1.

**Sampling table for respondents**

<b>Schools selected (Random Sampling.)</b>	<b>Administrators (Purposive )</b>	<b>Head of Department (purposive)</b>	<b>Teachers (stratified Sampling)</b>		<b>Students (Purposive sampling)</b>	<b>Total</b>
<b>RUJUMBURA COUNTY</b>			Male	Female	S. 3	
<b>KashenyiVoc sch.</b>	01	03	03	03	05	15
<b>Kyabugashe H.S</b>	01	03	03	03	05	15
<b>Rwabukoba SS</b>	01	03	03	03	05	15
<b>Katurika SS</b>	01	03	03	03	05	15
<b>Kyamakanda SS</b>	01	03	03	03	05	15
<b>Nyakagyeme SS</b>	01	03	03	03	05	15
<b>RUBABO COUNTY</b>						
<b>St. Peters SS</b>	01	03	03	03	05	15

<b>Rubirizi SS</b>	01	03	03	03	05	15
<b>Bwanga SS</b>	01	03	03	03	05	15
<b>Nyabiteete SS</b>	01	03	03	03	05	15
<b>Bishop Ruhindi SS</b>	01	03	03	03	05	15
<b>St. Jerome Ndama</b>	01	03	03	03	05	15
<b>RUKUNGIRI MUNICIPALITY</b>						
<b>Makobore H.S</b>	01	03	03	03	05	15
<b>Kyinyasano H.S</b>	01	03	03	03	05	15
<b>Immaculate Heart</b>	01	03	03	03	05	15
<b>St. Gerald's SS</b>	01	03	03	03	05	15
<b>Kagunga Seed</b>	01	03	03	03	05	15
<b>TOTAL</b>	17	51	51	51	85	255

**Table 1. Sampling of Respondents**

Source: Compiled by the researcher

### **Data collection Methods**

The study applied the following methods to collect data:

#### **Document Review method**

This method considered analysing different documents which were used within and outside class to ensure effective teaching and learning. It included:

#### ***Classroom artifacts***

These included lesson plans, teacher assignments, student work, and schemes of work. Analysing these artifacts was vital because it provided a better understanding of how a teacher creates learning opportunities for students on a daily basis. Analysis of classroom artifacts was

preferred because they had already been developed by teachers and the procedure would not place unreasonable burden to the researcher given the Covid-19 situation.

### **Administering Questionnaire**

Another method of data collection was administering a questionnaire. In here, a set of pre-set questions were arranged and sent to respondents about information of interest. Administering questionnaires was done on students, administrators, heads of department and teachers. Administering questionnaire was preferred because it gave uniformity of data and could easily be used in target population that was literate. In this study, this method was used in the following areas.

### **Student evaluation**

Here, students rated their teacher on a number of aspects given that they were the direct beneficiaries of effective teaching. This method provided valuable information on teacher effectiveness. Student evaluation of their teachers was measured through student survey which was done during the term. It asked students to assess observable practices in their classroom according to the Seven Cs: Caring, controlling, clarifying, challenging, conferring and consolidating. Students in semi-candidate classes were the only ones who participated in the survey since they were the only ones at school. Students in S3 were preferred to S5 students because of the many universal subjects taken by the majority at Ordinary level, unlike at Advanced level where they had variety of subject combinations that would pose a multi-dimensional challenge in assessment of their teachers.

### **Self-report practice**

Here, teachers reported what they were doing in the classroom in form of instructional logs, surveys or interviews. Self-report practice focused on broad and over-lapping aspects of teaching that were thought to be important in all aspects and would focus on a particular subject matter, content area, performance, and pedagogy (Little *et al.*, 2009). Self-report measures in this case consisted of straightforward checklists of easily overt behaviour and practices and required teachers to indicate the precise frequency of use of certain practices and standards. Self-report practice was also preferred because data obtained through this revealed teachers' intentions, knowledge and beliefs and could be useful for teacher self-evaluation and formative processes.

Again, teachers were the only ones with full knowledge of their abilities, classroom context, and curricula content and could provide insights that an outside observer might not recognize.

### **Interviewing**

This was a face-to-face approach between a researcher and the respondent about information of interest. The researcher used in-depth interviews to probe into some areas which would not be answered using a questionnaire. Interviewing was preferred because it captured information of interest that would be left out by questionnaires. Again, it was cheap in terms of administration as it required just physical presence of the researcher and respondent.

### **Data collection instruments**

The study employed semi-structured questionnaire and interview guide for data collection. A five-point Likert Scale was used to collect quantitative data (McLeod, 2019). This was preferred because some data would be scaled in terms of opinion, attitude, feeling or experience. Also closed-ended questions that require answers YES or NO were used. Open-ended questions and interview guide were used to explore qualitative data. Use of questionnaire was preferred because it guaranteed uniformity of data, was cheap, and was a quick way of getting information. Also, with open-ended questionnaires, respondents would elaborate their answers (McLeod, 2018, Carter and Williamson, 1996). It was also selected because all the respondents were literate and capable of giving their responses in a written form in simple and understandable English.

An Interview Guide was also used to gather data particularly from school administrators. This was also selected as it would provide qualitative data which would be used to supplement data from questionnaire. In addition, it provided in-depth understanding and description of some vital aspects of the study (Bhandari, 2020).

### **Validity and reliability of Research Instruments**

To measure the validity and reliability of the questionnaire, a pilot study was carried out in one school which was not in the area of study and involved 15 respondents. These included 1 administrator, 3 heads of department, 6 teachers and 5 students selected randomly. Cronbach's alpha measurement was used to check the questionnaire in the pilot study. The value for the instrument designed for teachers was .859 (acceptable  $\alpha \geq .70$ ), with the number of test items

being 61. A few changes were also made in the student's questionnaire to improve clarity in some items. All administrators and heads of department were able to answer the questionnaire without difficulty.

### **Data Quality Management**

The filled and returned questionnaires were screened for competence and incomplete ones discarded. Complete ones were coded, and entered in SPSS (Statistical Package for Social Scientists) software, cleaned and analysed using various methods discussed in the proceeding sub- chapter.

### **Data analysis**

#### **Quantitative Data analysis**

The study applied both methods of quantitative data analysis which range from simple uni-variate methods to bi-variate methods. Uni-variate methods were used to analyse data that contain one variable and do not deal with cause- effect relationship (Hotcubator, 2020). These included Frequency distributions, mean, median and mode. Standard deviation was used to assess the degree of variability or dispersion of data around the mean. Uni-variate methods were preferred because they were easier in describing different data which were later computed to form frequency distribution tables, pie charts and bar charts.

The study also used bi-variate data analysis, which described cases of two variables simultaneously. These methods included use of T- test and regression analysis. Student's T-test was also preferred because it was used to compare means for particular variables (Antione, 2019), of which some of such variables in this research were major aspects of this study.

#### **Qualitative data analysis**

This involved collection, analysis and interpretation of data that could not be easily reduced to numbers (Anderson, 2010). It was used alongside quantitative research in order to provide in-depth understanding about quantitative research results and generate new ideas for research (Bhandari, 2020).

Qualitative research applied a phenomenological research design which aimed at describing experiences of respondents regarding teacher support supervision. In this aspect, it

used content analysis where key informants were involved in providing information of interest. It also involved systematically searching and arranging interview questions, classroom artifacts and other materials to come up with meaningful findings (Bogdan & Biklen, 2007). The data were then coded to identify themes using Creswell (2008) criteria of coding that involves identifying code words from the text data, grouping and looking for residual codes.

Qualitative research methods were preferred because of their benefits such as requiring a small sample size -- hence being cheap, generating in-depth understanding of phenomena, and stimulating people's individual experiences. Triangulation method was later adopted where results from qualitative and quantitative results were merged to make meaningful conclusions (Creswell, 2007).

### **Ethical considerations**

Bearing in mind that ethical issues would arise when there is no harmony between the researcher and informers (Putton, 2002), this study undertook some measures.

In the case of permission, a letter of introduction was obtained from the Directorate of Graduate Studies to introduce the researcher. This was given to research gate keepers to allow the study in their areas of jurisdiction (Creswell, 2007).

A letter of consent was also given to participants who signed it as proof of having accepted to participate in the research. Also, permission was first sought from research gate keepers like head teachers before proceeding to contact respondents. In particular, special permission was sought from head teachers to allow the use of a modified teacher assessment tool in their schools to study teacher effectiveness.

As for students who were minors, parents and guardians were first requested permission to allow their children participate in the study; and for those staying at school, the administration was asked to contact them on phone or send requests as the students broke off for holiday so that as they reported back the following term, they were free to participate in the study.

### **Limitations and de-limitations**

The researcher met the following limitations during data collection. Some respondents failed to fill and return the questionnaires. This was corrected by distributing questionnaires



above the obtained sample size in order to close this gap. Also, questionnaires were delivered and collected by the researcher personally to minimize loss along the way.

There was also reluctance of respondents to participate in the study or need to be tipped first. This was overcome by creating good rapport between the researcher and explaining to them that the study was purely academic and there was no financial benefit attached to it. In other schools, I requested school administrators to give me few minutes to first talk to teachers and convince them to participate in the study. I also tried to distribute extra questionnaires to compensate for those that refused to participate.

There were also COVID-19-related challenges since other classes were not in session, while some schools restricted accessibility to their premises. This was overcome by observing all the Standard Operating Procedures (SOPs) and covering more student respondents to compensate for those classes which were not in session.

## **Chapter Four: Data Presentation, Analysis and Interpretation**

In this chapter, findings of the study are presented, discussed and analysed. They are presented according to themes and objectives and research questions.

## Quantitative Data

In this chapter, results answering three research questions are discussed, namely:

1. What is the frequency of teacher support supervision in secondary schools in Rukungiri District?
2. How has frequency of teacher support supervision affected teacher effectiveness in secondary schools in Rukungiri District? and,
3. How has teacher appraisal affected teacher effectiveness in secondary schools in Rukungiri District?

### Frequency of teacher support supervision in Rukungiri District

In order to answer the first research question, I paused two inquiries: 'How often were teachers being supervised by administrators' and 'Whether there was a fixed schedule of supervision in schools'. In answering these questions, administrators' opinions were computed using frequency tables as shown below;

**Table 2 Frequency of supervision and supervision time table in secondary schools**

	Frequency of Supervision	supervision Time table
N	Valid	15
	Missing	0
Mean	3.4667	3.2667
Median	3.0000	4.0000
Mode	3.00	4.00
Std. Deviation	.51640	1.03280
Variance	.267	1.067

Source: Study Survey

**Table 3 Frequency of Supervision in Secondary Schools**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Twice a year	8	53.3	53.3	53.3
once a term	7	46.7	46.7	100.0
Total	15	100.0	100.0	

(Scale ranges from 0(never), 1(once in 2 years), 2(once in a year) 3(twice in a year) and 4(once a term)

**Table 4 Existence of supervision Time table in Secondary schools**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	5	33.3	33.3	33.3
not sure	2	13.3	13.3	46.7
Agree	7	46.7	46.7	93.3
Strongly Agree	1	6.7	6.7	100.0
Total	15	100.0	100.0	

(Source: Study Survey)

**Note:** Likert scale used in this case ranged from 1(strongly disagree) to 5(strongly agree).

From Tables 3 and 4, it was observed that mean (M) for frequency of supervision is 3.46 and standard deviation (SD) 0.52. Since mean was above accepted average of 2.5, it means that frequency of supervision was “High”. Also, mean for existence of support supervision time table is 3.2 and (SD) 1.03. It was found out that out of 15 school administrators who were interviewed,

46.7% had carried out support supervision on their teachers once a term while 53.3% had supervised their teachers twice a year. This frequency of supervision, according to MOES (2020), is in line with the recommended frequency that requires every teacher to be supervised at least once in a term.

Again, from Table 2, it is observed that mean (M) for existence of supervision time table was 3.2 and (SD) of 1.01, (accepted  $M \geq 2.5$ ) which means that existence of supervision time table in secondary schools is “above average”.

Table 4 shows that only 33.3% of administrators did not have support supervision time tables on which they were supervising their teachers. This means that 66.7% had fixed schedules for support supervision.

I also carried out a similar test among teachers about frequency of support supervision using closed-ended question 1 (whether they have been supervised at least once a term) and Question 3 (on discussion of feedback). The findings of the study are as shown in Table 5.

**Table 5 Frequency of support supervision as determined by teachers**

		Been supervised once a term	Time given to discuss results
N	Valid	100	100
	Missing	2	2
Mean		1.0400	1.1400
Median		1.0000	1.0000
Mode		1.00	1.00
Std. Deviation		.19695	.34874
Variance		.039	.122

(Scaled from 1= Yes to 2=No) Source: study survey

From Table 5, it is observed mean of teachers who have been supervised once a term is 1.04 and standard deviation (SD) of 0.19 (acceptable  $M \leq 1.5$ ). In Table 3, 46.7% of teachers responded that they had been supervised once a term and 53.3% either by their heads of

department or school administrators. This worked like a confirmatory test to prove that there was actually support supervision in secondary school in Rukungiri District.

### Results of Supervision

In order to consolidate results of supervision, the Ministry of Education and Sports (MOES) recommended that special staff meetings be organized in which results from support supervision would be always discussed. In addition, a special workshop was arranged by a school to encourage continuous professional development by teachers (MOES, 2020). In order to establish whether this was being done, I set up questions as to whether teachers were given written supervision reports, workshops had been organized, special staff meetings held, and supervision results discussed in departments. Table 6 and appendix VII show the findings on the above aspects.

**Table 6: Frequencies showing results of support Supervision**

		Workshop organized	Special staff meeting held	Copy of recommendations given	Discuss with colleagues in department
N	Valid	100	100	100	100
	Missing	0	0	0	0
Mean		1.1800	1.4000	1.1800	1.1000
Std. Deviation		.38612	.49237	.38612	.30151

(Scaled from 1=Yes to 2=NO) **Source: Study survey**

From Table 6, it is observed that the mean (M) of the teachers who agreed that workshops had been organized in their respective schools purposely to address results from support supervision was 1.18 (accepted was  $\leq 1.5$ ) and standard deviation (SD) of 0.38. It was in such workshops that issues pertaining to professional development of teachers were addressed. This showed that teacher support supervision in Rukungiri District was being organized according to MOES's policy guidelines.

Related to the above, in Table 6 the mean (M) of the teachers who had attended special staff meetings organized to handle gaps in teacher support supervision was 1.40 (accepted was  $\leq 1.5$ ) with SD (0.49).

Table 6 also revealed that the mean of teachers who had received a copy of supervision reports after supervision was 1.18 (accepted was  $\leq 1.5$ ) and (SD) of 0.38.

It also indicates that mean of teachers who had held discussion meetings with their colleagues in the department was 1.10 (accepted was  $\leq 1.5$ ) and SD (0.30). Discussion meetings bore a direct connotation on the aspect of mentorship. Mentorship and coaching are other aspects that I found to be very essential aspects of support supervision and would directly be linked to teacher effectiveness as will be discussed in Chapter 5.

### Feedback after support supervision

In my attempt to study frequency of supervision, I also tried to assess the discussion of feedback after supervision. I attempted to find out whether teachers were always positive about their supervision results and were willing to improve; whether teachers were always given chance to suggest innovations; and, whether a report was given to the Board of Governors and Ministry of Education and Sports every year. I also attempted to find out whether findings of supervision were being used to appraise teachers and whether action had been taken to sanction teachers who failed to adhere. This was scaled on Likert scale 1(Strongly Disagree) to 5(Strongly agree). Table 7 and appendix VIII reveal the results of the findings:

**Table 7: Administrators' response Supervision frequency and feedback**

		Teachers positive about supervision results	Teachers given chance to suggest innovations	Report given to BOG and MOES	Sanctions and rewards Given
N	Valid	15	15	15	15
	Missing	0	0	0	0

Mean	4.0667	4.2000	3.5333	4.1333
Median	4.0000	4.0000	4.0000	4.0000
Mode	4.00	4.00	4.00	4.00
Std. Deviation	.59362	.56061	1.06010	.74322
Variance	.352	.314	1.124	.552

**Source: Study survey**

From Table 7, it is observed that the mean (M) in all the three areas of investigation was >4.0 (acceptable  $\geq 2.5$ ). At the same time standard deviation (SD) in all aspects was  $\leq 1$ . This means that school administrators agreed that teachers were positive about supervision results, and they were always given chance to suggest learning innovations. They also agree to have given reports to board of governors and Ministry of Education and Sports and to have given sanctions and rewards to teachers basing on supervision results.

**Frequency of teacher Support Supervision and Teacher effectiveness**

In order to find out the relationship between frequency of teacher supervision and teacher effectiveness in Rukungiri district, I first identified different indicators of teacher effectiveness according to the Marzano Teacher Focused Model (Marzano, 2020). This Model emphasizes four clear areas of expertise for effectiveness indicators, namely: tight measures- based system in every classroom, adjustable methodology that allows scaffold learning and relentless focus on student results with guiding indicators. It also emphasizes motivated and energized teachers with access to resources for their growth in the teaching profession.

However, basing on Marzano Model, my study emphasized the first two aspects and developed a concept that effective teaching as determined by analysis of classroom artifacts, student assessment and teacher self-evaluation help in assessing teacher effectiveness. As such, I tried to study the above aspects using different respondents, namely: heads of department, teachers and learners and results were obtained as follows.

**Teacher Preparation and Analysis of classroom artifacts**

To study these aspects, I asked a question to heads of department to as to how they described their teachers’ quality of preparation of classroom artifacts between the year 2017 and

2019. Table 8 shows the findings of this aspect. The scores were scaled on Likert scale from 1(very good) to 5(very poor).

**Table 8: Teachers’ performance 2017 in terms of classroom artifacts**

	Schemes of work	Lesson plans	Record of work	Lesson Notes	Record of marks	Class registers	Relevant Teaching aids
N Valid	50	50	50	50	50	50	50
Missing	2	2	2	2	2	2	2
Mean	2.2400	3.3200	2.5200	3.4200	2.7000	2.8800	2.9400
Std. Error of Mean	.07318	.09232	.07688	.08614	.08690	.10552	.08764
Median	2.0000	3.0000	3.0000	3.0000	3.0000	3.0000	3.0000
Mode	2.00	3.00	3.00	4.00	3.00	3.100	3.00
Std. Deviation	.51745	.65278	.54361	.60911	.61445	.74615	.61974
Variance	.268	.426	.296	.371	.378	.557	.384

**Source: Study survey**

Table 8 summarizes scores of teachers in different classroom artifacts in the base year 2017. The same table reflects median score as 3 for all artifacts except schemes of work which were described as acceptable but neither good nor poor. The mean ranged between 2.24 and 3.42 (acceptable  $M \leq 2.5$ ). It also reflects teachers having scored high in preparation of schemes of work with a modal score of 2 which is valued as “good” and scored least in preparation of notes with a modal score of 4 which is described as “poor.”

To clearly assess the trend of teachers’ performance in preparation of classroom artifacts, I also gathered performance results of teachers in the subsequent years after the introduction of teacher supervision tool, namely 2018 and 2019. Table 9 shows the results obtained.



**Table 9: Teachers' performance 2018 in terms of classroom artifacts**

	Schemes of work	Lesson plans	Record of work	Lesson Notes	Record of marks	Class registers	Relevant Teaching aids
N Valid	50	50	50	50	50	50	50
Missing	2	2	2	2	2	2	2
Mean	1.9800	2.8000	1.7600	2.1400	3.2600	2.3600	2.2000
Std. Error of Mean	.07279	.05714	.06101	.07565	.07985	.07959	.09035
Median	2.0000	3.0000	2.0000	2.0000	3.0000	2.0000	2.0000
Mode	2.00	3.00	2.00	2.00	3.00	2.00	2.00
Std. Deviation	.51468	.40406	.43142	.53490	.56460	.56279	.63888
Variance	.265	.163	.186	.286	.319	.317	.408

**Table 10: Teachers' performance in 2019 in terms of Classroom artifacts**

	Schemes of work	Lesson plans	Record of work	Lesson Notes	Record of marks	Class registers	Relevant Teaching aids
N Valid	50	50	50	50	50	50	50
Missing	2	2	2	2	2	2	2
Mean	1.3000	1.6800	1.6600	1.7200	1.6800	2.5600	1.5000
Std. Error of	.06547	.06664	.06767	.07022	.06664	.07645	.07143

Mean							
Median	1.0000	2.0000	2.0000	2.0000	2.0000	3.0000	1.5000
Mode	1.00	2.00	2.00	2.00	2.00	3.00	1.00(a)
Std. Deviation	.46291	.47121	.47852	.49652	.47121	.54060	.50508
Variance	.214	.222	.229	.247	.222	.292	.255

Multiple modes exist. The smallest value is shown

Source: Study survey

From Table 9, it is observed that the least mean was 1.76 in record of work and highest was 3.2 for record of marks (acceptable  $M \leq 2.5$ ). Again, it is observed that the modal score in almost all the classroom artifacts changed to 2 which was valued as “Good” as compared to 2017 which was 3 and described as “Acceptable”.

In 2019, as shown in Table 10, the mean (M) ranged between 1.3 for schemes of work and 2.5 for class registers (acceptable  $M \leq 2.5$ ). Modal score again appeared as 2 and 1 in some classroom artifacts like schemes of work and relevant teaching aids. This means that from the years 2017 to 2019, there was an improvement in teachers’ preparation of classroom artifacts from “poor” and “acceptable” to “good” and “very good” respectively.

### **Trend of Teachers’ performance in classroom artifacts**

To clearly compare the trend of teacher’s performance in classroom artifacts from 2017 when teacher supervision tool use was introduced up to 2019, I summarized the scores of teachers for the three years as shown below.

**Table 11: Statistical Summary of Teachers’ performance in Classroom artifacts from 2017 to 2019**

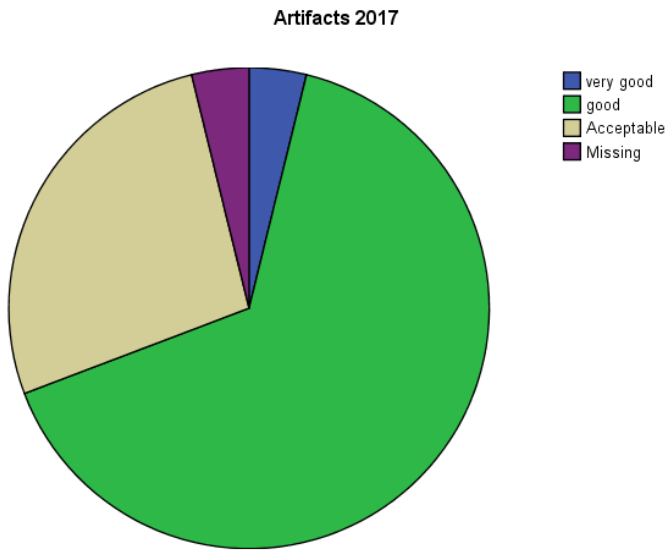
		Artifacts 2017	Artifacts 2018	Artifacts 2019
N	Valid	50	50	50
	Missing	2	2	2

Mean	2.2400	1.9800	1.3000
Median	2.0000	2.0000	1.0000
Mode	2.00	2.00	1.00
Std. Deviation	.51745	.51468	.46291
Variance	.268	.265	.214
Range	2.00	2.00	1.00

Note that the Likert Scale used was from 1(Very good) to 5(Very poor).

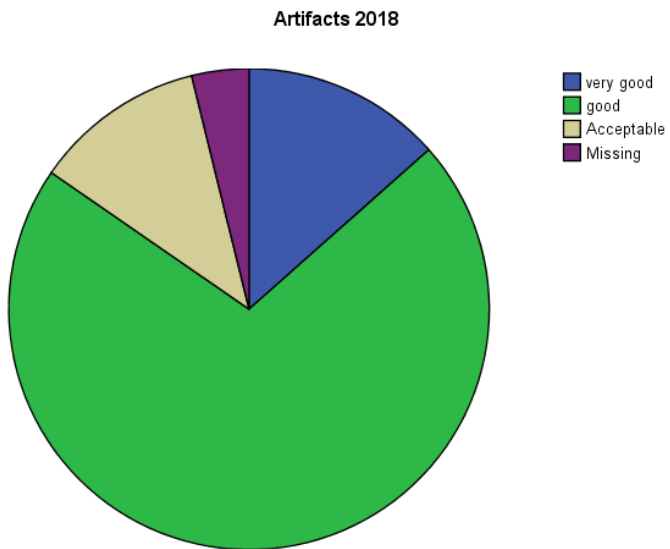
Source: Study survey

**Fig. 2: A Pie Chart Showing Teachers' Performance in classroom artifacts 2017**

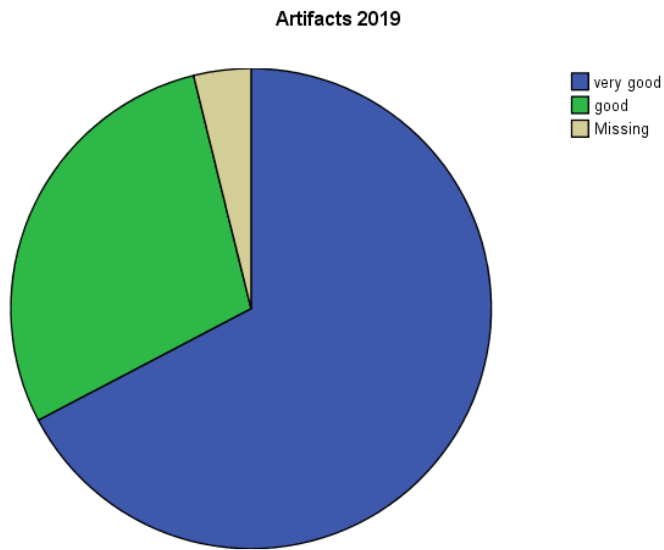


Source: Study survey

**Figure 3: A Pie Chart Showing Teachers' Performance in classroom artifacts 2018**



**Figure 4: A Pie Chart Showing Teachers' Performance in classroom artifacts 2019**



Source: Study survey.

From Table 11, it is observed that the mean scores for three years changed from 2.24, 1.98 to 1.3 respectively from the year 2017 to 2018 and 2019 respectively (acceptable  $M \leq 2.5$ ). At the same time, the modal scores changed from 2 in 2017 and 2018 to 1 in 2019 respectively. Similarly, the mean (M) for 2017 was 2.24 and standard deviation (SD) of 0.517. In 2018, mean (M) was 1.98 and (SD) of 0.51. In 2019, (M) was 1.3, while (SD) was 0.46. This means that the average performance of teachers in terms of classroom artifacts improved from “good” in 2017 to “very good” in 2019. This was also reflected in the mean of 1.0 to 1.3 where 70% of teachers scored “Very good” in 2019 as compared to only 4% in 2017 and 14% in 2018. Therefore, I conclusively found out that there was an improvement in teachers’ performance in classroom artifacts from the year 2017 to 2019 which was an indicator of improved teacher effectiveness.

### **Teachers’ Self evaluation**

According to Marzano (2020), effective teaching can also be assessed using self-evaluation. Self-evaluation is an opportunity for someone to assess how he/she used his/her unique strengths to accomplish set targets while being honest in areas that need improvement (Lori, 2020). In this study, I tried to engage teachers in evaluating themselves in different aspects regarding teacher effectiveness. Therefore, I set a question on how they ranked their preparedness in terms of different classroom artifacts during teaching. Table 12 and Figure 5 show what was obtained.

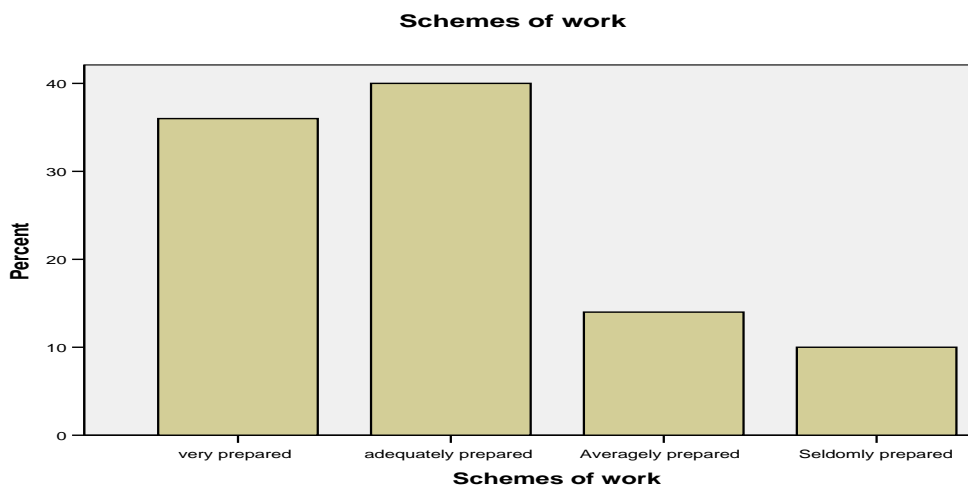
**Table 12: Summary of Teacher Self-Evaluation on Preparation of Classroom Artifacts**

	Schemes of work	Lesson Plans	Record of work	Lesson notes	Class registers	Record of marks	Relevant teaching aids
N Valid	100	100	100	100	100	100	100
Missing	0	0	0	0	0	0	0
Mean	1.9800	2.0800	1.7400	1.4200	1.7100	1.4600	2.0500
Median	2.0000	2.0000	1.0000	1.0000	1.0000	1.0000	2.0000
Mode	2.00	1.00	1.00	1.00	1.00	1.00	2.00
Std. Deviation	.95325	1.07007	1.00121	.69892	.85629	.70238	.83333
Variance	.909	1.145	1.002	.488	.733	.493	.694

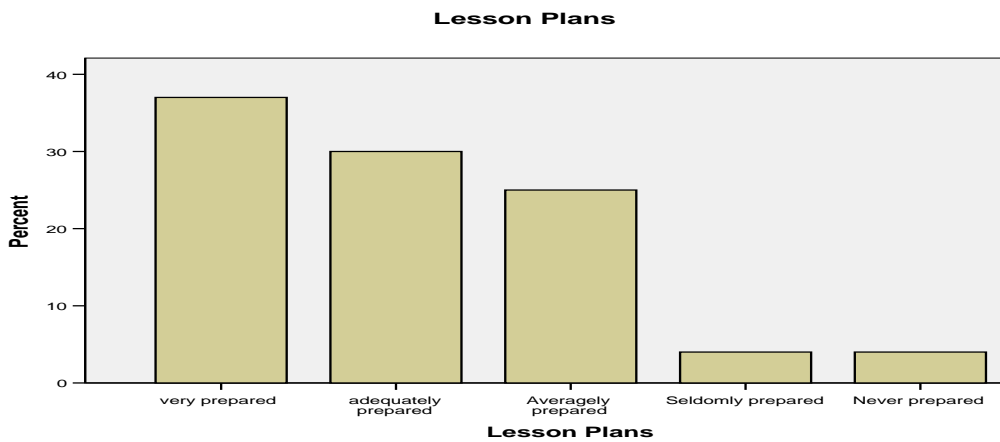
Source: Study Survey

From Table 12, it is observed the modal score was between 1 and 2 which were described on the Likert scale as “Very prepared” and “adequately prepared” respectively. Mean ranged between 1.42 and 2.08 (acceptable  $M \leq 2.5$ ). Also, standard deviation (SD) ranged from 0.7 to 1.1. Note that teachers’ self-evaluation only included year 2019 as the researcher could not easily find the previous years reliable and at the same time teachers would evaluate themselves best from the most recent times. Details of self-evaluation of teachers’ effectiveness in individual classroom artifacts are also shown in Figures 5 to 11

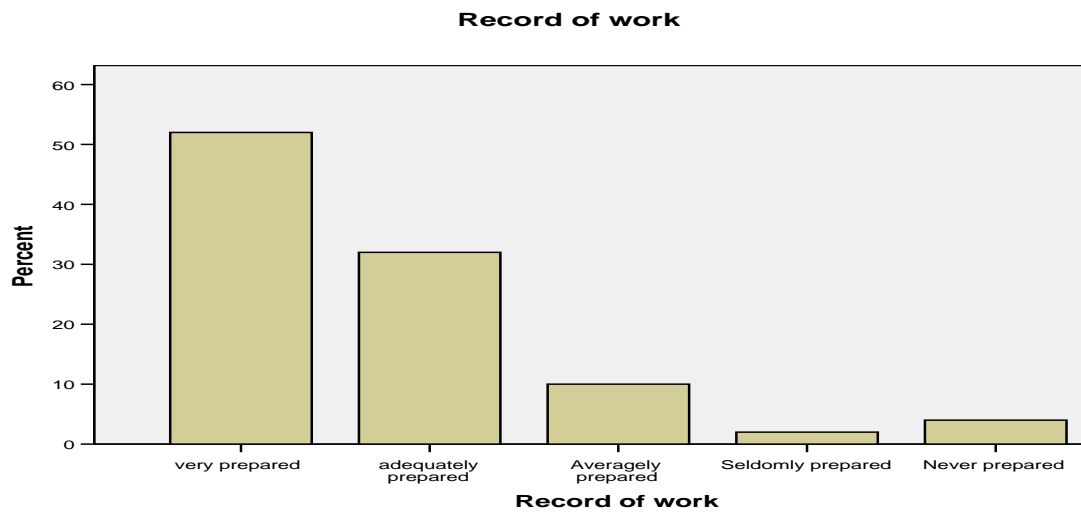
**Fig 5: A Bar chart showing Teachers' Self-evaluation on Schemes of work 2019**



**Figure 6: A Bar chart showing Teachers' Self-evaluation on Lesson plans 2019**

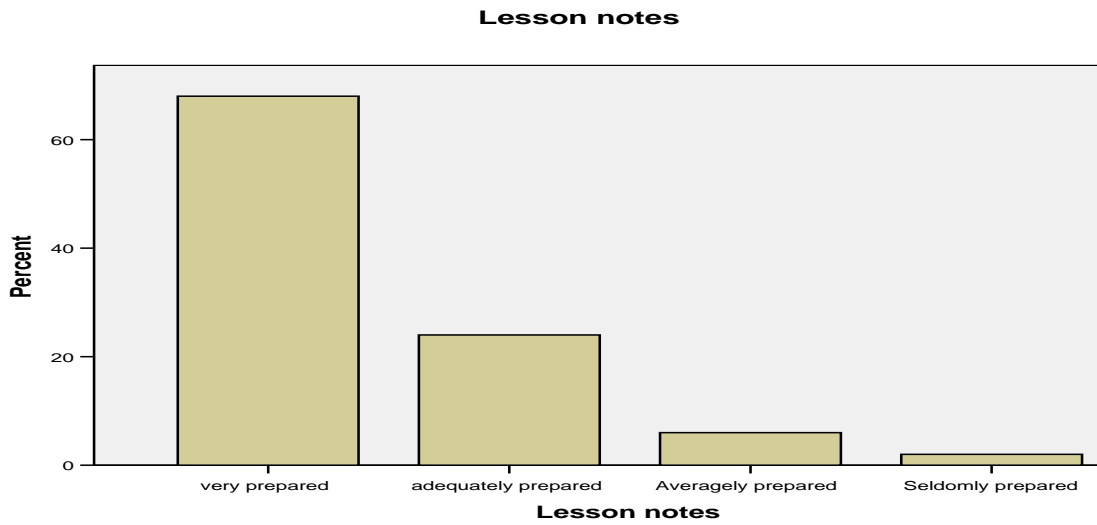


**Figure 7: A Bar chart showing Teachers’ Self-evaluation on Record of work 2019**

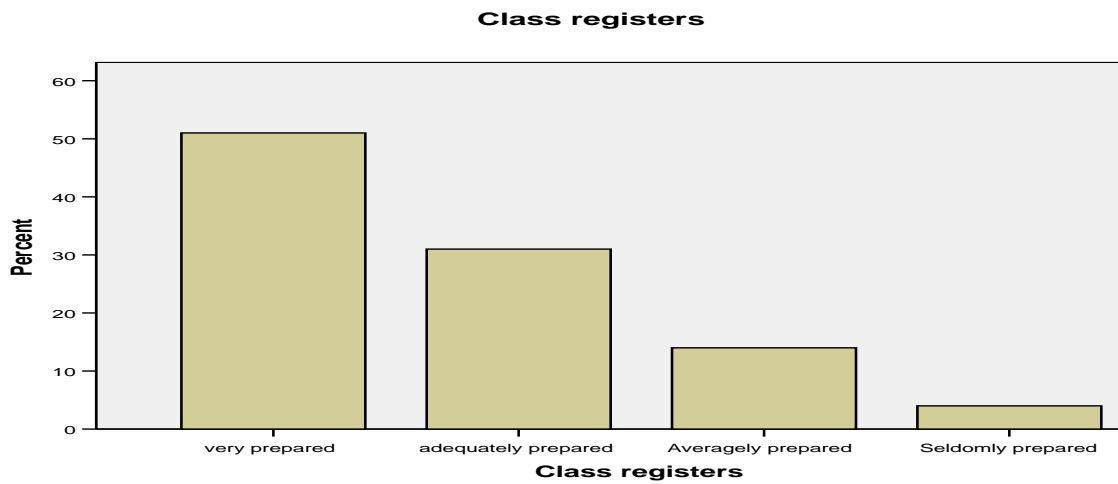


**Fig 8: A Bar Chart Showing Teachers’ Self- evaluation on Lesson notes 2019**

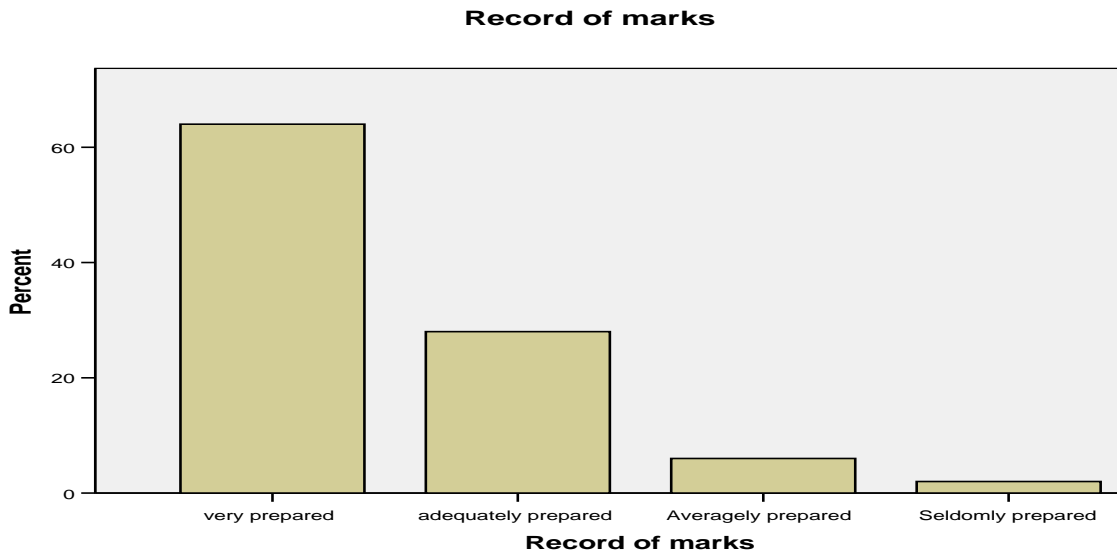




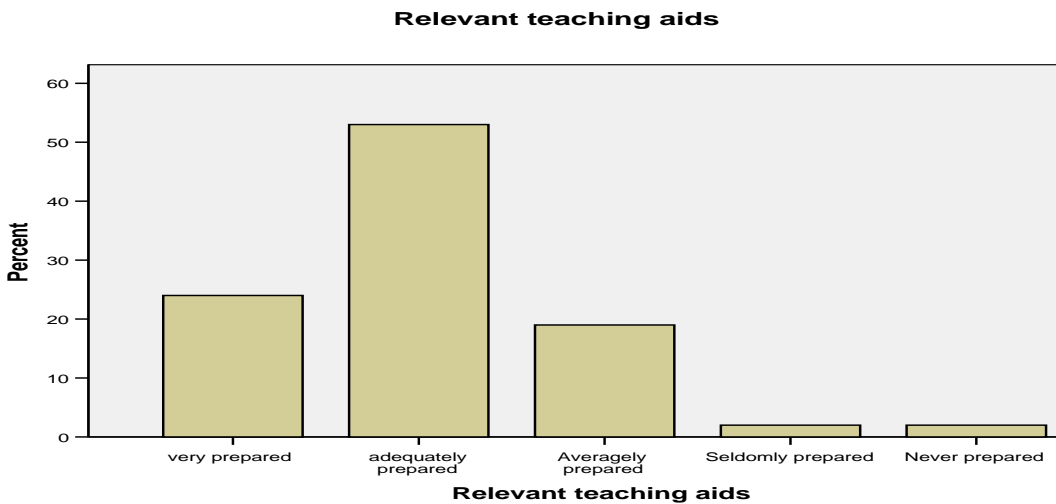
**Fig.9: A Bar Chart Showing Teachers' Self- evaluation on Class registers 2019**



**Fig. 10: Bar Chart Showing Teachers' Self- evaluation on Record of marks 2019**



**Fig. 11: Bar Chart Showing Teachers' Self- evaluation on relevant teaching aids 2019**



From Figures 5 to 11, it was observed that teachers’ self-evaluation in preparation of classroom artifacts reveal that they are always “adequately” to “very prepared” in all artifacts. The finding of teachers’ self- evaluation tallies with those of their supervisors’ assessment earlier discussed in sub chapter 4.2.1. To confirm these findings, I also engaged students since they are the direct beneficiaries of teacher effectiveness. The findings from students on the same aspect are discussed in Chapter 5.

### **Students’ Evaluation**

Student evaluation of their teachers as also adopted from Morzano (2020) was regarded vital in this study because students are the direct beneficiaries of knowledge and skills which are products of effective teaching. Therefore, any ineffective teaching would negatively influence the performance of learners in their formative and summative assessment.

To find out how students felt about their teachers’ performance, I set questions formulated using Likert Scale to determine their opinions in which 8 (eight) core subjects were considered, namely: Mathematics, English, Geography, History, Christian Religious Education (CRE), Physics, Chemistry and Biology. Table 7.1 represents opinions from students. This was done on aspects which I considered essential for effective teaching.

### ***Teacher’s Time keeping***

Time management was considered by the researcher as a good indicator of teacher effectiveness because it determines syllabus and content coverage. In other words, it allows students cover a lot in less time (Sophia, 2021), helps in the delivery of feedback and results for learners’ assessments. In this study, I asked the first question: “How good is your subject teacher in terms of time keeping?” (Likert scale ranged from 1 – Very good to 5- Very poor). Responses from questionnaires were as follows:

**Table 13: Frequency table showing Teachers’ performance in Time Management in Rukungiri District**

	Mathematic s	Englis h	Geograph y	Histor y	CRE	Physic s	Chemistr y	Biolog y
N Valid	85	85	85	85	85	85	85	85

Missing	0	0	0	0	0	0	0	0
Mean	1.7647	1.7294	2.0118	1.6000	1.4941	1.5529	1.8000	1.6353
Median	2.0000	2.0000	2.0000	1.0000	1.0000	1.0000	2.0000	1.0000
Mode	2.00	2.00	2.00	1.00	1.00	1.00	1.00	1.00
Std. Deviation	.70114	.67943	.87958	.75907	.59007	.62689	.94868	.82875
Variance	.492	.462	.774	.576	.348	.393	.900	.687
Range	2.00	2.00	3.00	2.00	2.00	2.00	3.00	4.00

Source; Study survey

From table 13, teachers in all subjects apart from Mathematics, English and Geography had their modal scores as 1. Again, Mathematics, English and Geography teachers were also assessed by their students as “Good” time managers with a modal score of 2 on my Likert scale. Least mean (M) was 1.49 and highest 2.0 (acceptable  $M \leq 2.50$ ). This means that teachers were scored by their students as “good” or “Very good” in terms of time management. Detailed scores and evaluation in time management in each subject are shown in Appendix XI.

### ***Teachers’ engagement of Learners in classroom activities***

This study also considered engagement of learners in learning activities by a subject teacher; another vital component in teacher effectiveness. Engagement of students in the learning process increases their attention and focus, and motivates them to practice higher-level critical thinking skills (Nicolas, 2015). Student engagement also increases student satisfaction, enhances student motivation to learn, reduces sense of isolation and improves student performance in the subject (Florence and Doris, 2018).

I therefore set a question (scaled on Likert scale from 1 - “very often” to 5 - “never) on how often teachers engaged students in the learning process. Table 8.0 shows the results of this aspect.

**Table 14: Frequency table showing Teachers’ engagement of students in learning process**

	Mathematics	English	Geography	History	CRE	Physics	Chemistry	Biology
N Valid	85	85	85	85	85	85	85	85
Missing	0	0	0	0	0	0	0	0
Mean	1.7412	2.1412	1.7882	2.5059	1.7294	1.6824	2.0471	2.2353
Median	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000
Mode	1.00	2.00	1.00	2.00	2.00	1.00	2.00	2.00
Std. Deviation	.90176	.86124	.96479	1.01914	.82214	.80492	.92461	1.23102
Variance	.813	.742	.931	1.039	.676	.648	.855	1.515
Range	4.00	4.00	4.00	4.00	4.00	3.00	4.00	7.00

(Scaled from 1- very often to 5- Never)

Source: Study survey

From Table 14, Median score in all subjects was recorded as 2, while mean for most subjects was 1.7 to 2.5 (acceptable  $M \leq 2.5$ ). Standard deviation for all subjects ranged from 0.9 to 1.2 which was also close to 1. This means that teachers in all subjects always engage their learners in the learning process which is a good indicator of effectiveness. Also from the table, the teachers who excelled in engagement of learners in the learning process were for Physics (Mean=1.68 and SD=0.80) and CRE, with mean =1.72 and SD=0.82).

Tables in Appendix XII also indicate detailed performance of different subject teachers in engaging learners in the learning process.

### ***Method of teaching***

Teaching methods were considered an important aspect in this research because they determine the extent to which knowledge is imparted into learners (Ebenezer, 2018). Teaching

method is very vital for maximum result of the learner, and every effective teacher must be flexible and always seek new ways to communicate with the learners (Ebenezer, 2018).

To assess this aspect, I paused a question on how satisfied were the learners with methods of teaching during lessons by their teachers. Answers to this question were scaled from 1(very satisfied to 5(very dissatisfied) and Tables 15 shows the results of this question.

**Table 15: Frequency table showing Satisfaction of Students with their teachers’ method of teaching**

	Mathematics	English	Geography	History	CRE	Physics	Chemistry	Biology
N Valid	85	85	85	85	85	85	85	85
Missing	0	0	0	0	0	0	0	0
Mean	1.8000	1.7647	1.8235	1.8824	1.7176	1.9647	1.8471	1.9059
Median	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000
Mode	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
Std. Deviation	.66904	.66632	.77423	.71401	.73374	.94424	.69874	.74998
Variance	.448	.444	.599	.510	.538	.892	.488	.562
Range	2.00	2.00	4.00	3.00	3.00	4.00	3.00	3.00

(Source: Study Survey)

From Table 15, Least mean (M) was observed in CRE (1.71) and English (1.76), (acceptable  $M \leq 2.5$ ) with a standard deviation (SD) of 0.66 and 0.73 respectively. This shows that students are most satisfied with the teaching methods of teachers in these subjects. However, since mean in all subjects is below 2 which on the Likert scale represents “Satisfied”, it can

generally be concluded that secondary school students in Rukungiri district are satisfied with their subject teachers' methods of teaching, which is a sign of teacher effectiveness.

Appendix XIII shows details of how students are satisfied with the methods of teaching in each subject.

### *Quality of notes and other study materials*

Study materials are learning supplies provided by the teacher, school, or institution for learning and research (NCI Thesaurus, 2021). They are learning materials that teachers use in the classroom to elaborate on a specific theme or topic to help in achievement of learning objectives (Teachmint, 2020). Study materials generally assist students to learn new concepts that significantly enhance their knowledge.

I considered the quality of notes and learning materials in determining teacher effectiveness because in normal circumstances, learners largely depend on these materials provided by teachers. In other cases, learners tend to compare their notes with those from neighbouring schools during holidays, which means that they want to find out their quality to determine whether learning is taking place in their schools.

To study this aspect of teacher effectiveness, I asked a question as to how students rated the quality of notes and other study materials given to them by their subject teachers. This was also based on Likert scale from 1(Very good) to 5 (Very poor). Table10.0 shows the findings of this aspect.

**Table 16: Frequency of students' rating of quality of notes and other learning materials**

	Mathematics	English	Geography	History	CRE	Physics	Chemistry	Biology
N Valid	85	85	85	85	85	85	85	85
Missing	0	0	0	0	0	0	0	0
Mean	1.8824	1.8000	1.8588	2.0118	2.0235	1.7412	1.7529	1.7529
Median	2.0000	2.0000	2.0000	2.0000	2.0000	1.0000	2.0000	2.0000

Mode	1.00	1.00	2.00	2.00	2.00	1.00	1.00	1.00
Std. Deviation	1.08465	1.00948	.70968	1.04077	.96333	.98986	.80039	1.19429
Variance	1.176	1.019	.504	1.083	.928	.980	.641	1.426
Range	4.00	4.00	3.00	4.00	4.00	4.00	3.00	7.00

Source: Study survey

From Table 16, it is observed that mean (M) in all subjects is less than 2.0 (acceptable  $M \leq 2.5$ ) with exception of History and CRE which also fell within the acceptable mean. The lowest mean was in Physics (1.74) and Chemistry and Biology (1.75). These also had a standard deviation (SD) of 0.98 and 0.80 respectively. This showed that responses by students in all subjects rated the quality learning materials provided to them as “good” and “very good”. This is also an indicator of effectiveness in teaching.

Detailed ranking of each subject by students on the quality of learning materials is also shown in Appendix XIV.

### ***Marking students’ assignments and revising with them on time***

I also considered the aspect of assessing students and making revision with them on time as one of the essential learning activities in determining teacher effectiveness. This is because assessment is about measuring the progress of student learning. Assessment is a process of collecting information to understand strengths and weakness of student learning (Harris & Hodges, 1995). It was also considered because it is a way of asking students to demonstrate their understanding of the subject matter which is critical to the learning process. This is because it is important to evaluate whether the educational goals and standards of the lessons are being achieved (Justin, 2021). Teachers are also supposed to revise the assignment with the learners after marking them so that the gaps identified are closed in the subsequent exercises.

To find out whether teachers were doing this, I set a question on whether teachers always marked assignments and revised them with students on time. This question was assessed on Likert scale from 1(strongly agree) to 5 (strongly disagree). Tables 11.0 to 11.8 show the findings on this aspect.



**Table17: Frequency table showing teachers’ assessing and revising with learners on time**

	Mathematic s	Englis h	Geograph y	Histor y	CRE	Physic s	Chemistr y	Biolog y
N Valid	85	85	85	85	85	85	85	85
Missin g	0	0	0	0	0	0	0	0
Mean	1.5176	2.0118	2.2824	2.9059	1.9294	2.0824	2.5882	1.8824
Median	1.0000	2.0000	2.0000	3.0000	2.0000	2.0000	2.0000	2.0000
Mode	1.00	1.00	2.00	2.00	1.00	2.00	2.00	1.00
Std. Deviation	.86756	.95735	.88118	.97130	1.0210 7	.83398	1.19815	1.0166 7
Variance	.753	.917	.776	.943	1.043	.696	1.436	1.034
Range	4.00	4.00	3.00	4.00	4.00	3.00	4.00	4.00

Source: Study survey

From Table 17, it is observed that the least mean (M) was in Mathematics and Biology with 1.51 and 1.88 respectively (acceptable  $M \leq 2.5$ ). These had a standard deviation (SD) of 0.86 and 1.01 respectively. Also, the mean in other subjects was  $<2.5$  except Chemistry and History. This means that Mathematics and Biology teachers always mark assignments and revise them with learners on time as compared to other subject teachers. However, apart from History whose modal score was three and on Likert scale is “un-decided”, all other subjects were ranked 2 or 1 which means they scored “agree” and “strongly agree”. This means that teachers in Rukungiri district secondary schools assessed their learners and revised with them on time. Detailed scores of teachers on the same aspect in individual subjects are also shown in the Appendix XV.

### ***Syllabus Coverage***

A syllabus is a guideline of instruction that sets standard of what is expected to happen during the complete course of study (Gurmeet, 2021). It prescribes the topics and concepts on the basis of which students will be tested in the final exams. A syllabus acts as the contract between learners and teachers that contains activities and ideas that are used for the assessment of the

students' performance (Gurmeet, 2021). Syllabus coverage was considered another essential element in teacher effectiveness because a syllabus conveys to students a clear idea of the course content and knowledge, they will gain throughout the study period through activities like homework and other assignments (Gurmeet, 2021).

To find out how teachers were performing in this aspect, I asked a question to students on how satisfied were they with syllabus coverage by their subject teachers in relation to what was expected to be covered before their final exams. Likert scale was used from 1(very satisfied) to 5(very dissatisfied). Findings on this are shown in Table 18.

**Table 18: Students' evaluation of their Subject teachers on syllabus coverage**

	Mathematics	English	Geography	History	CRE	Physics	Chemistry	Biology
N Valid	85	85	85	85	85	85	85	85
Missing	0	0	0	0	0	0	0	0
Mean	2.3176	1.6353	2.0941	2.1059	1.9529	1.9059	2.2235	1.7765
Median	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000
Mode	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
Std. Deviation	.81958	.57419	.94647	1.01211	1.04547	.88133	.89145	.83633
Variance	.672	.330	.896	1.024	1.093	.777	.795	.699
Range	3.00	2.00	4.00	4.00	4.00	3.00	4.00	4.00

Source: Study survey

From Table 18, it was found out that mean (M) was least in English (1.63) and highest in Mathematics (2.31), (acceptable  $M \leq 2.5$ ). But in all subjects, standard deviation (SD) was  $\leq 1.0$ . Again, in all subjects, Modal score and Median were 2.0 which imply that students were satisfied with syllabus coverage in all subjects. However, the students' level of satisfaction is highest in

English and Biology as compared to other subjects. Detailed level of satisfaction in each subject is observed in Appendix XVI.

Therefore, students evaluated their teachers’ effectiveness in six aspects which I considered essential for effective teaching namely: time keeping, engagement of learners in learning process during teaching, methods of teaching, quality of notes and other learning materials, teachers’ ability to assess learners on time and revise with them, and syllabus coverage. Survey in all the six aspects discovered that students rated their teachers as being effective in teaching.

Therefore, given my three methods of evaluation of teacher effectiveness adopted from the Marzano Model, namely, assessment of classroom artifacts, self-report practice and student evaluation, I came to the conclusion that there is teacher effectiveness in secondary schools in Rukungiri District.

**Frequency of Teacher support supervision and Teacher effectiveness**

Following my previous discussions on frequency of teacher support supervision and teacher effectiveness, and subsequently finding out that the frequency of supervision was high and there was evidence of teacher effectiveness, I tried to find out whether there was any significant difference between frequency of support supervision and teacher effectiveness. Since my study considered three essential indicators of effective teaching, I tested the significant difference basing on these aspects namely, classroom artifacts, student evaluation and self-evaluation.

**Frequency of support supervision and Classroom artifacts**

To establish this relationship, I used the student T- test to compare means of these two aspects. The results were as shown below.

**Table 19: One-Sample Statistics showing Frequency of Supervision and Preparation of classroom Artifacts**

	N	Mean	Std. Deviation	Std. Error
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				Mean
frequency of supervision	50	1.3800	.60238	.08519
Preparation of artifacts 2019	50	1.3000	.46291	.06547

**Table 20: One-Sample T- Test results showing significant difference between frequency of supervision and classroom artifacts**

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
frequency of supervision	16.199	49	.000	1.38000	1.2088	1.5512
Preparation of artifacts 2019	19.858	49	.000	1.30000	1.1684	1.4316

Source: Computed from study Survey

From Table 19, the standard deviation (SD) of 0.60 and 0.46 respectively mean that the test results were reliable. From Table 20, it was observed that the P- value was 0.000 which was <0.05. This means that there is a significant difference between Frequency of supervision and teachers' preparation of classroom artifacts.

### **Frequency of supervision and self-evaluation results**

The first test on these aspects was done on general results of teachers' self- evaluation on performance and frequency of supervision using one sample T-Test. Tables 21 and 22 show these results.

**Table 21: (One-Sample Statistics) on Frequency of supervision and Teacher's self-evaluation on effectiveness**

	N	Mean	Std. Deviation	Std. Error Mean
been supervised once a term	100	1.0400	.19695	.01969
Teacher effectiveness	100	1.9800	.95325	.09533

**Table 22: One-Sample Test showing Frequency of Supervision and Teachers' self-evaluation on effectiveness**

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Been supervised once a term	52.806	99	.000	1.04000	1.0009	1.0791
Teacher effectiveness	20.771	99	.000	1.98000	1.7909	2.1691

Source: Computed from Study Survey

From Table 21, it is observed that the standard deviation (SD) is 0.19 and 0.95 while in Table 22, test results show that at 95% level of confidence, the p-value is 0.00 which is  $< 0.05$ . Therefore, there was a significant difference between frequency of supervision and teachers' self-evaluation on effectiveness.

**Frequency of Supervision teacher effectiveness as evaluated by students**

In addition to analysis of classroom artifacts and teacher self-evaluation, I considered analysing the relationship between frequency of supervision and effectiveness as evaluated by students. Tables 23 and 24 show test results between these factors.

**Table 23: One-Sample Statistics between Frequency of supervision and Teacher effectiveness as evaluated by students**

	N	Mean	Std. Deviation	Std. Error Mean
How often H/t supervises lessons	85	1.5412	.64647	.07012
Teacher effectiveness	85	1.9765	.61676	.06690

**Table 24: One-Sample Test between Frequency of supervision and teacher effectiveness as evaluated by students**

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
How often H/t supervises lessons	21.979	84	.000	1.54118	1.4017	1.6806
Teacher effectiveness	29.545	84	.000	1.97647	1.8434	2.1095

Source: Computed from Study survey

From Tables 23 and 24, it was observed at standard deviation  $< 1$ , the sig. value was .000, which is  $< .05$ . This means that there was a significant difference between Frequency of supervision and teacher effectiveness in secondary schools in Rukungiri district.

### Teacher Effectiveness

In my study, it was found out that teacher support supervision in secondary schools in Rukungiri district was mainly envisaged in helping teachers in developing their professional growth whereby junior teachers were mentored by seniors; helping teachers in time management and regularity; helping teachers prepare adequately before conducting their lessons; helping teachers to design appropriate instructional methods and engaging learners fully in their lessons. It has also helped them in developing quality notes for teaching as well as covering relevant content in the appropriate time and has helped teachers to assess learners and revise with them on time. These aspects were studied using a Likert scale from 1(Strongly agree) to 5(strongly disagree). Table 14.0 shows the results of this study.

**Table 25: Mean ratings and standard deviation of scores showing Effect of Support supervision on teacher effectiveness in secondary schools in Rukungiri district**

	time management	Preparing for lessons adequately	engaging learners fully	updating notes and Learning materials	Covering syllabus on time.	Assessment of learners on time	Mentorship	designing appropriate teaching methods
N Valid	100	100	100	100	100	100	100	100
Missing	2	2	2	2	2	2	2	2
Mean	1.4500	1.2200	1.5700	1.2100	1.9600	1.6300	1.9800	1.4200
Median	1.0000	1.0000	2.0000	1.0000	2.0000	2.0000	2.0000	1.0000

Mode	1.00	1.00	2.00	1.00	2.00	2.00	2.00	1.00
Std. Deviation	.50000	.41633	.49757	.40936	.46969	.50562	.53144	.49604
Variance	.250	.173	.248	.168	.221	.256	.282	.246
Range	1.00	1.00	1.00	1.00	2.00	2.00	2.00	1.00

From Table 25, it is observed that in all questions, the mean (M) scores were between 1.21 & 1.98 (acceptable  $M \leq 2.5$ ). Also, their standard deviation (SD) were  $< 1.0$ . This means that all respondents (teachers) agreed to the questions asked, meaning that support supervision has had a positive effect on teacher effectiveness in secondary schools in Rukungiri district.

### Appraisal and Teacher effectiveness

Performance appraisal refers to methods and processes used by organizations to analyse the level of performance of their employees and furnishing them with feedback (Van Dijk & Schodi, 2015). It is also the process of finding out, assessing and establishing the work performance of employees intended at helping them achieve goals and objectives of the organization (Australian HR Institute, 2021).

In this study, I tried to find out the frequency of performance appraisal in secondary schools. This is because supervision normally goes hand in hand with appraisal, whereby results of support supervision are sometimes used to appraise teachers. I studied this by giving questions to heads of department which were assessed using Likert scale from 1 (Very often) to 5 (very rarely). In these, I was asking how often heads of department carry out performance appraisal, sit with appraisees to discuss results and reward or sanction the appraisees. Table 15.0 shows the results on frequency of appraisal.

**Table 26: Mean ratings for Frequency of appraisal in secondary schools**

		Frequency of appraisal	Discuss with appraisees	Reward to appraisees
N	Valid	50	50	50



Missing	2	2	2
Mean	2.0600	1.9000	2.3400
Median	2.0000	2.0000	2.0000
Mode	2.00	2.00	2.00
Std. Deviation	.65184	.73540	.91718
Variance	.425	.541	.841

Source: Study survey

From Table 26, it is observed that the mean (M) for frequency of appraisal was 2.06 and standard deviation (SD) of 0.65 (acceptable  $M \leq 2.5$ ). This implies that the description of frequency of appraisal was “more than once a year” described as “high” or “always”.

It was again established that appraisers often sat with appraisees (Mean 1.9 and SD=0.73) to discuss the results of the appraisal and set next performance targets. Also, appraisers rewarded or sanctioned appraisees (mean=2.4 and SD=0.91).

### Results of Performance appraisal

In an attempt to study performance appraisal among secondary school teachers, I tried to study the results of appraisal by asking appraisers (Heads of department) how they rate improvement of teachers in different areas of performance in teaching. I again used a five-point Likert scale from 1(very high) to 5(very low). Table 27 shows the results of the study.

**Table 27: Appraisers’ rating of improvement of teachers in effectiveness in Secondary schools in Rukungiri District**

	Time management	collaborative teaching	Classroom artifacts	Lesson attendance and delivery	Learners’ involvement	Evaluation of learners	Classroom management	Delegated duties
N Valid	50	50	50	50	50	50	50	50

Missing	2	2	2	2	2	2	2	2
Mean	1.8600	2.0200	2.0600	1.9200	1.7800	1.8800	1.8200	1.9800
Median	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000	2.0000
Mode	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
Std. Deviation	.70015	.86873	.65184	.89989	.64807	.71827	.62890	.89191
Variance	.490	.755	.425	.810	.420	.516	.396	.796

Source: Study survey

From Table 27, it was revealed that teachers, as rated by their appraisers, improved most in discipline and respect for others ( $M=1.62$ ,  $SD=0.56$ ) and involvement of learners in learning ( $M=1.78$ ,  $SD=0.78$ ). However, in all areas of effective teaching evaluated, there was improvement since acceptable mean ( $M$ ) was  $\leq 2.5$  and standard deviation ( $SD$ ) was  $<1$ .

#### **Rating of Appraisal process by teachers (Appraisees)**

I also tried to compare the results with those obtained from rating of teachers (appraisees) themselves. I first tried to gather their views on the level of satisfaction with the appraisal process and discussion of feedback from appraisal. I also used five-point Likert scale from 1(very satisfied) to 5(very dissatisfied). Table 28 shows the results obtained.

**Table 28: Secondary school Teachers' rating on the process of appraisal in Rukungiri district**

	Setting performance targets together	Preparation of appraisal meeting	Conducive environment during meeting	Developing annual performance plans	Support development activities
N Valid	100	100	100	100	100
Missing	2	2	2	2	2

Mean	1.9900	2.1600	2.0000	2.0500	1.9200
Median	2.0000	2.0000	2.0000	2.0000	2.0000
Mode	2.00	2.00	2.00	2.00	1.00
Std. Deviation	.75872	.81303	.76541	.85723	.95007
Variance	.576	.661	.586	.735	.903

Source: Study Survey

From Table 28, it was established that appraisees (teachers) are satisfied by the whole appraisal process with mean (M) ranging between 1.92 and 2.16 (acceptable  $M \leq 2.5$ ) and standard deviation (SD) between 0.75 and 0.95 which was  $<1$ . This satisfaction was most felt in appraisers' support development activities and setting performance targets together. This means that the results or impact of appraisal was so reliable as to determine the effect on teacher effectiveness in secondary schools.

#### **Teachers' rating on effect of appraisal on their performance**

In order to study more on the effect of appraisal on the teacher effectiveness, I posed different questions to the appraisees so as to determine the level of improvement in their effectiveness as a result of regular appraisal. I also based this on the Likert scale from 1 (very good) to 5 (very poor). Table 29 shows findings on this aspect.

**Table 29: Rating of appraisees (teachers) on improvement in different performance areas after appraisal**

	Time management / regularity	Team work & Mentorship	Creativity and innovativeness	Motivation	Professional growth	Duty performance
N Valid	100	100	100	100	100	100
Missing	2	2	2	2	2	2
Mean	1.6400	1.9600	2.0000	1.5800	1.6500	1.7000

Median	2.0000	2.0000	2.0000	1.5000	2.0000	2.0000
Std. Deviation	.65935	.66545	.73855	.63850	.62563	.64354
Variance	.435	.443	.545	.408	.391	.414

Source: Study Survey

From Table 29, it is observed that mean (M) ranged between 1.58 and 2.00 while standard deviation was  $< 1$  in all aspects (acceptable  $M \leq 2.5$ ). This implied that teachers ranked their improvement in all aspects of performance as “good” or “very good”. It was also noted that the highest improvement was in motivation (1.58), time management and regularity (1.64) and professional growth (1.65).

### Effect of Performance appraisal of Teacher effectiveness

To establish the effect of performance appraisal on teacher effectiveness, I used a student t- test and results were as shown in Tables 30 and 31

**Table 30: One-Sample Statistics showing Frequency of appraisal and teacher performance in Secondary schools**

	N	Mean	Std. Deviation	Std. Error Mean
Frequency of appraisal	50	2.0600	.65184	.09218
Teacher Effectiveness	50	1.7000	.58029	.08207

**Table 31: One-Sample Test between Frequency of appraisal and teacher performance (effectiveness) in secondary schools in Rukungiri district**

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Frequency of appraisal	22.347	49	.000	2.06000	1.8747	2.2453
Teacher effectiveness	20.715	49	.000	1.70000	1.5351	1.8649

Source: Study survey

From Tables 30 and 31, standard deviation (SD) is 0.65 and 0.58 respectively. The P-value was 0.00 (acceptable p value  $\leq 0.05$ ). This means that there was a significant difference between frequency of appraisal and teacher performance (effectiveness) in secondary schools in Rukungiri district.

However, I tried to find out which major aspects of teacher appraisal contribute significantly to teacher effectiveness by carrying out factor reduction analysis. Table 32 and Fig.12 show this aspect.

**Table 32: Correlation Matrix showing factor reduction on Effect of appraisal on teacher Effectiveness**

	Time management/regularity	Team work & Mentorship	Creativity and innovativeness	Motivation	Professional growth	Duty performance
Correlation Time management/regularity	1.000	.473	.498	.453	.475	
Team work & Mentorship	.473	1.000	.370	.150	.330	

Creativity and innovativeness	.498	.370	1.000	.386	.372	
Motivation	.453	.150	.386	1.000	.336	
Professional growth	.475	.330	.372	.336	1.000	
Duty performance	.409	.443	.425	.379	.489	1

**Table 33: KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.798
Bartlett's Test of Sphericity	Approx. Chi-Square	160.838
	Df	15
	Sig.	.000

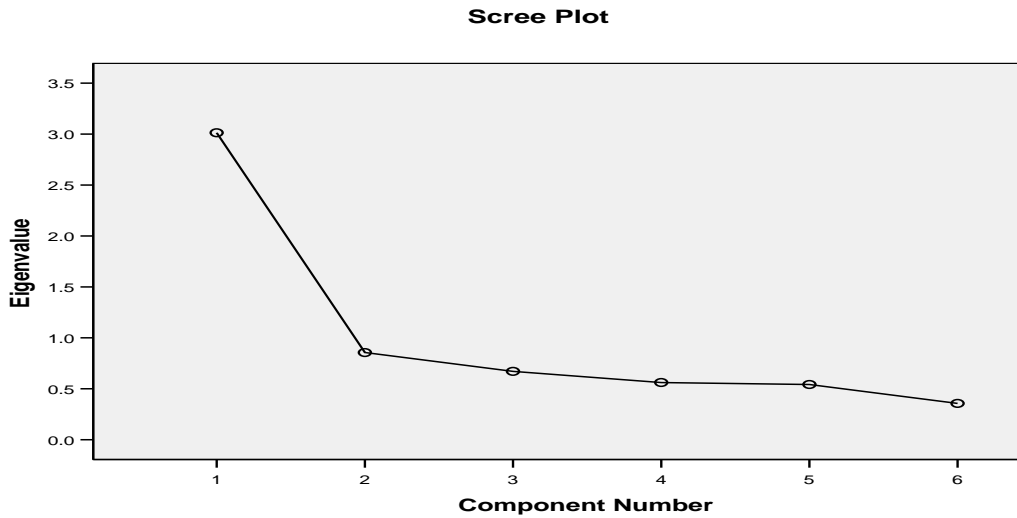
**Table 34: Total Variance Explained**

Component	Initial Eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.013	50.216	50.216	3.013	50.216	50.216
2	.856	14.265	64.481			
3	.671	11.181	75.663			
4	.562	9.360	85.022			
5	.542	9.037	94.059			
6	.356	5.941	100.000			

Extraction Method: Principal Component Analysis.

Source: Study Survey

**Fig.12: Scree plot showing factor reduction on effect of appraisal of teacher effectiveness.**



From table 33 it is observed the P- value is 0.00 hence  $< 0.05$ , meaning that the sample was adequate to perform factor reduction. In table 34, it shows that time management and regularity is the most significant factor of appraisal that has influenced teacher effectiveness in secondary schools to the tune of 50.2%. This is also shown by the Scree plot on Fig 12.

### **Results from Qualitative analysis**

In this section, I present the findings of my study that were analysed using qualitative methods. It comprises results from open-ended questionnaires and in-depth interviews that were gathered from the field survey. It includes opinions of teachers, administrators and heads of department on

the teacher supervision tool, interactive experiences between supervisors and teachers during supervision, teachers' experiences before and after support supervision, and their suggestions on improving teacher effectiveness in secondary schools. It also gives teachers' and administrators experiences on teacher appraisal.

### **Attitude towards Teacher Support supervision**

When the teacher supervision tool (TST) was introduced in 2017, it was seen as something new by teachers because most of school administrators had to carry out support supervision without a standardized approach. Therefore, teachers saw it as an extra burden on them since they had already received pre-teaching supervision while on school practice. I tried to find out opinions of teachers and administrators on this aspect and my findings were as follows.

### **Teachers' opinions on teacher support supervision**

In this group, teachers were asked to describe their experiences before and after support supervision. Seventy-six per cent (76%) of the teachers described their professional experience before supervision as shaky because their performance in teaching had not been very effective. However, after undergoing a series of supervision they became very confident in lesson delivery and different approaches to teaching. A case in point was one teacher who described her teaching as "beating about the bush" before she was supervised. But after undergoing support supervision she found her teaching method (which was teacher-centered) wanting. She was then guided by her head of department to adopt child-centered approach in teaching chemistry, her subject. This later made her a point of reference and she produces the best results in the whole of Rukungiri Municipality.

I also found out that before support supervision, teachers were almost stagnant in their professional growth, but after supervision, they were encouraged to develop further. Sixty-three per cent (63%) of the teachers confessed to have joined the teaching as grade V teachers but they owed their motivation to undertake bachelor course to the encouragement given to them by their supervisors. As case in point is one teacher of English who was encouraged by his head teacher during supervision to further his education so that he could be deployed to teach Literature in English in 'A' level. This inspired him to enroll by distance learning and now he is a Literature examiner for Paper 3.



Again I found out that teachers who had undergone support supervision had developed confidence in their pedagogical skills. This was because during supervision, teachers with their supervisors identified their areas of strength and weaknesses and during a post-supervision session, they worked out remedies for the weak areas and how to uphold the strong ones. In here, 87% of teachers revealed that before supervision, their weaknesses outweighed their strengths but after supervision, they had improved tremendously.

It was established that in the year 2017, teachers scored high in schemes of work but with (72%) having scored above “good”. However, they scored least in lesson notes preparation with (06%) scoring above “good”. Further investigations into the reason as to why teachers scored least in preparation of teaching notes revealed that most teachers had what is termed as “Yellow notes”, literary meaning that the teaching notes have changed colour from white to pale brown. This happens when old notes are not constantly updated or re-written to incorporate changes in content and knowledge.

This is accounted for by the laxity in teacher support supervision before the year 2017 when the Ministry of Education and Sports had not made it compulsory for all secondary schools. So, most teachers took advantage of this laxity and could not prepare well their classroom artifacts, especially teaching notes.

### **Mentorship and coaching**

In this study, I found out that 90% of teacher who were supervised had attended special departmental meetings organized to close teaching gaps. In these meetings, junior teachers were guided by senior teachers in the department and those who needed special attention were assigned mentors to mentor and coach them. This practice was well organized in one of the best performing schools in Rukungiri Municipality.

Mentorship is an employee training system under which a senior or more experienced colleague is assigned to act as an advisor, counsellor or guide to a junior and less experienced worker (Zust, 2017). A mentor is responsible for providing support to and feedback on the individual in his /her charge. In such departmental meetings, mentors and coaches are assigned responsibilities to groom their juniors, basing on areas of strengths and weaknesses identified during support supervision.

Coaching, on the other hand, is partnering with clients in a challenging manner and creative process that inspires them to maximize their personal traits and professional capability

(International Coach Federation, 2017). Both practices of mentorship and coaching tend to yield positive results in affecting teacher effectiveness in secondary schools.

### **Administrators' opinions on support supervision**

From the school administrators and heads of department that were studied, the most common benefit of teacher support supervision was that it had eased their work of monitoring and evaluation of teaching. This is because support supervision is now regarded as an administrative policy and monitoring tool which teachers must adhere to. This is in line with Eya and Chukwu (2012) who are of the view that supervision helps teachers to achieve both qualitative and quantitative lesson delivery. In this case, 84.6% of the administrators said that before introduction of teacher supervision tool (TST) they would find the work of monitoring teaching a bit challenging, but after it was introduced, supervision became easier. This is because with the teacher supervision tool, all activities, findings and recommendations of the supervision process are documented and a teacher is left with a copy to study the recommendations and work on them. Again, administrators keep all the records of supervision in the file to keep reminding themselves of what are the next expectations during subsequent supervisions.

Another finding from administrators was that before support supervision, there was a lot of teacher absenteeism and poor time management among teachers, which has greatly reduced with support supervision. This finding is in line with Ouda, Didinya and Ndanu (2018) who found out that performance appraisal improves teachers' time management which positively influences their effectiveness, leading to improved academic performance. In this aspect, 92.3% of the administrators revealed that teacher absenteeism and time wasting have greatly reduced since introduction of teacher support supervision. Absenteeism and time mismanagement are great obstacles to teacher effectiveness as they hamper syllabus coverage, timely assessment of learners and teachers are less or not available for private consultation by students. This negatively affects teacher effectiveness.

School administrators also revealed that before teacher support supervision, teachers would not prepare adequately for the learning process. Eighty-three per cent (83%) of school administrators found their teachers' preparation of teaching and learning materials before support supervision. This resulted into haphazard teaching, hence absence of teacher effectiveness. This is in line with Okobia (2015) who found out that support supervision is effective in promoting instructional delivery of teachers. Teachers who do not prepare or follow schemes of work,

lesson plans, record of work and other classroom artifacts can hardly be effective in teaching. However, with introduction of support supervision, administrators saw a great increase in teacher preparation by 92%.

### **Teachers' experience on appraisal**

In this aspect, I tried to gather teachers' opinions and experiences on performance appraisal. It was established that in some schools, results of support supervision were used to appraise teachers while in other schools, teacher appraisal was an independent activity of its own. In my findings, I discovered that 78% of the teachers were satisfied with the process of performance appraisal right from the setting of performance targets, award or appraisal marks and discussion of appraisal results.

I again found out that reasons for teacher appraisal ranged from promotion, sanctioning and rewarding to job retention. This is in line with Cleveland, Cropanzano and Haustaluoma (1989) who are of the opinion that performance appraisal can be used for purposes of rewarding, sanctioning and promotion or dismissal. Teachers on government payroll were mainly appraised for promotion and confirmation as it is a requirement by the Ministry of Education and Sports (MOES). Teachers paid by parents and board of governors were mainly appraised for retention or discharge. But in either case, teacher appraisal was found to have had a positive effect on teacher effectiveness. In line with this, 45% of the teachers were found to have been confirmed and 18% promoted between 2017 and 2019 following appraisal.

Again, teacher appraisal encouraged teachers to develop an intrinsic motivation. This was because rewarding is sometimes done after appraisal. For example, teachers who excelled in lesson attendance were rewarded at the end-of-year party in one of the schools in Rukungiri Municipality.

### **Administrators' experience on appraisal**

I also found out that rewarding and sanctioning was also done as result of teacher appraisal. According to Uganda Public Service standing Orders (2010), Public Officers whose performance falls short of the expected standards are sanctioned in accordance with the law. In line with this, 69.2% of school administrators were found to have sanctioned their teachers due to poor performance and culpable behaviour, such as drunkenness, absenteeism, and insubordination. This served as a warning to the rest of the teachers whose performance would be found wanting. Such sanctions include transfers, demotions, and suspension from work or

suspension of one's salary. It also included summoning non-performing teachers to board of governors and staff disciplinary committees.

However, it was found out that sanctioning was sometimes limited by bureaucratic tendencies in the system such as delays to call meetings, failure to effect transfers and carry out disciplinary actions by relevant authorities.

### **Challenges and Suggestions of Teacher support supervision**

I tried to gather views from teachers on the teacher support supervision. One of the challenges identified by teachers was the failure to follow the supervision schedule by supervisors. It was observed that 58.8% of secondary schools have supervision time tables displayed on their staff notice boards, while others do not. However, it was found out that only 41.1% of the secondary schools actually follow the supervision time tables when carrying out support supervision. Further inquiry into this revealed that supervisors who do not follow the supervision schedule would not want their teachers to take supervision as a routine. They want them to be prepared all the time so that whether they are being observed or not, they carry out effective teaching.

Another challenge was failure to submit written supervision reports to Board of Governors and Ministry of Education and Sports. I found out that 53.3% of school administrators do submit annual supervision reports to relevant governing bodies. This was a challenge in that teachers would try to exploit that loophole if they discovered that their supervisors were not submitting the reports, especially those on government payroll. Further inquiry into this revealed that most administrators who did not submit reports were very busy and failed to delegate their subordinates. Others believed that since there was evidence of supervision, and since supervision was internal, then checks and balances should be done and completed internally with less external involvement.

## **Chapter Five: Discussion, Conclusions and Recommendations**

### **Introduction**

This section discusses findings of the study on frequency of support supervision, appraisal and their effect on teacher effectiveness. It also presents conclusions of the study, recommendations and suggests areas for further research.

### **Frequency of support supervision**

The first objective was to assess the frequency of teacher support supervision in secondary schools in Rukungiri district. Findings related to this objective revealed that frequency of teacher supervision was high with 96% of the teachers agreeing that they have been supervised at least once a term. Also, 100% of the school administrators agreed to having supervised their teachers at least twice in a year. This was in line with Ministry of Education and Sports Performance Management guidelines which require that every teacher be supervised under lesson at least once a term (MOES, 2020).

Accordingly, all teachers shall have at least one of their lessons in a term be observed by the head of institution, peer or a senior teacher and resultant feedback be recorded on the lesson form (MOES, 2020, p 11).

In line with this, in Florida, where the Marzano Focused Teacher Evaluation Model is used, newly hired teachers are required to be observed twice annually while non- probationary teachers should be supervised once annually (Reform Support Network, 2012). Also, in Colorado, probationary teachers were observed twice annually while teachers who had been confirmed were observed twice annually (Reform Support Network, 2012). Therefore, whereas frequency of observation (support supervision) in some states like Illinois and Florida is based on seniority, in Uganda, frequency of support supervision is required to be once a term (three times annually) irrespective of one's seniority. This study therefore found out in secondary schools in Rukungiri district complied with this policy. Conclusively, the frequency of teacher support supervision in secondary schools in Rukungiri district was found to be high.

### **Advance warning for classroom visits**

According to Teacher support supervision policy, schools are required to have schedules of supervision (classroom observation) displayed in the staffroom for all teachers to be in the know and therefore comply with it (MOES, 2017). However, this study found out that the existence of classroom observation time tables was at 66.7%. This means that 33.3% of the schools did not have classroom observation schedules which were being followed. I attempted to follow up why the 33.3% did not have a displayed schedule of supervision as required by the Ministry of Education policy.

I discovered that most administrators justified this by saying that teachers who were supervised when they had been informed in advance tried to depict a high level of assumed efficiency than what they actually were. In other words, they opined that a trained teacher ought to be adequately prepared all the time instead of only preparing when he/she is expecting the lesson to be under observation. This is in line with Reform Support Network (2012) which reported that in Delaware State, both announced and unannounced classroom observation was recommended.

Unannounced classroom observation or supervision were effective among novice or new teachers or senior teachers who had not earned a rating of “highly effective” or “effective” on their most recent summative evaluation. This caused them to improve their effectiveness (Reform Support Network, 2012). This is in line with Veloo, Komuji and Khalid (2013) who assert that clinical supervision assists in augmenting teaching and learning, thereby promoting students’ comprehension and content grasp.

### **Support supervision Feedback**

The MOES support supervision policy requires each school to provide feedback of classroom observation to teachers so that weak areas are improved and strong ones maintained. (MOES, 2017). The modes of providing feedback emphasized included providing a written report to the teacher, organizing workshops (conferences) to handle gaps identified from support supervision and providing a written annual report to Ministry of Education and Sports and Board of Governors.

#### ***Providing written report to teachers observed***

Results of this study revealed that 82% of the teachers have received written feedback from their supervisors after undergoing classroom observation implying that supervisors have tried their best to give feedback to the supervised teachers. This is in line with states like Louisiana, Ohio, and District of Colombia which emphasize that teachers receive observation feedback in written form (Reform Support Network, 2012).

The Teacher Supervision Tool (TST) was designed in such a way that it is comprehensive enough to cover all essential and relevant aspects required in improving learning in secondary schools. Therefore, handing over a copy of supervision report to the supervised teacher is a form of accountability on the side of the supervisor and commitment on the side of a teacher to ensure that agreed areas of strengths are upheld while weak ones are worked upon by the next period of

supervision. This is related to the findings by Tshiunza, Kapinga and Kamara (2018) that supervision is encouraged on job instruction, evaluation, and professional development.

Copies of supervision reports are also helpful to the teacher and supervisor as they can later be used to set performance targets for appraisal period since most of the key indicators in performance appraisal bear almost similar parameters.

### ***Organizing conferences/ workshops***

Results of this study showed that out of those who had been supervised, 86% were being given time by their supervisors to discuss results of supervision or the feedback. Also, 82% of teachers accepted having attended workshops organized by the school to discuss feedback from classroom observation. Discussion of feedback is vital part in support supervision in that it is during such sessions that areas of strengths and weakness are identified (Marzano, 2020; Veloo, Komuji & Khalid, 2013). A teacher is given opportunity and time to know areas that need to be upheld in terms of methodology of teaching, lesson delivery preparation or learners' follow-up. In New York, Tennessee and North Carolina, for example, supervision policies require workshops tied to classroom observations to be held in order to provide feedback on teacher evaluation process (Reform Support Network, 2012).

Again, areas that need to be improved upon are identified, agreed upon and strategies for better performance are discussed between the teacher and supervisor. This is also in line with Zite (2016) who opined that teaching requires provision of reports, assessment and disciplinary skills. Therefore, in post-observation conferences, teachers evaluate themselves and try to adapt to the agreed strategies of improving teacher effectiveness. This study therefore found out that discussion of feedback was an important aspect of teacher supervision and was being adhered to by secondary schools in Rukungiri district.

However, I tried to find out whether teachers were satisfied with the outcomes of post observation conferences and found out that teachers have benefited from them as they tend to discuss the outcomes from previous series of support supervision. They in addition draw strategies of improved academic performance and teacher effectiveness.

### ***Supervision reports given to Ministry of Education and Sports***

Findings of this study reveal that 53.3% of school administrators have submitted a written annual report on supervision to Board of Governors and Ministry of Education and Sports. This



is rather a low rate of compliance because it means that the remaining school administrators were not completing the process of teacher support supervision.

Submission of reports to governing authorities is very important in that it is a form of accountability by school administrators and feedback which would be important for planning purposes. Reporting is a necessary component in supervision because it helps in decision making, investigation, evaluation, proper control and planning (Business Consi, 2020). However, the percentage of school administrators submitting supervision reports was rather low and this created a drawback in the process of planning and control in the Ministry of Education and Sports plus boards of governors.

### **Frequency of Supervision and Teacher effectiveness**

The second objective of the study was to investigate the effect of teacher support supervision on teacher effectiveness in secondary schools in Rukungiri District. To establish this relationship, I first described teacher effectiveness as adopted from Marzano (2020), whereby three major descriptors were selected and studied, namely, classroom artifacts, self-report practice and student evaluation.

#### **Preparation of classroom artifacts**

Classroom artifacts included documents that teachers used that show preparation of teaching and learning both within and outside classroom. They include schemes of work, lesson plans, record of work, lesson notes, record of marks, class registers and relevant teaching aids. Results in the study of these artifacts showed that there was improvement in teacher preparation of classroom artifacts between 2017 and 2019. In 2017, mean (M) was 2.24, in 2018, (M) was 1.98 and in 2019, (M) was 1.3.(Note that acceptable  $M \leq 2.5$ ). Therefore, it implies that average rating in all improved from “acceptable” and “good” to “Very good” which indicated improved teacher effectiveness.

Assessment of teacher effectiveness basing on classroom artifacts was also in line with Reform Support Network (2012) which found out that teachers in Louisiana were assessed on four competences, namely: planning, instruction, environment and professionalism. It is also related to Porter and Brophy (1988) who described effective teachers as being knowledgeable about their instructional strategies and adjustable to learners’ needs. Therefore, related to these, it

was clear that there was improvement in teacher effectiveness in secondary schools in Rukungiri district between 2017, when teacher supervision tool was introduced and 2019.

### **Self-report Practice**

This was another descriptor of effective teaching as proposed by Marzano (2020). Self-report practice was also considered important in this study because it is an opportunity for an individual teacher to identify how he/she used his / her unique strengths to accomplish teaching objectives while being genuine to him/herself (Lori, 2020).

Results from the survey on this aspect revealed that teachers rated themselves as “adequately prepared” to “very prepared” in terms of planning for the lessons and other pedagogical skills. Adequate preparation and planning is a critical component of effective teaching. Therefore, since study results showed adequate preparation by teachers, effective teaching was bound to take place. This is because as Sethi (2021) puts it, adequate preparation and planning makes one a better teacher, improves learner performance and achievement, reduces class indiscipline, makes a teacher assertive and earns approval of his/ her colleagues and supervisors. In relation to this, adequate preparation and planning gets the teacher set, consolidates professional development and makes lessons more interesting and meaningful to the students (Huntington Learning Centre, 2019).

### **Student Evaluation**

Students’ evaluation of their teachers as adopted from Marzarno (2020) was also regarded as an important measure of teacher effectiveness in this study. This was because students are the direct beneficiaries of learning which is determined by effectiveness of a teacher. Student evaluation of teachers in eight core subjects was done to rate their teachers in time keeping, engagement of learners in classroom activities, method of teaching, quality of study materials, assessment of learners and syllabus coverage. Study results on these aspects reveal that students rated their satisfaction in all the above areas as being “satisfied” with their teachers’ performance.

Time management was considered the most important element in that enables students accomplish more in a short period (Sophia, 2021). Also, student engagement in lessons is important because it keeps students focused and inspires them to practice higher-level critical thinking (Nicolas, 2015). It also increases students’ utility, reduces absent-mindedness and augments performance in a discipline (Florence & Doris, 2018). Students’ satisfaction with the

teachers' method of teaching was considered important in determining teacher effectiveness because it determines the extent to which knowledge is inculcated into a learner (Ebenezer, 2018).

Again, quality of learning materials was considered because they assist learners to grasp new concepts that significantly improve their understanding (Teachmint, 2020). Besides, student assessment and revision of tests were also vital because it is a way of asking learners to demonstrate their understanding of the subject matter and it is important to evaluate the extent to which educational goals and objectives are being met (Justin, 2021). Lastly, syllabus coverage was considered because it serves as the contact between students and teachers and contains ideas that are used for evaluation of learners' achievement (Gurmeet, 2021).

Therefore, basing on the results from analysis of classroom artifacts, teachers' self-report practice and student evaluation, it was found out that teacher effectiveness in secondary schools in Rukungiri district was high.

#### **Effect of frequency of Supervision on teacher effectiveness**

Results from one sample T- test revealed that at a 95% level of confidence, the 2- tailed sig. value was 0.000 (<0.05). This showed that there is a significant difference between frequency of supervision and teacher effectiveness in secondary schools in Rukungiri district. This is in line with Ikegbusi, Njideka, Eziamaka, and Chika (2016) who revealed that supervision has positive effect on teacher effectiveness in secondary schools.

Some of the ways in which this happens is that support supervision improves punctuality and regularity of teachers, contributes to professional growth of teachers, encourages teachers to create democratic climate while teaching, and helps teachers to acquire new ideas and to be innovative (Ikegbusi *et al*, 2016). Support supervision also helps develop a repertoire of teaching strategies, helps less effective and inexperienced teachers to improve their teaching, and helps provision of appropriate learning materials.

The study revealed that the roles of support supervision that have had a positive effect on teacher effectiveness range from helping teachers in time management and punctuality, adequate preparation of teachers for their lessons, and improving innovativeness of teachers. This is in line with Ikegbusi *et al*. (2016) who found out that internal supervision increases effectiveness of teachers.

The study also found out that support supervision improves teachers' professional growth and development through mentorship where junior teachers are given professional guidance by senior teachers in their departments. Again, through collaborative teaching and special meetings held to discuss findings of teacher support supervision, junior teachers are assisted to identify their weak and strong areas and how they can improve them, hence professional growth which leads to teacher effectiveness. This is in line with the findings of Eya and Leonard (2012) and Okobia (2015) who found out that support supervision is more competent in enhancing instructional performance of teachers.

In addition, this study found out that teacher support supervision helps teachers to engage their learners fully in their lessons, design appropriate teaching methods or pedagogies and develop and update their learning notes and study materials consistently. This is in line with Olatoye (2006) who observed that internal supervision furnishes and equips teachers with vital information suggestions for instructional improvement.

Basing on the above findings, it can be deduced that teacher support supervision has a positive effect on teacher effectiveness in secondary schools in Rukungiri district.

## **Teacher Appraisal and Effectiveness**

### **Frequency of Appraisal**

The third objective of this study was to investigate the effect of teacher appraisal on teacher effectiveness in secondary schools in Rukungiri district. Study results indicate that frequency of supervision was more than once a year, hence described as "high". This is in line with Ministry of Education and Sports guidelines on performance appraisal. According to this policy, probationary teachers ought to be appraised after every three months, while confirmed teachers, appraised annually following a calendar year (MOES, 2020).

This is also in line with Tucker (2018), Jahan (2021) and Jonathan (2006) who assert that at minimum, performance reviews should be held annually, though there are benefits of holding appraisals more frequently than this. However, contrary to these, Johns (2017) believes that annual employee appraisal is no longer sufficient to allow progress in their careers. Nevertheless, this study found that frequency of teacher appraisal was high in secondary schools in Rukungiri District.

### **Rating of the appraisal process**

Results from the study revealed that appraisees (teachers) were satisfied with the process of appraisal. This entails setting of performance targets, preparation of appraisal meeting, and conducive environment during appraisal meeting, developing annual performance plans, and support development activities. This is in line with the MOES (2020) which encourages appraisers to ensure that the appraisal process is free and fair.

Related to that is Kokemuller (2017) who says that a good performance appraisal should link evaluation to expectations, be consistent, optimistic and objective. This is also emphasized by Upraizal (2021), that an ideal appraisal should define goals and objectives, provide continuous feedback, be flexible, ensure self-assessment, include performance improvement strategies and involve compensations and rewards. Therefore, given the above linkage, it can be explained that the appraisal system in secondary schools in Rukungiri district was good enough to bring positive results.

### **Effects of appraisal**

Findings of this study also revealed that teachers have improved greatly in different areas of performance as a result of appraisal. These include time management, team work and collaborative teaching, creativity and innovativeness, motivation, professional growth and duty performance. In line with this, the MOES (2020) emphasizes related areas to be targeted for improvement which are integration of ICT into learning, subject mastery, teaching methods, planning and time management, innovation and creativity, learner assessment, record management and interpersonal skills.

This is also in relation to Tucker (2018) who says that appraisal creates a well-managed environment, motivates staff, lowers staff turnover, creates less work in the long run and manages organizational and employee expectations. It also shows that employees are valued, gives a chance for both the institution and staff to refocus and assess the needs of staff and their clients (Jones, 2017).

### **Effect of Teacher appraisal on teacher effectiveness**

T- Test results of this study showed (at 95% level of confidence) that there was a significant difference between teacher appraisal and teacher effectiveness (2-tailed P- value of 0.00) in secondary schools in Rukungiri District.

A study by Taylor and Tyler (2020) revealed that teacher appraisal (evaluation) can shift teacher effectiveness through different mechanism; by improving teacher competence, effort, or both in the long run. In this study, I found out that teacher appraisal has positively influenced teacher efficiency by improving teacher preparation, classroom management, teamwork and regularity and time management. This is in line with Ouda, Didinya and Ndanu (2018) who found out that performance appraisal improves teachers' time management which positively influences their effectiveness leading to improved academic performance.

I also found out that teacher appraisal encourages teacher motivation to work in an attempt to meet performance targets. This also in line with Tucker (2018) and Jones (2021) who found out that staff appraisal creates a happier staff and shows that employees are valued. This is in addition to teachers' attempt to avoid sanctions due to poor performance or achieve rewards for meeting the set performance targets.

Teacher appraisal also encourages teachers to perform well the delegated duties besides motivating them to augment their professional growth, pedagogical skills and their creativity in lesson delivery. This is in line with Ounda *et al.* (2018) who found out that appraisal improves teachers' innovativeness. Again, MOES (2020) encourages support development activities as part of the appraisal system which includes mentoring, coaching, peer support/ team teaching and professional development. Findings of this study therefore revealed that mentorship and coaching were some of the activities being done to encourage career development in secondary schools in Rukungiri District.

Mentorship, as described by Zust (2017), is an instructional process under which a senior or more experienced individual is assigned to act as an advisor, counsellor or guide to a junior staff or trainee. Coaching on the other hand is partnering with trainees in a thought prompting and free discovery process that inspires them to maximize their personal and professional potential (International Coach Federation, 2017). As a way to encourage professional growth and career development in teaching, appraisal system in secondary schools also encourages mentorship and coaching (MOES, 2020), which in turn leads to effectiveness in teaching.

Results also from data reduction as carried out on Kaiser-Meyer-Olkin (KMO) and Bartlett's test revealed that of all the benefits of appraisal, time management has significantly contributed to teacher effectiveness to a tune of 50.2%. This is more than a half contribution by the rest of the remaining elements. This is because effective time management allows completion

of tasks on time by both the teacher and the learner, and allows students to make most use of their abilities (Auld, 2021). This is also in line with Rahmah (2017), who opined that time management helps a teacher to avoid procrastination and make most use of their effort to get the best results, and influences student behaviour and learning (Kumar, 2019). I also found out teachers who are poor in time management and are irregular avail little or no time to students for consultation which in turn affects their efficiency. Therefore, with appraisal, there has been improvement in time management and regularity, hence improved teacher effectiveness.

## **Conclusions and Recommendations**

### **Conclusions**

Basing on my findings and data analysis, I came to the following conclusions:

#### **Answering the first research Question**

***“What is the Frequency of teacher support supervision in Secondary schools in Rukungiri District?”***

Study results showed that 96% of teachers in secondary schools are given support supervision at least once a term by either school administrators or their heads of department, and according to the MOES Performance Management Policy, every teacher is required to be supervised at least once a term (MOES, 2020). Therefore, since the biggest number of teachers receive support supervision at least once a term, which agrees with the policy, I concluded that the frequency of teacher Support in Rukungiri District is very high.

#### **Answering the second research question**

***“How has frequency of teacher support supervision affected teacher effectiveness in Rukungiri district?”***

In my findings and analysis, it was discovered that the frequency of teacher support supervision in secondary schools in Rukungiri district was high. At the same time, teacher effectiveness was high. One sample T- test results at a 95% level of confidence produced a P-value of 0.00 (<0.05). This shows that there is a significant difference between frequency of teacher support supervision and teacher effectiveness in Secondary schools in Rukungiri District.

Therefore, teacher support supervision has positively influenced teacher effectiveness by helping teachers improve their skills and behaviour that directly lead to effective teaching. These are: improvement in time management, teaching preparation and planning, lesson delivery, assessment of learners, creativity and innovativeness, method of teaching, classroom management, team work and collaborative teaching and professional growth.

### **Answering the third research question**

#### ***How has teacher appraisal affected teacher performance in secondary schools in Rukungiri District?***

Findings, established that teacher appraisal in secondary schools in Rukungiri was high and was in line with the MOES (2020) Performance Management Guidelines. One sample T-test results at a confidence level of 95% obtained a P- value of 0.00 ( $<0.05$ ). This means that there is significant difference between teacher appraisal and teacher effectiveness in secondary schools in Rukungiri district.

Therefore, teacher appraisal has positively influenced teacher effectiveness in secondary schools in Rukungiri district by helping them to improve their pedagogical skills, time management and regularity, preparation and classroom management, innovativeness and creativity, mentorship and coaching, motivation, team teaching and professional growth.

In all the above elements, time management and regularity is the most significant factor which, after being influenced by appraisal, has contributed significantly to teacher effectiveness.

Therefore, since the introduction of teacher supervision tool (TST) in 2017, which has been used by schools in teacher support supervision, there has been a significant improvement in teacher effectiveness in secondary schools in Rukungiri District.

### **Recommendations**

Basing on my findings and data analysis and discussions, this study recommends that:

Schools should be supported by the government through supplying them with printed teacher supervision template materials. This is because these books were supplied in 2017 when the TST was being introduced but later, the schools were left to meet all the costs of purchasing the teacher supervision tool templates. This puts a strain on school resources to buy supervision books termly.



There is need for the government to emphasize submission of supervision reports to the Ministry of Education and Sports and Board of Governors. Some head teachers are not duly submitting these reports to relevant bodies and once teachers realize this gap, they may take advantage of it to start dodging supervision. Submission of the reports would also help in planning.

### **Further Research**

There is need to carry out research on ‘The Effect of Time Management on Teacher effectiveness in Secondary Schools in Rukungiri District’.

There is also need to study ‘Mentorship and Coaching as a form of improving professional growth among secondary school teachers in Rukungiri District’.

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## Appendices

### Appendix I: Questionnaire for School Administrators and Heads of Departments.

Dear sir/madam, I am a post graduate student at Kabale University and conducting a study on “UTILIZATION OF TEACHER SUPERVISION TOOL ON TEACHER EFFECTIVENESS IN SECONDARY SCHOOLS IN RUKUNGIRI DISTRICT”. You have been considered one of the most resourceful persons in this research. You and your time are highly valued. You are kindly requested to spare some little time to fill this questionnaire as honestly as possible. This research is purely academic and all information in this regard will be treated with utmost confidentiality. Thank you for accepting this request.

A: GENERAL INFORMATION ABOUT THE RESPONDENT (Tick appropriately)

1. Position in school (a) Head teacher  (b).Deputy Head teacher

(c). Dean of studies

(d).Head of department.

2. For how long have you been in the administrative position?

(a) 5 years+  (b) 4 years  (c) 3 years  (d) 2 years  (e) 1 year

**B. KNOWLEDGE ABOUT USE OF TEACHER SUPERVISION TOOL (TST)**

1. When did you last receive training about use of teacher supervision tool(TST)?

(a) Less than a year ago  (b) 2 years back   
(c) 3 years back  (d) 4 years back  (e) Never

2. How do you rank the knowledge you received in training on use of the teacher supervision tool?

(a) Adequate  (b) Just fair  (c) Not enough

**C. FREQUENCY OF TEACHER SUPPORT SUPERVISION IN SCHOOL**

1. How often do you use the teacher supervision tool in monitoring teachers in your school?

(a) Once a term  Twice in a year  b) Once a year   
(c) Once in 2 years or more  (c) Never

2. How do you rate teachers' perception about support supervision in your school?

(a) Very positive  (b) Positive  (C) Look-warm   
(D) Negative  (D) Very Negative

**D. APPLICATION OF TST**

For questions D1 to E14, Tick in the appropriate column to show whether you agree or disagree.

ATTRIBUTE	Strongly disagree	Disagree	Not sure	Agree	Strongly Agree
1. All teachers in this school have been supervised once a term using TST					
2. I have always administered TST with ease.					
3. The school has a fixed schedule followed in teacher					

supervision and is always displayed on staff notice board.					
4. During supervision, teachers are always free with their students and teach with ease.					

#### E. DISCUSSION OF FEED BACK

ATTRIBUTE	Strongly disagree	Disagree	Not sure	Agree	Strongly Agree
1. I always give feedback to supervised teachers by handing to them a copy of the filled TST with recommendations.					
2. I always sit with teachers after supervision to discuss their results/areas of strengths, and improvement.					
3. Report on teacher supervision is given to BOG and MOES every year.					
4. A special staff meeting is held to specifically discuss findings from supervision report.					
5. A school based continuous professional development workshop has been held since 2017 to address identified gaps.					
6. Findings of supervision of teachers are used to appraise them.					
7. In my opinion, I think TST is good enough to cause an effect on teacher performance.					

#### F. TEACHER ASSESSMENT AND EVALUATION: (Tick appropriately)

ATTRIBUTE	Very often	Always	occasionally	rarely	Very rarely
1. How often do you find teachers who have been supervised using TST willing to adopt new methods of teaching during subsequent lessons?					
2. How often is collaborative teaching observed among teachers who have been supervised using TST?					
3. How often have teachers been appreciative of the discussions made with them after supervision?					

## F2. TEACHER PREPARATION AND EFFECTIVENESS (Tick Appropriately)

How do you describe the teachers' quality of preparation of the following class room artifacts during support supervision?

(i) In the year 2017:

Classroom artifact	Very good	Good	Acceptable	Poor	Very poor
1. Schemes of work					
2. Lesson plans					
3. Record of work					
4. Lesson Notes					
5. Record of Marks					
6. Class registers					

7. Relevant teaching notes & aids					
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(ii) In the year 2018

Classroom artifact	Very good	Good	Acceptable	Poor	Very poor
1. Schemes of work					
2. Lesson plans					
3. Record of work					
4. Lesson Notes					
5. Record of Marks					
6. Class registers					
7. Relevant teaching notes & aids					

(iii) In the year 2019

Classroom artifact	Very good	Good	Acceptable	Poor	Very poor
1. Schemes of work					
2. Lesson plans					
3. Record of work					
4. Lesson Notes					
5. Record of Marks					
6. Class registers					
7. Relevant teaching notes & aids					

G1. TEACHER APPRAISAL: (Tick the appropriate column).

Frequency	Very often	Always	occasionally	rarely	Very rarely
1. How often do you conduct performance appraisal among your teachers?					
2. How often do you reward or					



sanction teachers basing on the results of the appraisal					
3. How often do teachers accept the results of the appraisal as being genuine?					

G2. RESULTS OF APPRAISAL (Tick appropriately).

How do you rate improvement of your teachers in the following areas from the first appraisal to the next period when appraisal is done?

Rate of improvement in performance ( output)	Very High	High	Moderate	Low	Very Low
1.Time management					
2.Collaborative teaching/ team work					
3.Preparation of classroom artifacts					
4.Lesson attendance &delivery					
5.Invovement of learners during lesson					
6.Creativity and innovativeness					
7. Evaluation of learners					
8.Creativity and innovativeness					
9.Discipline and respect for others					
11. In general, how do you rate improvement in performance of teachers who have been appraised?					

H. ADDITIONAL INFORMATION:

- As one of the top school administrators, how do you think teacher appraisal has improved performance of your teachers?

.....

.....

.....

2. How do you describe your interactive experience during supervision of your teachers?

.....  
.....  
.....

3. In your own opinion, do you think teacher support supervision is successful or unsuccessful? Give reasons for your answer.

.....  
.....

4. How would you advise education planners particularly ministry of Education and sports to close supervision gaps in Secondary schools?

.....  
.....

**Thank you**

**Appendix II: Questionnaire for Teachers**

Dear sir/madam, I am a post graduate student at Kabale University and conducting a study on “UTILIZATION OF TEACHER SUPERVISION TOOL ON TEACHER EFFECTIVENESS IN SECONDARY SCHOOLS IN RUKUNGIRI DISTRICT”. You have been considered one of the most resourceful persons in this research. You and your time are highly valued. You are kindly

requested to spare some little time to fill this questionnaire as honestly as possible. This research is purely academic and all information in this regard will be treated with utmost confidentiality. Thank you for accepting this request.

**A. BACK GROUND OF THE RESPONDENT (Tick appropriately)**

1. Gender of respondent: Male  Female
2. Teaching subjects:
- (a) Sciences  (b) Humanities  (c) Mathematics   
 (d) Languages  (e) Vocational  (f) Business
4. Qualification:
- (a) Licensed  (b) Grade V  (c) Graduate  (d) Masters and above
5. Teaching experience:
- (a) 0-2 years  (b) 3-4 years  (c) 5-6years  (d) 7years and above

**B. LESSON ASSESSMENT. (For questions in this section, tick either YES or NO)**

ATTRIBUTE	YES	NO
1. I have been supervised by my Head of department/Head teacher at least once a term		
2. I sometimes find TST supervision sessions boring.		
3. I am always given time to discuss my performance with my supervisor immediately after I have been supervised.		
4. A copy of supervision report is given to me by the supervisor immediately after supervision with recommendations.		
5. I have always found the discussion with my supervisor very helpful in improving my work.		
6. A workshop has been organized by the school to encourage continuous professional development.		
7. A special staff meeting has been organized in which results from supervision are discussed.		
8. I always get time to discuss with my colleagues in the department		

about challenges and weaknesses in relation to teaching.		
--	--	--

C. EXPERIENCE (Tick in the appropriate column; i.e., strongly disagree, disagree, not sure, agree or strongly agree)

ATTRIBUTE	Strongly disagree	Disagree	Not sure	Agree	Strongly Agree
1. Assessment given to me by my supervisor has always been fair.					
2. I always find the TST friendly and good for self-evaluation.					
3. In my opinion, I think the use of teacher supervision tool is a good innovation in secondary schools.					

D. SELF- EVALUATION. (Tick Appropriately)

How do you rank your preparedness in terms of the following aspects during teaching?

ASPECT	Very prepared	Adequately prepared	Averagely prepared	Seldomly prepared	Never prepared
1. Schemes of work					
2. Lesson plans					
3. Record of work					
4. Lesson Notes					
5. Record of Marks					
6. Class registers					
7. Relevant teaching aids					

G. APPRAISAL AND DISCUSSION OF FEEDBACK.

How satisfied are you with your appraiser on the following aspects during and after appraisal?

Area	Very satisfied	Moderate	Unsatisfi	Very

	satisfied		ly satisfied	ed	unsatisfied
1.Setting of performance targets together					
2.Preparation of appraisal meeting					
3.Conducive environment during appraisal meeting					
4.Developing annual performance plans					
5.Support development activities					

### G. RESULTS OF APPRAISAL

How do you rate yourself in the following today after appraisal by your supervisor?

Rate of performance	Very Good	Good	Average	Poor	Very poor
1.Time management					
2.Collaborative teaching/ Team work					
3.Preparation of classroom artifacts					
4. Creativity and innovativeness					
5.Involvement of learners during lesson					
6. Intrinsic Motivation					
7.Performance of delegated duties and responsibilities					
8.Classroom Management and organization					
9.Professional growth and development					

### H. EFFECT OF SUPPORT SUPERVISION

In this section, show if you agree with the statement.

Effect of Supervision	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1. Support supervision has helped me to manage time and be more regular in school.					
2. Support supervision has helped me in preparing for my lessons adequately.					
3. Support supervision has helped me in designing appropriate instructional methods.					
4. Support supervision has encouraged me to engage learners fully in my lessons.					
5. Support supervision has helped me to update my notes and learning materials regularly.					
6. Support supervision has helped me in covering content/ syllabus on time.					
7. Support supervision has encouraged me to assess learners and revise with them on time.					
8. Support supervision has helped me in professional growth through mentorship.					

H. In general, how do you rank improvement in your teaching after several rounds of appraisal?

(a) Very high  (b) High  (c) Moderate  (d) Mild  (e) Very mild

I. OTHER INFORMATION

1. Briefly describe your teaching experience;

(a) Before appraisal.

.....  
 .....

(b) After appraisal

.....  
.....

2. As teacher, how do you describe your interactive experience during supervision by your Head teacher or Head of Department?

.....  
.....  
.....

3. How would you advise the Ministry of Education and Sports on the ways of improving the quality of learning and supervision in relation to your school?

.....  
.....

**Thank You**

### Appendix III: Questionnaire for Students

Dear student; I am also a student like you pursuing a master’s degree at Kabale University. I am therefore carrying out research as one of the requirements for completion of my degree. I am therefore requesting you to give me some of your time and fill this questionnaire as honestly as possible. All information gathered will be treated with maximum confidentiality. Thank you very much.

1. When did you join this school?

(a) 2020  (b) 2019  (c) 2018  (d) 2017  (e) 2016  (f) 2015

3. How often does your head teacher or deputy head teacher come to your class to supervise them during lessons?

(a) Very often  (b) Often  (c) Sometimes  (d) Rarely  (e) Very rarely

4. How good is your subject teacher in terms of time keeping? Tick the subject teacher according to his/her score.

Subject teacher(s)	Very good	Good	Fair	Poor	Very poor
1. Mathematics					
2. English					
3. Geography					
4. History					
5. CRE					
6. Physics					
7. Chemistry					
8. Biology					

5. How often does your subject teacher engage you in participation during lessons?

Subject teacher(s)	Very often	Always	Some times	Seldom	Never



1. Mathematics					
2. English					
3. Geography					
4. History					
5. CRE					
6. Physics					
7. Chemistry					
8. Biology					

6. How satisfied are you with your teacher's method of teaching or lesson delivery?

<b>Subject teacher(s)</b>	Very satisfied	Satisfied	Neither	Dissatisfied	Very dissatisfied
1. Mathematics					
2. English					
3. Geography					
4. History					
5. CRE					
6. Physics					
7. Chemistry					
8. Biology					

7. How do you rate the quality of notes and other study materials given to you by your subject teacher?

<b>Subject teacher(s)</b>	Very good	Good	Average	Poor	Very poor
1. Mathematics					
2. English					
3. Geography					
4. History					
5. CRE					
6. Physics					

7. Chemistry					
8. Biology					

8. My subject teacher always marks assignments and exams given to us on time and revises them with us after giving us back our scripts. (Show whether you agree or not).

<b>Subject teacher(s)</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly disagree</b>
1. Mathematics					
2. English					
3. Geography					
4. History					
5. CRE					
6. Physics					
7. Chemistry					
8. Biology					

9. How satisfied are you with the syllabus covered so far by your teacher in relation to what you are expected to cover before you do your exams?

<b>Subject teacher(s)</b>	<b>Very satisfied</b>	<b>Satisfied</b>	<b>Neither</b>	<b>Dissatisfied</b>	<b>Very dissatisfied</b>
1. Mathematics					
2. English					
3. Geography					
4. History					
5. CRE					
6. Physics					
7. Chemistry					
8. Biology					

10. My subject teacher is a very interesting, wonderful and committed.

Subject teacher(s)	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. Mathematics					
2. English					
3. Geography					
4. History					
5. CRE					
6. Physics					
7. Chemistry					
8. Biology					

11. In general, how do you describe your teachers in delivering subject matter and encouraging you for learning?

- (a) Very interesting       (b) Interesti       (c) Not sure       (d) Un-inter  ng
- (e) Very uninteresting

**Thank You very Much**

## Appendix IV: Teacher Supervision Tool (TST) Temperate

MINISTRY OF EDUCATION AND SPORTS

DIRECTORATE OF EDUCATION STANDARDS

**Report Writing Format for Head teachers**

**Key for Guidance:**

<b>Evaluation</b>	<b>Meaning</b>	<b>Explanation</b>
Very Good	Major strengths	The teacher has major strengths. Very few areas for improvement which do not significantly affect the learning process. Very Good represents high standard.
Good	Strengths outweigh weaknesses	The teacher has a number of strengths which outweigh weaknesses. The strengths have positive impact on the learners.
Fair	Significant areas for improvement. Should take some prompt action to improve these areas.	The teacher has some strengths which have a positive impact on learning. However, some significant areas for improvement limit the overall quality of learning. This means that the teacher should take some prompt action to improve these areas.
Poor	Major weaknesses	Major weaknesses that the head teacher needs to deal with immediately. This means that learning is not taking place.

**Section A**

Support Supervision tool

District: .....

Sub County: .....

School: .....

Contact: .....

School Type .....

Head teacher's name:.....

**Section B**

Summary Information of Head teacher and Teachers

Name	Academic Qualification	Subjects Taught	Teaching Load	Appointing Authority	Length of stay at school	Other Responsibilities

**Section C**

Summary of Findings

**1. Teaching Preparation**

Major Strengths

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.....

Areas that need improvement

.....  
.....

**2. Lesson Delivery**

Major Strengths

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.....

Areas that need improvement

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.....  
**3. Student Engagement and Gender inclusivity**

Major Strengths

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.....  
Areas that need improvement

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.....  
**4. Learner Assessment and Feedback**

Major Strengths

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.....  
Areas that need improvement

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.....  
**5. Interaction with Learners work**

Major Strengths

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Areas that need improvement

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**6. Curriculum Coverage**

Major Strengths

Areas that need improvement

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**Section D**

General Recommendations

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**Section C.**

**Summary of Teachers Performance by Rating for individual schools**

Name of teacher	Teaching preparation	Lesson Delivery	Student engagement and gender inclusivity	Learner Assessment and Feedback	Interaction with learners' work	Curriculum coverage
e.g Akello John	Good	Good	Fair	poor	poor	Fair

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**Appendix V: Interview Guide**

<b>Research objective</b>	<b>Research Question</b>	<b>Probing Question(s)</b>
To Assess the frequency of teacher supervision in schools	What is the frequency of teacher supervision in	1. How often to you conduct teacher support supervision on your school? ..... .....



	secondary schools?	<p>.....</p> <p>2. Do you conduct impromptu supervision or you have a fixed schedule? Why?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>3. Do you sit with your teachers to discuss the results from teacher supervision/ classroom observation? If yes, how often?</p> <p>.....</p> <p>.....</p> <p>.....</p>
To find investigate the effect of frequency of teacher support supervision on teacher effectiveness.	How does frequency of teacher support supervision affect teacher effectiveness?	<p>1. How do you compare the performance of teachers before classroom observation and after classroom observation?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>2. In your own experience, do you think teacher support supervision has helped in improving teacher performance? Why?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
To investigate the effect of teacher appraisal on teacher effectiveness.	How does teacher appraisal affect teacher	<p>1. How do you do you normally conduct performance appraisal of your teachers?</p> <p>.....</p>

	effectiveness?	<p>.....</p> <p>.....</p> <p>.....</p> <p>2. How do you think appraisal and discussion of feedback affect teacher effectiveness in your school?</p> <p>.....</p> <p>.....</p> <p>.....</p>
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**Appendix VI: CONSENT LETTER**

Dear sir/ Madam,

I am a graduate student from Kabale University carrying out research on Utilization of teacher Supervision tool on improving teacher effectiveness in Secondary schools in Rukungiri District.

The research is purely academic and all the data collected will be treated with maximum confidentiality.

I therefore request you to participate in this research as one of my respondents. If you accept, kindly sign the form below.

**I hereby declare that I am willing to participate in this research as a respondent and have not been forced in any way.**

**Signed**

.....

**Date** .....

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**Appendix VII(a) Frequency Tables showing teachers supervised once a term and given time to discuss results**

**Table 2.11 Teachers who have been supervised once a term**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	96	96.0	96.0	96.0
	No	4	4.0	4.0	100.0
	Total	100	100.0	100.0	

**Table 2.12 Teachers who have been given time given to discuss supervision results**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	86	86.0	86.0	86.0
	No	14	14.0	14.0	100.0
	Total	100	100.0	100.0	

Source: Study Survey

**Appendix VII(b) Activities of Support Supervision**

**Table 3.11 Workshop organized**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	82	82.0	82.0	82.0
No	18	18.0	18.0	100.0
Total	100	100.0	100.0	

**Table 3.12 Special staff meeting held**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	60	60.0	60.0	60.0
No	40	40.0	40.0	100.0
Total	100	100.0	100.0	

**Table 3.13 Copy of recommendations given to teachers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	82	82.0	82.0	82.0
No	18	18.0	18.0	100.0
Total	100	100.0	100.0	

**Table 3.14 Discuss supervision results with colleagues in department**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	90	90.0	90.0	90.0
No	10	10.0	10.0	100.0
Total	100	100.0	100.0	

Source: Study survey

### **Appendix VIII Feedback on Support Supervision**

**Table 4.11 Teachers given chance to suggest innovations**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not sure	1	6.7	6.7	6.7

Agree	10	66.7	66.7	73.3
Strongly Agree	4	26.7	26.7	100.0
Total	15	100.0	100.0	

**Table 4.12 Report given to BOG and MOES**

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	3	20.0	20.0	20.0
Valid not sure	4	26.7	26.7	46.7
Agree	5	33.3	33.3	80.0
Strongly Agree	3	20.0	20.0	100.0
Total	15	100.0	100.0	

**Table 4.13 Findings used to appraise teachers.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	12	80.0	80.0	80.0
Strongly Agree	3	20.0	20.0	100.0
Total	15	100.0	100.0	

**Table. 4.14 Sanctions and rewards given**

	Frequency	Percent	Valid	Cumulative
--	-----------	---------	-------	------------

	y		Percent	Percent
Valid Disagree	1	6.7	6.7	6.7
Agree	10	66.7	66.7	73.3
Strongly Agree	4	26.7	26.7	100.0
Total	15	100.0	100.0	

Source: Study Survey

### Appendix VIX: Teachers' performance in classroom artifacts in 2017

**Table 5.1 schemes of work 2017**

	Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid very good	2	3.8	4.0	4.0
Good	34	65.4	68.0	72.0
Acceptabl e	14	26.9	28.0	100.0
Total	50	96.2	100.0	
Missin g	System	2	3.8	
Total	52	100.0		

**Table 5.2 Lesson plans 2017**

	Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid Good	5	9.6	10.0	10.0
Acceptabl	24	46.2	48.0	58.0



	Poor	21	40.4	42.0	100.0
	Total	50	96.2	100.0	
Missing	System	2	3.8		
Total		52	100.0		

**Table 5.3 Record of work 2017**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very good	1	1.9	2.0	2.0
	Good	22	42.3	44.0	46.0
	Acceptable	27	51.9	54.0	100.0
	Total	50	96.2	100.0	
Missing	System	2	3.8		
Total		52	100.0		

**Table 5.4 Lesson Notes 2017**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	3	5.8	6.0	6.0
	Acceptable	23	44.2	46.0	52.0
	Poor	24	46.2	48.0	100.0
	Total	50	96.2	100.0	
Missing	System	2	3.8		

g				
Total	52	100.0		

Source: Study Survey

**Table 5.6 Record of marks 2017**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	very good	1	1.9	2.0	2.0
	Good	16	30.8	32.0	34.0
	Acceptabl e	30	57.7	60.0	94.0
	Poor	3	5.8	6.0	100.0
	Total	50	96.2	100.0	
Missin g	System	2	3.8		
Total		52	100.0		

**Table 5.7 Class registers 2017**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	very good	1	1.9	2.0	2.0
	Good	14	26.9	28.0	30.0
	Acceptabl e	25	48.1	50.0	80.0
	Poor	10	19.2	20.0	100.0
	Total	50	96.2	100.0	
Missin g	System	2	3.8		
Total		52	100.0		

**Table 5.8 Relevant Teaching aids**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Good	11	21.2	22.0	22.0
	Acceptabl e	31	59.6	62.0	84.0
	Poor	8	15.4	16.0	100.0
	Total	50	96.2	100.0	
Missin g	System	2	3.8		
Total		52	100.0		

Source: Study Survey

**Appendix X: Teachers' performance in classroom artifacts 2019**

**Table 6.2 Schemes of work 2019**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	very good	35	67.3	70.0	70.0

	Good	15	28.8	30.0	100.0
	Total	50	96.2	100.0	
Missin	System	2	3.8		
g					
Total		52	100.0		

**Table 6.3 Lesson plans 2019**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	very	16	30.8	32.0	32.0
	good				
	Good	34	65.4	68.0	100.0
	Total	50	96.2	100.0	
Missin	System	2	3.8		
g					
Total		52	100.0		

**Table 6.4 Record of work 2019**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	very	17	32.7	34.0	34.0
	good				
	Good	33	63.5	66.0	100.0
	Total	50	96.2	100.0	
Missin	System	2	3.8		
g					

Total	52	100.0		
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**Table 6.5 Lesson Notes 2019**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	very good	15	28.8	30.0	30.0
	Good	34	65.4	68.0	98.0
	Acceptabl e	1	1.9	2.0	100.0
	Total	50	96.2	100.0	
Missin g	System	2	3.8		
	Total	52	100.0		

Source: Study Survey

**Table 6.6 Record of marks 2019**

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	very good	16	30.8	32.0	32.0
	Good	34	65.4	68.0	100.0
	Total	50	96.2	100.0	
Missin g	System	2	3.8		
	Total	52	100.0		

**Table 6.7 Class registers 2019**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	23	44.2	46.0	46.0
	Acceptable	26	50.0	52.0	98.0
	Poor	1	1.9	2.0	100.0
	Total	50	96.2	100.0	
Missing	System	2	3.8		
Total		52	100.0		

**Table 6.8 Relevant Teaching aids 2019**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very good	25	48.1	50.0	50.0
	Good	25	48.1	50.0	100.0
	Total	50	96.2	100.0	
Missing	System	2	3.8		
Total		52	100.0		

Source: Study Survey

**Appendix XI: Teachers' performance in time management as assessed by students**

**Table 7.2 Mathematics Teachers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very good	33	38.8	38.8	38.8
Good	39	45.9	45.9	84.7
Fair	13	15.3	15.3	100.0
Total	85	100.0	100.0	

**Table 7.3 English Teachers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very good	34	40.0	40.0	40.0
Good	40	47.1	47.1	87.1
Fair	11	12.9	12.9	100.0
Total	85	100.0	100.0	

**Table 7.4 Geography teachers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very	27	31.8	31.8	31.8

good				
Good	35	41.2	41.2	72.9
Fair	18	21.2	21.2	94.1
Poor	5	5.9	5.9	100.0
Total	85	100.0	100.0	

**Table 7.5 History teachers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very good	48	56.5	56.5	56.5
Good	23	27.1	27.1	83.5
Fair	14	16.5	16.5	100.0
Total	85	100.0	100.0	

Source: Study Survey

**Table 7.6 CRE teachers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very good	47	55.3	55.3	55.3
Good	34	40.0	40.0	95.3
Fair	4	4.7	4.7	100.0
Total	85	100.0	100.0	



**Table 7.7 Physics Teachers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very good	44	51.8	51.8	51.8
Good	35	41.2	41.2	92.9
Fair	6	7.1	7.1	100.0
Total	85	100.0	100.0	

**Table 7.8 Chemistry Teachers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very good	42	49.4	49.4	49.4
Good	24	28.2	28.2	77.6
Fair	13	15.3	15.3	92.9
Poor	6	7.1	7.1	100.0
Total	85	100.0	100.0	

**Table 7.9 Biology teachers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very good	44	51.8	51.8	51.8
Good	32	37.6	37.6	89.4
Fair	7	8.2	8.2	97.6

very poor	2	2.4	2.4	100.0
Total	85	100.0	100.0	

Source: Study Survey

## Appendix XII: Teachers' Performance in engagement of learners in lessons

**Table 8.1 Mathematics Lessons**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very often	39	45.9	45.9	45.9
Always	36	42.4	42.4	88.2
Sometimes	5	5.9	5.9	94.1
Seldom	3	3.5	3.5	97.6
Never	2	2.4	2.4	100.0
Total	85	100.0	100.0	

**Table 8.2 English Lessons**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very often	18	21.2	21.2	21.2
Always	43	50.6	50.6	71.8
Sometimes	20	23.5	23.5	95.3
Seldom	2	2.4	2.4	97.6
Never	2	2.4	2.4	100.0

Total	85	100.0	100.0
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**Table 8.3 Geography Lessons**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very often	38	44.7	44.7	44.7
Always	35	41.2	41.2	85.9
Sometimes	8	9.4	9.4	95.3
Never	4	4.7	4.7	100.0
Total	85	100.0	100.0	

**Table 8.4 Teachers' engagement of Learners in History Lessons**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very often	9	10.6	10.6	10.6
Always	42	49.4	49.4	60.0
Sometimes	22	25.9	25.9	85.9
Seldom	6	7.1	7.1	92.9
Never	6	7.1	7.1	100.0
Total	85	100.0	100.0	

Source: Study Survey

**Table 8.5 CRE Lessons**

	Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	very often	37	43.5	43.5	43.5
	Always	38	44.7	44.7	88.2
	Sometime s	8	9.4	9.4	97.6
	Never	2	2.4	2.4	100.0
	Total	85	100.0	100.0	

**Table 8.6 Physics Lessons**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very often	41	48.2	48.2
	Always	34	40.0	88.2
	Sometime s	6	7.1	95.3
	Seldom	4	4.7	100.0
	Total	85	100.0	

**8.7 Chemistry lessons**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very often	21	24.7	24.7
	Always	50	58.8	83.5
	Sometime s	5	5.9	89.4
	Seldom	7	8.2	97.6

Never	2	2.4	2.4	100.0
Total	85	100.0	100.0	

### 8.8 Biology lessons

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very often	20	23.5	23.5	23.5
Always	41	48.2	48.2	71.8
Sometimes	16	18.8	18.8	90.6
Seldom	6	7.1	7.1	97.6
8.00	2	2.4	2.4	100.0
Total	85	100.0	100.0	

Source: Study survey

### Appendix III: Teachers' Performance in Method of teaching

**Table 9.1 Mathematics**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very satisfied	29	34.1	34.1	34.1
Satisfied	44	51.8	51.8	85.9
Neither	12	14.1	14.1	100.0
Total	85	100.0	100.0	

**Table 9.2 English**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very satisfied	31	36.5	36.5	36.5
Satisfied	43	50.6	50.6	87.1
Neither	11	12.9	12.9	100.0
Total	85	100.0	100.0	

**Table 9.3 Geography**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very satisfied	27	31.8	31.8	31.8
Satisfied	51	60.0	60.0	91.8
Neither	4	4.7	4.7	96.5
Dissatisfied	1	1.2	1.2	97.6
very dissatisfied	2	2.4	2.4	100.0
Total	85	100.0	100.0	

**Table 9.4 History**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very satisfied	24	28.2	28.2	28.2
Satisfied	50	58.8	58.8	87.1

Neither	8	9.4	9.4	96.5
Dissatisfied	3	3.5	3.5	100.0
Total	85	100.0	100.0	

Source: Study Survey

**Table 9.5 CRE**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very satisfied	36	42.4	42.4	42.4
Satisfied	39	45.9	45.9	88.2
Neither	8	9.4	9.4	97.6
Dissatisfied	2	2.4	2.4	100.0
Total	85	100.0	100.0	

**Table 9.6 Physics**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very satisfied	27	31.8	31.8	31.8
Satisfied	42	49.4	49.4	81.2
Dissatisfied	12	14.1	14.1	95.3
very dissatisfied	4	4.7	4.7	100.0
Total	85	100.0	100.0	

**Table 9.7 Chemistry**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very satisfied	26	30.6	30.6	30.6

Satisfied	48	56.5	56.5	87.1
Neither	9	10.6	10.6	97.6
Dissatisfied	2	2.4	2.4	100.0
Total	85	100.0	100.0	

**Table 9.8 Biology**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very satisfied	26	30.6	30.6	30.6
Satisfied	43	50.6	50.6	81.2
Neither	14	16.5	16.5	97.6
Dissatisfied	2	2.4	2.4	100.0
Total	85	100.0	100.0	

Source: Study Survey

**Appendix XIV: Students' rating of Teachers on the quality of learning materials.**

**Table 10.1 Mathematics**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very good	41	48.2	48.2	48.2
Good	25	29.4	29.4	77.6
Fair	9	10.6	10.6	88.2
Poor	8	9.4	9.4	97.6
very poor	2	2.4	2.4	100.0



Total	85	100.0	100.0
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**Table 10.2English**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very good	39	45.9	45.9	45.9
Good	34	40.0	40.0	85.9
Fair	6	7.1	7.1	92.9
Poor	2	2.4	2.4	95.3
very poor	4	4.7	4.7	100.0
Total	85	100.0	100.0	

**Table 10.3Geography**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very good	26	30.6	30.6	30.6
Good	47	55.3	55.3	85.9
Fair	10	11.8	11.8	97.6
Poor	2	2.4	2.4	100.0
Total	85	100.0	100.0	

**Table 10.4 History**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very good	31	36.5	36.5	36.5
Good	34	40.0	40.0	76.5

Fair	10	11.8	11.8	88.2
Poor	8	9.4	9.4	97.6
very poor	2	2.4	2.4	100.0
Total	85	100.0	100.0	

Source: Study Survey

**Table 10.5 CRE**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very good	24	28.2	28.2	28.2
Good	45	52.9	52.9	81.2
Fair	10	11.8	11.8	92.9
Poor	2	2.4	2.4	95.3
very poor	4	4.7	4.7	100.0
Total	85	100.0	100.0	

**Table 10.6 Physics**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very good	46	54.1	54.1	54.1
Good	22	25.9	25.9	80.0
Fair	12	14.1	14.1	94.1
Poor	3	3.5	3.5	97.6
very poor	2	2.4	2.4	100.0
Total	85	100.0	100.0	

**Table 10.7Chemistry**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very good	37	43.5	43.5	43.5
Good	35	41.2	41.2	84.7
Fair	10	11.8	11.8	96.5
Poor	3	3.5	3.5	100.0
Total	85	100.0	100.0	

**Table 10.8Biology**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very good	41	48.2	48.2	48.2
Good	36	42.4	42.4	90.6
Fair	4	4.7	4.7	95.3
Poor	2	2.4	2.4	97.6
8.00	2	2.4	2.4	100.0
Total	85	100.0	100.0	

Source: Study Survey

### Appendix XV: Teachers' rating on assessment and revision with students on time

**Table 11.1 Mathematics**

	Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	56	65.9	65.9	65.9
Agree	18	21.2	21.2	87.1

Undecided	9	10.6	10.6	97.6
strongly disagree	2	2.4	2.4	100.0
Total	85	100.0	100.0	

**Table 11.2 English**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	31	36.5	36.5	36.5
Agree	28	32.9	32.9	69.4
Undecided	21	24.7	24.7	94.1
Disagree	4	4.7	4.7	98.8
strongly disagree	1	1.2	1.2	100.0
Total	85	100.0	100.0	

**Table 11.3 Geography**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	12	14.1	14.1	14.1
Agree	49	57.6	57.6	71.8
Undecided	12	14.1	14.1	85.9
Disagree	12	14.1	14.1	100.0
Total	85	100.0	100.0	

**Table 11.4 History**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	2	2.4	2.4	2.4
Agree	34	40.0	40.0	42.4
Undecided	23	27.1	27.1	69.4
Disagree	22	25.9	25.9	95.3
strongly disagree	4	4.7	4.7	100.0
Total	85	100.0	100.0	

Source: Study Survey

**Table 11.5 CRE**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	36	42.4	42.4	42.4
Agree	28	32.9	32.9	75.3
Undecided	14	16.5	16.5	91.8
Disagree	5	5.9	5.9	97.6
strongly disagree	2	2.4	2.4	100.0
Total	85	100.0	100.0	

**Table 11.6 Physics**

	Frequency	Percent	Valid Percent	Cumulative Percent
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Valid strongly agree	21	24.7	24.7	24.7
Agree	41	48.2	48.2	72.9
Undecided	18	21.2	21.2	94.1
Disagree	5	5.9	5.9	100.0
Total	85	100.0	100.0	

**Table 11.7 Chemistry**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	18	21.2	21.2	21.2
Agree	25	29.4	29.4	50.6
Undecided	22	25.9	25.9	76.5
Disagree	14	16.5	16.5	92.9
strongly disagree	6	7.1	7.1	100.0
Total	85	100.0	100.0	

**Table 11.8 Biology**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	39	45.9	45.9	45.9
Agree	25	29.4	29.4	75.3
Undecided	15	17.6	17.6	92.9
Disagree	4	4.7	4.7	97.6
strongly disagree	2	2.4	2.4	100.0
Total	85	100.0	100.0	

Source: Study Survey

**Appendix XVI: Teachers' rating by students on Syllabus coverage.**

**Table 12.1 Mathematics**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very satisfied	9	10.6	10.6	10.6
Satisfied	50	58.8	58.8	69.4
Neither	16	18.8	18.8	88.2
Dissatisfied	10	11.8	11.8	100.0
Total	85	100.0	100.0	

**Table 12.2 English**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very satisfied	35	41.2	41.2	41.2
Satisfied	46	54.1	54.1	95.3
Neither	4	4.7	4.7	100.0
Total	85	100.0	100.0	

**Table 12.3 Geography**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very satisfied	25	29.4	29.4	29.4
Satisfied	35	41.2	41.2	70.6

Neither	18	21.2	21.2	91.8
Dissatisfied	6	7.1	7.1	98.8
Very dissatisfied	1	1.2	1.2	100.0
Total	85	100.0	100.0	

**Table 12.4History**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very satisfied	23	27.1	27.1	27.1
Satisfied	42	49.4	49.4	76.5
Neither	12	14.1	14.1	90.6
Dissatisfied	4	4.7	4.7	95.3
very dissatisfied	4	4.7	4.7	100.0
Total	85	100.0	100.0	

Source: Study Survey

**Table 12.5 CRE**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very satisfied	33	38.8	38.8	38.8
Satisfied	36	42.4	42.4	81.2
Neither	5	5.9	5.9	87.1
Dissatisfied	9	10.6	10.6	97.6
very dissatisfied	2	2.4	2.4	100.0
Total	85	100.0	100.0	



**Table 12.6 Physics**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very satisfied	31	36.5	36.5	36.5
Satisfied	37	43.5	43.5	80.0
Neither	11	12.9	12.9	92.9
Dissatisfied	6	7.1	7.1	100.0
Total	85	100.0	100.0	

**Table 12.7 Chemistry**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very satisfied	15	17.6	17.6	17.6
Satisfied	45	52.9	52.9	70.6
Neither	18	21.2	21.2	91.8
Dissatisfied	5	5.9	5.9	97.6
very dissatisfied	2	2.4	2.4	100.0
Total	85	100.0	100.0	

**Table 12.8 Biology**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very satisfied	35	41.2	41.2	41.2
Satisfied	38	44.7	44.7	85.9
Neither	10	11.8	11.8	97.6

very dissatisfied	2	2.4	2.4	100.0
Total	85	100.0	100.0	

Source: Study Survey