



Instructional Supervision Practices and Teachers' Performance in Public Primary Schools in Bamunanika Subcounty, Luweero District

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ABSTRACT

The study focused on Instruction Supervision Practices and Teachers' Performance in Public Primary Schools in Bamunanika Subcounty in Luweero District. The objectives were: to examine the level of instructional supervision practices, to establish the level of teachers' performance, and to examine the relationship between instructional supervision practices and teachers' performance in selected primary schools in Bamunanika County, Luweero District. There was a high level of instructional supervision practices in selected primary schools in Bamunanika County, Luweero District as indicated with a grand mean of 3.45 and standard deviation of 1.018. A moderate level of teachers' performance was found in selected primary schools in Bamunanika County, with a grand mean of 3.32 and standard deviation of 1.060. There is a relationship between instructional supervision practices and teacher's performance in selected primary schools in Bamunanika County with $r= 0.412$ and p . value 0.000. The study hypothesized that there is no significant relationship between instructional supervision practices and teacher's performance in selected primary schools in Bamunanika County, Luweero District. The study was based on descriptive and correlation research designs; data was gathered from 195 teachers using a self-administered questionnaire and 52 head teachers and Heads of Department were interviewed. The researcher recommended that: school administrators in public primary schools should ensure that they provide instructional supervision practices of lesson plan preparation, use of teaching –learning and class management. School administrators and teachers should work together to ensure high teacher performance in different areas where it was found to be weak or low.

INTRODUCTION

Teachers are looked upon as one of the most reliable sources of educational success in schools. In schools, teachers must work under the supervision of the head teacher. Senior teachers monitor teachers with instructions to do better. The role and responsibilities of teachers enable them to make decisions that directly affect the well-being of students and school programs in a variety of ways (Stark, McGhee & Jimerson, 2017). In the United States of America, instructional guidance is considered a continuous process aimed at improving teaching by providing targeted resources to teachers. According to Shanka, &Thuo (2017) it appears that over the years, the administration has been plagued by disputes between teachers and their supervisors. Day & Sammons (2016) pointed out that the skills of the Head of Department as a teaching leader are critical to the success of the department.

Direct school guidance for the first time is a key role in the instructional program focused on identifying the teaching challenges the teachers face in their teaching and providing them with the necessary support in order to be successful (Glanz, Shulman and Sullivan, 2017). Tyagi (2015) emphasized that direct supervision created a platform for both teachers and principals to use their combined wisdom in self-assessment of teachers, identifying gaps in teacher skills, knowledge and ability to provide basic services support needed for teacher development.

The supervisor is the overseer in most organizations and often times delegates duties to others within the organization. Supervision is naturally evolving which is why head teachers encourage and involve teachers to plan instructional teaching in the school. The managers' aim is to improve schools, classroom management and organizational growth. Different teachers are at different stages of professional development, with different years of experience and different individual needs. In order to meet their different needs, head teachers have to use different supervision strategies. It is therefore clear that the teaching director should use different guiding techniques so that teachers can make choices in many teaching methods.

As Adu, Akinloye and Oloaye (2014) argue that surveillance of any kind should be regarded as a deliberate effort aimed at improving educational institutional outcomes. It is a process of involving teachers in a teaching discussion with the aim of improving teaching and increasing student achievement (Sullivan & Glanz, 2013). Undoubtedly, the most important oversight and guidance in a school setting is that of a school principal. Effective instruction of the headmaster is essential to achieving the stated goals of the school. Problems related to mentoring procedures often play an important role in the success or failure of the education system (Terra &Berhanu, 2019).

Previous research has shown that direct involvement of the school principal in instruction supervision process plays a critical role in improving the learning environment, student development and the effective implementation of the teacher's role in the school system (Alemayehu, 2018).

In Uganda, good teacher performance has caused much confusion among academic staff over time. Its level of flexibility creates a conflict that leaves many actors in education (education managers) unaware. Undoubtedly, one could say that, despite producing so many teachers from colleges and universities, the success of teachers instead takes the flow of arithmetic and often remains a mystery. It is ironic that in recent decades the government has invested heavily in the education sector yet public primary schools continue to perform poorly; poor resources, frameworks, teacher absenteeism, high teacher turnover rates, poorly working teachers with no lesson plans, schemes, work records, some teachers have misbehavior such as drunkenness, late return to work, irregular attendance, lack of student examination records, limited syllabus entry and low academic achievement success of the education office (Education Office Report, 2017) and (Reuters, Daily Monitor, 2019). Supervision of classroom instructions is seemingly falling as head teachers take it for granted though ironically emphasized by the ministry of education and sports (MOES) in Uganda, (Education Service Agency report, 2017). This aspect cuts across secondary and primary schools. Therefore, there was need to ascertain how instructional supervision practices affect teachers' performance in primary schools of Bamunanika County, Luweero District.

Specific Objectives

1. To examine the level of instructional supervision practices in selected primary schools in Bamunanika County, Luweero District
2. To examine the relationship between instructional supervision practices and teachers' performance in selected primary schools in Bamunanika County, Luweero District.

Research Questions

1. What is the level of instructional supervision practices in selected primary schools in Bamunanika County, Luweero District?
2. What is the relationship between instructional supervision practices and teacher's performance in selected primary schools in Bamunanika County, Luweero District?

Hypothesis of the Study

There is no significant relationship between instructional supervision practices and teacher's performance in selected primary schools in Bamunanika County, Luweero District.

Methodology

The study used a descriptive survey design with a mixed methods approach. Descriptive surveys provide definitions, explanations or events between different data styles, attitudes or opinions of individuals and allow simultaneous data collection between different age groups. Kothari (2013) notes that descriptive assessment method is used when data is collected to describe people, organizations, settings, or events. The term qualitative places emphasis on metaphorical attributes and processes and meanings that have not been evaluated or measured in terms of number, value, intensity, or frequency. The approach was appropriate for this study because it assisted the researcher in factual evidence to address the changing nature of the research, which is of interest to policymakers and academics. The quantitative methodology in this study was used to obtain and analyse data in ways that are more focused on human behavior, ideas, and methods of data collection experience through questionnaires. This method helped to use numerical data to reach conclusions. Correlation inquiry was used to find out the significant relationship between the study variables as advocated by Sestak and Sestak (2010). On the other hand, regression analysis was used to determine the strength and effect of the predictors. The target population for the study comprised of public primary schools in Bamunanika County, Luweero District and teachers as respondents, whereas head teachers and Head of departments were key informants. The study used a 50% of the public primary schools for the study which was 34 primary schools with approximately 408 teachers, 34 head teachers and 238 Head of departments (Luweero District Education Records, 2022). The sample size was obtained using Taro Yamane formula which is;

$$n = \frac{N}{1 + Ne^2}$$

Where,

n= collected sample size

N = population size

e = Margin of error (MoE), e = 0.05 based on the research condition.

$$n = \frac{408}{1 + 408 * 0.05^2} = 202 \text{ teachers}$$

n=202

In addition, 34 head teachers and one Head of departments from each school were used as key informants who were 34. Therefore, the sample size was 202 teachers, 34 head teachers and another 34 Head of departments.

Sampling Procedures

The study used simple random sampling and purposeful methods. A simple random sampling method was used to select the required number of teachers at each primary school. This was a lottery system where everyone had a chance to be elected. In this case, the researcher compiled a list of names of schools and schools were selected by lottery. Additionally, teachers were selected randomly by listing teachers and selecting 6 anywhere during field work. Purposive sampling was used to select specific individuals to provide in-depth feedback as the research was both quantitative and qualitative. The targeted sample method used allowed the researcher to select a small number of specific cases that provided in-depth information and knowledge on issues of interest (Palinkas et al., 2015). In this case, the principal and one Head of department was selected for each school. The instruments for data collection was questionnaire and interview guide. A self-administered questionnaire (SAQ) that comprised of three sections, A, B and C. was administered to the respondents. Section A was on demographic characteristics of suggestions the respondents, section B on Study variables while section C was on respondents'. The questionnaire was based on a five-point Likert Scale of strongly agree to strongly disagree, where 5 = strongly agree, 4 = agree, 3 = moderately agree, 2 = disagree and 1 = strongly disagree). The researcher employed a questionnaire because it was economical given the magnitude of the response, greater in validity, show of anonymity, its flexibility and uniformity as noted by Sestak & Sestak (2010).

Table 1: Likert Scale

Questionnaire Scale	Value	Mean Range	Interpretation
Strongly Agree	5	4.20 -5.00	Very high
Agree	4	3.40- 4.19	High
Moderately Agree	3	2.60- 3.39	Moderate
Disagree	2	1.80- 2.59	Low
Strongly Disagree	1	1.00- 1.79	Very low

The key informants who were interviewed during the study were the head teachers and Heads of department. The two categories of informants were interviewed to get in-depth information that was used to back up the findings from the questionnaires. Interviews helped in providing very complete responses since the respondents provided in depth information necessary for deep exploration and clarity as postulated by Singer & Couper, (2017).

Data Analysis

After a successful data collection, the data was sorted, processed and coded. For bulk data, the Statistical Package for Social Sciences (SPSS version 17) was used to analyze data. Data processing in this case included encoding, transcription, data entry and data cleaning, table insertion and editing. Objectives 1- 2 were analyzed using descriptive statistics such as moderate deviations. Objective 3 was analyzed using correlation analysis. Qualitative data was collected according to research objectives and emerging themes using themed methods and content analysis. Content analysis involved the collection of information with the same meaning (Singer & Couper, 2017). Content analysis helped to summarize words in a few content-related categories that helped to analyze patterns in data in a systematic way.

Results and discussion

The study objectives were: to examine the level of instructional supervision practices in selected primary schools in Bamunanika County, to establish the level of teachers' performance in selected primary schools in Bamunanika County, and to examine the relationship between instructional supervision practices and teachers' performance in selected primary schools in Bamunanika County, Luweero District. The study hypothesized that there is no significant relationship between instructional supervision practices and teacher's performance in selected primary schools in Bamunanika County, Luweero District. The study was based on descriptive survey and correlation research designs and data was gathered from 195 teachers using a self-administered questionnaire and 52 Head teachers and Head of departments were interviewed. Discussions of the results of the study are presented in the order of study objectives.

Level of Instructional Supervision Practices in Selected Public Primary Schools in Bamunanika County, Luweero District

Objective one of the study was to examine the level of instructional supervision practices in selected primary schools in Bamunanika County, Luweero District. In order to establish the level, three aspects were looked at which were: pre-teaching, teaching activities and post teaching activities. Data was analyzed using descriptive statistics such as mean and standard deviation. Findings are presented in Table 5 as aggregate mean and standard deviation.

Table 2: Level of Instructional Supervision Practices in Selected Public Primary Schools in Bamunanika County, Luweero District

	Aggregate Mean	Aggregate Deviation	Std.	Interpretation
Supervision of Pre-teaching activities				
Scheme of work preparation	3.42	1.129		High
Lesson plan preparation	3.33	1.044		Moderate

Supervision of Pre-teaching activities	3.37	1.082	Moderate
Supervision of Teaching Activities			
Content delivery	3.69	0.907	High
Use of teaching –learning aids	3.34	1.031	Moderate
Class management	3.34	1.037	Moderate
Supervision of teaching activities	3.47	0.989	High
Supervision of Post Teaching Activities			
Assessment of learners	3.54	0.993	High
Maintaining records of work	3.48	0.960	High
Supervision of Post teaching activities	3.51	0.981	High
Grand Mean and Std. Deviation	3.45	1.018	High

n=195

Legend: 1.00-1.79 Very Low; 1.80-2.59 Low; 2.60-3.39 Moderate; 3.40 -4.19 High; 4.20-5.00 Very High

Supervision of Pre-Teaching Activities

In Table 5 above, findings show that the level of instructional supervision practices in terms of pre-teaching activities was moderate (Agg. mean = 3.37 and Std.= 1.082). This implies that head teachers moderately carried out supervision of pre-teaching activities such as supervision of schemes of work preparation and lessons plans. Through interviews, one of the headteachers noted;

I do carry out supervision by checking teachers' schemes of work, ways they assess learners, records of work and teaching in class (KI, 4 and 14, 2022).

Likewise, the management showed that headteachers provide accountability of instructional supervision:

There is evidence in the headteachers' office showing that teachers are supervised. In addition, head teachers bring reports of underperforming teachers for further management through Head of department decisions (KI, 3, 18, 27; 2022).

The findings are in line with Musingafi, et al., (2015) who emphasized that learning content selection and ordering and related approaches must be put into consideration if effective teaching is to take place in schools. Similarly, Aggarwal (2013) points out that education is a comprehensive task that requires careful planning. According to Barge (2016), a successful lesson plan requires teachers to fully understand the curriculum and student data and answer three important questions about what to teach, how to teach, and how to evaluate students. This means that the instructional leader needs to plan for supervision of instructional activities and ensure that effective work is done to enhance meaningful learning.

Supervision of Teaching Activities

Results from Table 5 about the level of instructional supervision practices in terms of supervision of teaching activities gave a high (Agg. mean = 3.47, Std.= 0.989). This shows that teachers agreed that headteachers carry out instructional supervision of teaching activities. The implication is that head teachers check on the mastery of lesson content, giving notes to pupils and simplifying concepts for easy understanding of pupils during teaching. Through interviews with the members of School Management Committee, it was found out that headteachers regularly carried out instructional supervision in classrooms. For instance one member stated;

Reports based on teacher's performance in teaching are always presented to us in our routine meetings. This helps us to propose measures of how to handle non-compliant teachers (KI, 19, 31, 2022).

Similarly, one of the head teachers also observed;

I carry out instructional supervision to ensure that teachers teach and pupils are able to follow. This helps me to make reports to the District Education Officer (KI, 6 and 11, 2022).

The findings are in line with Sule, Arop, and Alade (2017), who pointed out that strategic evaluation of individual subject notes have a significant impact on teacher performance. This suggests that school leaders should visit the classroom on a regular basis to review teaching process and encourage teachers to improve their grades.

Supervision of Post Teaching

In Table 5 results show that instructional supervision practices of post teaching activities, was high with (agg. mean = 3.51, Std.=0.981). This implies that head teachers supervised the assessment of learners and maintained records of the learning process and other activities like giving pupils exercises at the end of each lesson, administering tests and examinations plus giving constant feedback to the learners.

Through interviews, one of the headteachers noted:

I have to constantly ensure that I check on how the progress of learners is and ascertain what takes place after classroom teaching (KI, 13, 18 and 22, 2022).

Overall, based on the (grand mean= 3.45 and Std.= 1.018) from Table 5, findings show a high level of instructional supervision practices in selected primary schools in Bamunanika County, Luweero District. Therefore, head teachers carry out checking of schemes of work and lesson plans after teaching to assess whether the right lessons have been taught. In addition, they check the content delivery of the teacher in class, whether teachers' use teaching/learning aids during instruction. Lastly, head teachers check teachers' assessment of learners and maintaining records of the learning process.

Level of Teachers' Performance in Selected Public Primary Schools in Bamunanika County, Luweero District

The second study objective was to establish the level of teachers' performance in selected primary schools in Bamunanika County, Luweero District. The study looked at teachers' performance in terms of task accomplishment, syllabi coverage and time management. Data was analyzed using descriptive statistics such as mean and standard deviation. Summary of the findings are presented in Table 6.

Table 3: Level of Teachers' Performance in Selected Public Primary Schools in Bamunanika County, Luweero District

Items	Mean	Std. Deviation	Interpretation
I take interest in my pupils and their welfare.	3.68	1.004	High
My classroom is well organized to fit different learning situations.	3.15	1.059	Moderate
I maintain a positive learning environment for pupils.	3.19	1.048	Moderate
I use various forms of pupils' assessment and evaluation to foster learning.	3.46	1.099	High
My assigned tasks are accomplished in time.	3.18	1.041	Moderate
I complete examination marking in time.	3.37	1.052	Moderate
I give assessment feedback to pupils in time.	3.32	1.080	Moderate
Task Accomplishment	3.34	1.056	Moderate
All my topics are covered as planned every term	3.04	1.179	Moderate
Pupils have good knowledge of the topics covered.	3.56	1.000	High
Time table for my lessons is strictly followed.	3.39	1.075	Moderate
My pupils are equipped with examinations skills.	3.46	1.019	High
Syllabi Coverage	3.36	1.068	Moderate
I am punctual in school.	3.47	1.077	High
All my classes are started on time.	3.39	1.075	Moderate
All my assignments are accomplished by pupils in time.	3.51	1.037	High
Head teacher ensures that I keep to time for lesson delivery	2.67	1.057	Moderate
Time Management	3.26	1.062	Moderate
Grand mean and Std. Deviation	3.32	1.060	Moderate

n=195

Legend: 1.00-1.79 Very Low; 1.80-2.59 Low; 2.60-3.39 Moderate; 3.40 -4.19 High; 4.20-5.00 Very High

From Table 6, findings show that there was a moderate level of teachers' performance in selected primary schools in Bamunanika County, (grand mean = 3.32 and Std.= 1.060). This means that the efforts by the teachers to accomplish their teaching tasks in public primary schools was moderate. Through interviews, one of the heads of department noted that:

Some of the teachers are slow in accomplishing their duties. They present many excuses for their inadequacies (KI. 11 and 19; 2022).

Therefore, teachers' performance is still a problem since task accomplishment as well as being punctual, teaching lessons in time, marking pupils work in time are not properly done. This hinders teacher's performance and lowers school overall goals and objectives. Oye (2019) argues that performance must be managed individually for best results. Because when people take full responsibility for their work, they are motivated and make more efforts to achieve the best results. Therefore, teachers need to have full control over their responsibilities to complete their assigned tasks, such as curriculum and time management, in order to achieve maximum efficiency.

Relationship between Instructional Supervision Practices and Teachers' Performance in Selected Public Primary Schools in Bamunanika County, Luweero District

The third objective of the study was to examine the relationship between instructional supervision practices and teachers' performance in selected primary schools in Bamunanika County, Luweero District. The study hypothesized that there is no significant relationship between instructional supervision practices and teachers' performance in selected primary schools in Bamunanika County, Luweero District. Data was analyzed using inferential statistics in particular multiple regression and the findings are in Table 7 below.

Table 4: Relationship between Instructional Supervision Practices and Teachers' Performance in Selected Public Primary Schools in Bamunanika County, Luweero District

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	1.557	.290		5.378	.000
	Pre-teaching Activities	.221	.062	.251	3.546	.000
	Teaching	.176	.058	.207	3.040	.003
	Post Teaching	.116	.060	.134	1.947	.053

a. Dependent Variable: Teacher Performance

Supervision of Pre-Teaching Activities

Table 7 shows the relationship between instructional supervision practices and teachers' performance in selected primary schools in Bamunanika County. Calculations were done by computing the pre-teaching activities using SPSS and results indicate that there is a relationship between supervision of pre-teaching activities and teachers' performance (beta=0.251, p=0.000). The findings imply that a one-unit improvement in pre-teaching activities influences the teachers' performance by 25.5% if other factors in the model are held constant. This can be attributed to the fact that head teacher's supervision of schemes of work and lesson plans provides direction to teachers in achieving their work which enhances their performance at the long run. Barge (2016) argues that, lessons should be guided by the best practices outlined in the teaching framework that include, inter alia, clear learning objectives, modeling and demonstration, guided practice and comprehension testing.

Supervision of Teaching Activities

From table 7 findings shows that supervision of teaching activities had a significant relationship with teachers' performance (beta=0.207, p=0.003). This implies that one unit of improvement in teaching activities influences teacher's performance by 20.7% if other factors in the model are held constant. In this case, supervision of teaching activities helps teachers to improve their teaching in terms of content delivery, use of teaching-learning aids and class management which improves their performance. The more teachers are able to deliver the content to the learners and use teaching resources properly, the better the performance.

Supervision of Post Teaching Activities

From Table 7 findings, there is a weak significant relationship between supervision of post teaching activities and teachers' performance (beta= 0.134, p= 0.053). This implies that a one-unit improvement in post teaching activities influences teachers' performance by 13.4% if other factors are held constant. Therefore, once teachers are supervised on assessment of learners and maintaining records of work it promotes teacher's performance.

Hypothesis Testing

The study hypothesis stated that there is no significant relationship between instructional supervision practices and teacher's performance in selected primary schools in Bamunanika County, Luweero District. Based on the findings from Table 7, the null hypothesis is rejected in regard to pre-teaching activities since $p \leq 0.05$. However, null hypothesis is accepted in respect to post teaching activities since $p \geq 0.05$. In respect to pre-teaching activities and teaching activities, the study findings support earlier studies Nakpodia (2011) where the impact on teacher performance at Delta State High School in Nigeria, found that high school teacher performance relies heavily on the principal's ability to monitor effectively and efficiently.

Table 5: Hypothesis Testing Correlations

		Teacher Performance
Instructional Supervision Practices	Pearson Correlation	.412**
	Sig. (2-tailed)	.000
	N	195

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

From Table 8 there was a significant relationship between instructional supervision practices and teacher's performance in selected primary schools in Bamunanika County. The Pearson Correlation Coefficient indicates that a relationship between the two variables exists significantly at 0.01 level (2-tailed) as Pearson Correlation coefficient $r = 0.412$ and p value 0.000. The implication here is that there is a weak significant positive influence between instructional supervision practices and teachers' performance in selected primary schools in Bamunanika County. The coefficient of determination is 0.412×0.412 , which is 0.169744×100 or 16.9744%. The relationship is low since there are many other factors that contribute to teachers' performance apart from instructional supervision practices. Based on the findings, the hypothesis of the study which stated that there is no significant relationship between instructional supervision practices and teacher's performance in selected primary schools in Bamunanika County, Luweero District is rejected. In this case, the alternative hypothesis is accepted that there is a significant relationship between instructional supervision practices and teachers' performance in selected primary schools in Bamunanika County, Luweero District.

The findings are in line with Adu, Akinloye and Olaoye (2014) who argue that surveillance of any kind should be regarded as a deliberate effort aimed at improving educational institutional outcomes.

Table 6: Suggestions of Respondents

Instructional supervision practices preferred	Frequency	Percent and Ranking	
Clinical supervision	88	42.1	1
Supportive supervision	78	40.0	2
Cooperative supervision	65	33.3	3
Ways of improving teacher performance			
Salary increment	106	54.4	1
Welfare for example accommodation and transport	93	47.7	2

From Table 9, it was found out that 40% of the respondents suggested that they prefer supportive supervision, while 42.1% preferred clinical supervision. This implies that there is need for head teachers to use the two ways of instructional supervision practices in their schools. On the other hand, to improve teachers' performance, 54.4% of the respondents suggested that there is need for salary increment and 47.7% suggested welfare improvement like accommodation and transport.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study objectives were: to examine the level of instructional supervision practices in selected primary schools in Bamunanika County, to establish the level of teachers' performance in selected primary schools in Bamunanika County, and to examine the relationship between instructional supervision practices and teachers' performance in selected primary schools in Bamunanika County, Luweero District. The study hypothesized that there is no significant relationship between instructional supervision practices and teacher's performance in selected primary schools in Bamunanika County, Luweero District. The study was based on descriptive and correlation research designs and data was gathered from 195 teachers using a self-administered questionnaire and 52 Head teachers and Head of departments were interviewed

Key Findings

There was a high level of instructional supervision practices in selected primary schools in Bamunanika County, Luweero District (grand mean = 3.45, Std. = 1.018). This means that teachers agreed that head teachers engage teachers in instructional dialogue for the purpose of improving teaching and learning and promoting learner achievement. A moderate level of teachers' performance was found in selected primary schools in Bamunanika County, (grand mean = 3.32, Std. = 1.060). This implies that the efforts made by the teachers in fulfilling their everyday job requirements such as task accomplishments, syllabus coverage and time management in primary schools was moderate.

The results from multiple regression found a significant relationship between instructional supervision practices and teachers' performance in selected primary schools in Bamunanika County, whereby pre-teaching activities had ($\beta=0.251$, $p=0.000$) while supervision of teaching activities had ($\beta=0.207$, $p=0.003$) and supervision of post teaching activities had ($\beta= 0.134$, $p= 0.053$) with teachers' performance. Pearson Correlation Coefficient indicates that a relationship between the study variables exists significantly at 0.01 level (2-tailed) as Pearson Correlation coefficient $r=0.412$ and p value 0.000. The implication here shows that there is a weak significant positive influence between instructional supervision practices and teachers' performance in selected primary schools in Bamunanika County. The coefficient of determination is 0.412×0.412 , which is 0.169744×100 or 16.9744%. The relationship is low since there are many other factors that contribute to teachers' performance apart from instructional supervision practices.

Conclusion

In light of the study findings, the researcher concludes there was a head teacher's instructional supervision practice. On the other hand, teacher performance in schools remains a major public concern that often arises from late school reporting, absenteeism, low syllabus and low levels of participation in other public primary school programs in the Luweero District. Head teacher's instructional supervision practices of pre-teaching, teaching and post teaching activities had a positive effect on teachers' performance. However, pre-teaching is the most important activity carried out by head teachers. There is a significant positive influence between instructional supervision practices and teacher's performance in selected primary schools in Bamunanika County. The findings support psychosocial theory since supervision of practices directional, pedagogical and non-directing to empower teachers to carry out their duties well. Based on the findings the null hypothesis was rejected and alternative hypothesis was accepted that there is a significant positive influence between instructional supervision practices and teacher's performance.

Recommendations

In relation to the study findings, the following recommendations are made:

1. School administrators in public primary schools should ensure that they devise effective strategies to enhance instructional supervision practices that should lead to improved teacher performance in areas that have been found to be weak.
2. School administrators should provide adequate facilities and materials that are vital in enhancing teaching and learning in schools
3. School administrators should be role models in their respective schools. That is; they should set the pace and be a good example to the teachers they supervise.

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