Instructional Supervision and Teacher Performance in Secondary Schools in Wakiso District-Uganda

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Abstract

The effectiveness of instructional supervision enhances the performance of teachers in their daily teaching activities which also improves the school productivity. The purpose of this study therefore sought to show the correlation between instructional supervision and teacher performance in Secondary Schools in Wakiso District-Uganda. The study adopted a descriptive survey research design and a correlation research design. The target population was 679 people corresponding to the sample size of 252 respondents by using Solvin's formula. Questionnaire was used as research instrument for data collection. Through data analysis, the findings revealed that supervision was grouped distinctively in these schools. 53 % agreed that instructional supervision is carried out in their district, while 11% recognized the existence of inspection by personnel, 16 % accepted that supervision in general was carried out in schools. It was also noted that 87% firmly approved that challenges do exist during supervision, 11% settled with it and 2% disagree. They include: Instructional supervisors struggle with ambitious goals. They are therefore overworked and realized mediocrity; instructional supervisors are short of financial enticements, certain instructors are not willing to ascertain their limitations, supervisors are challenged by the inadequacy of time for teachers, some supervisors are restricted to services. It was also noted that there is a statistical significant high positive relationship between instructional supervision and teacher performance where R= 0.8421. The study concludes that addressing the challenges in instructional supervision requires specific interventions, such as providing transportation for supervisors, particularly area education officers, and establishing refresher courses for instructional supervisors. The findings from the regression analysis, highlighted by a strong R value, indicate that enhanced instructional supervision practices such as classroom observation, checking of documents, and setting academic targets are closely linked to improvements in teacher performance. The study recommends that Supervisors can address multiple dimensions of teaching including lesson planning, instructional strategies, classroom management, student engagement, assessment practices, and differentiation.
Keywords: *Instruction supervision, teacher performance and performance*

1.0 Introduction

Supervision in schools in an old tradition and studies about it have recently taken shape. In the mid ninetieth century, in United States, there was an increase in population which resulted to the introduction of many schools. The inspection was the work of superintendents but as schools increased in number, the work was later given to the schools' principal. (Elizabeth, 2010). In the twentieth Century, the scientific management of Fredrick Taylor impacted the supervision. Therefore, supervisory development and its trends are traced in the colonial education system of America and Britain (Starrett, 2008). Supervision kept on evolving and in 1960s, clinical supervision came in place. Ziegler (2006) identified supervision as a development that has moved via efficiency, scientific, inspection, democratic, leadership, clinical and 'changing conceptions as models of inspection'. Clinical supervision activities used classroom observation data to syntax parts of classroom behavior to develop instruction using friendship and cooperation among teachers and administrators (Starrett, 2008).

Kiambu (2011), in his study specifically centered on instructional supervision as it is practiced and its impact on teachers' performance was the focus of this analysis. Schools' supervision in Uganda by government introduced in 1925 when the government got involved in the control of education after the recommendations of Phelps Commission. Before then, the supervisory ways were not believed by religious groups because many schools were of missionaries (Nzabonimpa, 2011). Soon, school's inspection was established with the objective of managing the process in all districts within the country. Currently, the government of Uganda has designed supervisory roles where supervisors employ their skills and knowledge to effectively carry out their work. (Nambassa, 2003). In schools, supervision is done by Heads of Schools and other appointed administrators. The head teacher oversees the assessment of teachers' job performance daily. He/she is supposed to support staff and students in all ways to enhance staff performance and student achievement. If properly executed, this supervision is then reflected in teachers' performance especially in institutions and students' performance. Evidence on teachers' performance is normally confirmed using an established appraisal system and analysis of the roles and responsibilities expected to be performed.

Administrators can therefore take decisions on individual teachers depending on areas that need improvement and for the sake of realizing professional growth, co-teaching could be supported, and refresher courses could still be planned to supplement existing knowledge (Lukonge, 2013). Co-teaching is where two or more teachers are working harmoniously to fulfill the needs of individual students both in and out of class for example; in the extracurricular activities and in the field of discipline. In the execution of their supervisory roles, head teachers make regular walkthroughs. According to Ziegler (2006), one of the benefits of headteacher to work together with his/her staff is that it increases cooperation. In trying to establish teacher's performance, school-based administrators can utilize classroom observations which involves looking at what teachers and students do in learning-teaching activities It is noted by Lukonge (2013), the administrative supervision practices should be directed towards helping and supporting teachers to do their job well in their teaching activities at school and in classrooms. According to (Elizabeth, 2010) supervision's purpose is develop teacher's ability and capacity of doing their job. In this case, the works of supervisors make teaching-learning processes meaningful with more value addition provided and done following specific targets.

1.1 Statement of the Problem

For over the years, teacher performance has raised concern among politicians, parents, Governments, students, and all education stakeholders especially whenever national examination results are released quoting abysmal students' outcome. Esudu (2010) said that close supervision causes students' success in primary and secondary in Uganda. There is no other same study done in Wakiso District, yet many forms of research indicate that there is supervision declining all over the world (Bentley, 2005). Recent research shows that there are enormous challenges than before hampering education objectives to be achieved. According to Esudu (2010), both UPE/USE programs are facing several challenges, including inadequate supervision, undesirable teacher-learner, and a decline in institutional performance. Statements about instructional and teachers' inefficient performance have not singled out Wakiso district therefore necessitating this study to guide confirm teacher performance and instructional supervision in the district. Challenges faced by supervisors are not unique to Uganda. For example, in his research on supervision in schools in Asossa Zone, Ethiopia, Gashwa (2008) revealed that supervisors lacked job entry professional trainings, few visited teachers in their classrooms, and majorly focused on administration rather than academics. Thus, the study examined the link between instructional supervision and teacher performance in secondary schools in Wakiso District, Uganda. The motivation behind this research stems from the ongoing concerns about teacher performance as a critical factor influencing student success in national examinations. These concerns are shared by a wide range of stakeholders including politicians, parents, governments, and students, particularly considering reports highlighting poor student outcomes.

1.2 Objective of the Study

The objective of this study was to show the correlation between instructional supervision and teacher performance in Secondary Schools in Wakiso District-Uganda.

2.0 Literature Review

The literature review was presented in sections.

2.1 Supervision

Bernard and Goodyear (1998) explained that supervision is help from the senior person of the organization to the junior one in their profession. That cooperation intends to improve the working condition and workers success. Teachers are supervised to work towards the institution's vision (Glickman, 1990). Glickman et al. (2001) state that checklists, rating scales, are used in evaluating teacher performance, they added that supervising staff require achieving local goals.

2.2 Instructional Supervision

Earlier, several scholars defined educational supervision in distinct ways. Instructional supervision is defined in different ways. Sergio Vanni & Starrat (1998) said that it is all activities regarding instructions. Again, this author quoted Ben Harris in (1998) saying that supervision of instruction is about all activities designed to help the schools activities run smoothly. In Uganda, instructional supervision has been given priority to improve learning conditions with technocrats as instructional supervisors. Supervision of instruction uses different strategies, methodologies, and approaches with objectives of developing education. Bearing this in mind, instructional practices

have a great significance of making a teacher's job smart in terms of teaching methodologies. Therefore, identification of teachers' strengths and limitations; helps in organizing training that supports teachers' daily activities.

2.3 The Renewed Interest in Supervision

According to (UNESCO, 2007), there are roles and responsibilities stipulated for inspectors, supervisors, councilors, coordinators, facilitators etc. that are not necessarily school based. The major roles of these external supervisors are: (i) Overtly monitor instructional progress; and (ii) frequently go to schools. The school inspectors avail details of the performance of schools and provide a yard stick for constantly monitoring the progress in schools. Supervisors are specified as leaders that are charged with the responsibility of directing activities within the organization (Certo, 2006). Therefore, (MoE, 2012) indicated that, supervisors are responsible for monitoring, supporting, and evaluating schools. From the above definition, supervision includes many activities targeted towards achieving educational objectives.

2.4 Principles of Educational Supervision

The basic principles of educational supervision according to Jahanian and Mitra (2013), are; cooperative, conducive environment, and collaboration of a supervisor with other senior workers to provide good working environment. Secondly, supervision must be creative. The objective principle of supervision ensures that all workers are free in giving their views on education matters. On the other hand, the attitude of the supervisor creates favorable environment and supervisors should be dynamic and responsive. The final principle ensures that supervision should gather information from students, parents, teachers, and administration, it should also collect data basing on situational analysis.

2.5 Qualities of Good Instructional Supervisor

An instructor is an instructional leader who has responsibilities to achieve the objectives and needs of society within a given locale. Supervisors' success comes from their qualities that put them over those that they supervise: they should have discipline, respect, and utmost cooperation. In the final analysis, an effective supervisor should strive in helping his/her co-workers to work harmoniously.

2.6 Supervision functions

Below are the functions of supervision according to Million (2010); first we have professional development, curriculum development and instructional development.

Instructional development

Different research explains what supervision is and how it is important in instruction development and curriculum implementation and development. They add that to improve instruction; self-evaluation, staff development, should be emphasized.

Zepeta (1997) explained supervision as relating human development to achieving goals.

Teacher professional development

In education, professional development refers to specialized trainings, formal education, and advanced form of learning that is planned to develop teachers' ability of imparting competences to students or learners.

On the level of the school, the teacher professional development is linked to a teacher or the whole education system. Teacher professional development is of great importance because an excellent teacher is developed from experience.

Curriculum development

It is necessary to provide a good supervision with activities of supervisors related to fundamental educational issues such as curriculum programs; (Beach, 2000)
Thus, instructional officials must work effectively in implementing the system. They should have skills on curriculum implementation, who is going to implement it, how it is going to be perceived and its results on teaching and learning.

2.7 Supervisory Leadership Skills

Just like other specialists, supervisors of instruction should relate some essential skills in their work that is; in the guiding of activities. As detailed from various literatures, (Glickman, 2004) educational supervision requires crucial professional skills in assisting teachers to positively contribute to enhancing students' academic growth. Accordingly, the important skills that educational supervisors should hold are:

Interpersonal skills

These are skills of interacting with others positively for a good working atmosphere. Attention must be given to such skills because they indicate success. (Lowery cited in a Million, 2010).
The supervisor as a leader should have stout interest and concern for the wellbeing of those who work within the organization. Therefore, supervisors have to understand humanistic values that best suite them in the day-to-day relations with teachers. As, Dull cited in (Gashaw, 2008), envisage humanism as "being honest, thoughtful, tolerant, sympathetic and trusting unconditionally, dedicated to giving time, energy and capacities to serving others". Therefore, it is essential for supervisors to create a cordial, pleasant relationship with educators to promote a favorable working environment to achieve excellence in school programs. Additionally, developing informative and social climate is likely to limit teachers-supervisors closeness. Therefore, supervisors of instruction must hear teachers' voices and provide apt credit. This will ultimately enhance teacher performance. In relation to this, Eckles et al. cited in (Gashaw 2008), workers are likely to offer improved resolutions to hitches than the supervisors. It is imperative for the instruction supervisor to listen to suggestions notwithstanding of how hasty he or she may be. Listening has been proven to offer acknowledgement. If the supervisor listens, staff will appreciate their own input. On the other hand, concerning distinguishing one's work, Eckles et al. cited in (Gashaw, 2008) that teachers need recognition for their capability to do their job better. Nonetheless, if a supervisor neglects teachers, initiation and morale problems may advance.

Conceptual skills

A supervisor must be a resource person capable of understanding abstract ideas and has creativity, and problem-solving skills. (Allen, 1998). He should have conceptions on program declaration and procedures on how the various actions can be carried on. He/she should be extremely inventive to execute the tasks successfully and confront challenges to address raising concerns. Therefore, supervisors ought to have abstract skills for oversight practices of supervision. As, Betts cited in

(Gashaw, 2008) "A supervisor requires rationality, a clear sense of judgment, and critical mind with adequate common sense to ably differentiate the major and minor problems, dispensing appropriate resources to manage each challenge, conceptualize several written and spoken instructions and ably pass on information to diverse subordinates. (Ayalew Shibeshi, 1999), relates this skill to the competences of organizational coordination.

Technical Skills

These are specific skills that are required to effectively perform the given tasks in any organization. Mosley cited in (Gashaw 2008) that instructional supervisors are supposed to possess those skills to do their daily job properly. In the context of education, technical skills refer to all ways that are used to help teachers to do their job perfectly thereby supporting the assertion that supervisors need to be equipped with technical skills. Thus, Chandan cited in (Gashaw, 2008) that this skill is "a skill that emphasizes the use of knowledge and techniques in executing a job effectively. Additionally, other scholars emphasized this idea, (Glickman, 2004) with classifying the three key technical skills essential for effective supervisory execution.

Assessing and planning skills

This helps the supervisor of instruction and staff know to gauge their stand in as far as supervision is concerned. While planning encompasses deciding where the supervisor and his/her staff project to achieve with professional growth which aids in scheduling everyday activities.

Observing skills

Observation seems like a reflex action because anyone with normal vision appears to be observing. Since the goal of supervision is to enhance teachers' commitment in improving the learning outcomes, observation should act as a base of data collection (Sargiovanni &Starratt, 2002). Observational skill capability that helps them to measure what is happening in the classroom and instructional practice to comprehend teachers' insight about their operational mandate.

2.8 School supervision

This is overseen by school principal, dean of studies and sometimes the director of units in a progressive form. MOE (2002) detailed the school principal's duties in supervision.

2.8.1 Roles of a School Director in Supervision

The school director will be responsible for observing favorable working conditions; assist teachers to achieve instructional goals; classroom supervision, evaluate learning outcomes; and so on (MOE, 2002).

2.8.2 Roles of directors of studies in supervision

Together with assisting the head teacher, the DoS is charged with working together with teachers; checking teachers' lesson plans; classroom supervision like the head teacher; and to make sure that the local community's needs are met (MOE, 2002).

2.8.3 The roles of heads of department in supervision

These are responsible of educational activities supervision due to their competences, skills, and abilities. Therefore, their roles are: regularly identify challenges that are in the classrooms and suggest solutions; highlight the mismanagement in classrooms in respective departments; identify the student evaluation gaps; provide teaching aids to teachers; teacher encouragement on making action research; assist instructors to employ dynamic knowledge during teaching and learning; ease skill sharing agenda; etc. (Gaparayi, Nsengumukiza, &Rutali, 2008).

2.9 School based supervision

Teacher-Supervisory Relationship

Teachers are believed to be closely helped by senior teachers during their service. A researcher Pajak, (2002) states that the quality of a good supervisor is one who can communicate with his subordinate's assistance for professional career development. Communication between supervisors and teachers should be effective so us to achieve the intended purpose of supervision.

2.10 Supervision' techniques

2.10.1 Clinical supervision

Haile Selassie (1997) defines clinical supervision as that which involves sight meetings of teachers and the leader having an objective of developing instructional supervision and professional development. Sergiovanni (1998) expresses clinical supervision as helping teachers use different ways of teaching to facilitate instruction. Evaluation should be in line with teachers' needs. It is therefore a teachers right to highlight their areas of need to be discussed with the supervisor and for which purpose. The supervisor's role is to guide teachers do their job properly.

2.10.2 Collegial supervision

This way of developing as professional teachers by observing teaching and having a conversation about teaching; it can be done with two teachers or with an observer.

2.10.3 Informal supervision

This is supervision that is randomly done without the teacher having prior knowledge of the visit. The supervisor selects whom to supervise according to what s/he wants to investigate; s/he does this without any announcement (Sergiovanni and Starratt, 2002).

3.0 Research Methodology

The study employed a descriptive survey research design and a correlation research design. The target population was 679 people corresponding to the sample size of 252 respondents by using Solvin's formula. Questionnaire was used as research instrument for data collection. SPSS was used to analyze the quantitative data and tables and figures were used for presentation of the research findings.

4.0 Findings

The objective of this study was to show the correlation between instructional supervision and teacher performance in Secondary Schools in Wakiso District-Uganda. The analysis of the results are discussed in sections.

4.1 Instructional Supervision strategies in Wakiso District

4.1.1 Scrutiny of teachers' professional records

This study inquired the impact of supervisory practices of inspecting teachers' professional documents. This was rated on week (W), fortnightly (F), monthly (M), once per term (O) and never (N).

Supervisors' responses on checking of professional documents
The study examined from the overseers whether they checked teachers' teaching records and the regularity. This variable is imperative for the reason that when tutors' professional documents are observed by supervisors, they get more focused and grow thereby excelling in their instructional obligations.

Table 1: Checking of professional documents (supervisor response)

1	Professional documents	W F	%	F F	%	M F	%	O F	%	N F	%
a)	Scheme of work	2	8	3	12	4	16	15	64	0	0
b)	Records of work	1	4	2	8	18	80	2	8	0	0
c)	Lesson plans	5	20	3	12	2	8	12	52	2	8
d)	Records of progress	1	4	3	12	4	16	14	60	2	8
e)	Students' attendance registers	13	56	4	16	2	8	3	12	2	8
f)	Teachers' adherence to Timetable	2	8	3	12	17	72	2	8	0	0
	Average		16.7		12		33.3		34		4

The table shows that supervisors scrutinize professional documents. For example, 64 percent of supervisors check the termly schemes of work, 80 percent look out for monthly records of work, 72 percent of lesson plans are checked on a weekly basis, the rate of checking students' attendance registers is at 56 percent, and this is done weekly and 72 percent check teachers' compliance to the timetable on monthly basis. This signifies that the supervisors do not carry out supervisory duties regularly and this had retarded teachers' professional progress. It was evident that the consistency of scrutinizing teachers' professional documents by instructional overseers was low.

(i)   Teachers' responses on checking of professional documents
The research investigated if educators were aware of supervisors' role in their professional journey. All the teachers affirmed that the supervisors checked on them repeatedly. The research found that several supervisors checked on instructors' records of work. This variable is imperative for the reason that when teachers' professional documents are constantly checked by the supervisors, more commitment and subsequently success is realized, and it becomes a "win -win" situation.

Table 2: Inspection of professional documents (teachers)

1	Professional documents	W F	%	F F	%	M F	%	O F	%	N F	%
a)	Scheme of work	3	1.3	20	8.9	62	27.5	125	55	16	6.89
b)	Record of work	8	3.44	31	13.7	156	68.9	19	8.3	12	5.5
c)	Lessons plan	16	6.9	47	20.7	125	55.2	31	13.8	8	3.4
d)	Progressive reports	12	5.5	6	2.8	38	16.6	144	63.4	27	11.7
e)	Students' attendance registers	63	27.6	81	35.9	47	20.7	31	13.8	46	20.1
f)	Teachers' adherence Timetable	94	41.4	66	28.9	20	8.9	31	13.8	157	69
	Average	**33**	**14.36**	**42**	**18.5**	**75**	**33**	**64**	**28**	**44.3**	**19.4**

The research confirmed the consistency of supervisors in checking professional documents of teachers. As evidently illustrated, 125(55%) of the teachers signify that supervisors check their schemes of work termly while records of work are studied monthly basis, 156(68.9%). On average, 33 (14.36%) of the teachers affirmed the supervisor checked documents weekly, 42(18.5%) fortnightly, 75(33%) monthly, 64(28%) once a term and 45(19.4%) never. The implication is that the checking of teacher's document was less frequently done.

Classroom observation

The strategy of classroom observation was also evaluated on the same rating i.e., if weekly, fortnightly, monthly, once per term and, or if never.

(i)   Responses from supervisors on classroom observation

This study investigated from the supervisors if frequent classroom observation was carried out during the teaching and learning processes. This was crucial since classroom observation catalyzed active learning with greatly improved performance on both teachers and students.

Table 3: Classroom observation (supervisor)

	Classroom observation	W F	%	F F	%	M F	%	O F	%
1	Classroom visits for students	1	4	4	16	14	60	5	20
2	Observing teaching and learning activities	2	8	7	32	9	40	5	20
3	Checking students' notebooks	3	12	4	16	15	64	2	8
4	Checking lesson attendance registers	4	16	6	24	11	48	3	12
	Average	**2**	**10**	**5**	**22**	**12**	**53**	**3**	**15**

The study revealed that supervisors indeed observed class activities. The results in table 3 show that 64 percent of supervisors go through notes written by students monthly, 60 percent observe classroom visits and 48 percent of inspectors analyze lesson attendance registers on monthly basis. Averagely, the classroom observation supervision strategy was done monthly by the supervisors.

Teacher's response to classroom observation

Teachers were guided to respond accordingly on classroom observation.

Table 4: Classroom observation (teacher)

2	Classroom observation	W F	%	F F	%	M F	%	O F	%	N F	%
a)	Class visits for students	8	3.4	15	6.8	188	83	12	6	3	1
b)	Observing teaching and learning Activities	3	1.4	12	5.5	172	76	31	14	8	3
c)	Checking of students' notebooks	5	2.1	14	6.2	179	79	28	12	5	2
d)	Reading lesson attendance registers	12	5.5	28	12	185	81	8	3	3	1
	Average	**7**	**3**	**18**	**8**	**181**	**80**	**20**	**9**	**5**	**2**

The educators signify that the supervisors conducted classroom observation. For example, 83 percent of the educators show that supervisors carry out classroom visits for students at least once a month, 75.9 percent of supervisors observed teaching and learning processes monthly, while 78.9 percent did analyze students' books and 81.4 percent monitor the attendance of lessons. Averagely, classroom was done monthly and was in concurrency with supervisors' observations. The research by Kimeu (2012) on the impact of overseers' supervision of instruction on school development concurs that supervisor's practices such as observation of teaching/learning processes enhanced improvement in both teachers and student's performance.

4.2 Academic target setting as supervision strategy

The supervisors' academic target setting while supervising teachers was evaluated. Setting targets helps to direct supervision and gives the teacher a yardstick to work.

Table 5: Setting academic targets

Response	Supervisors		Teachers	
	F	%	F	%
Agree	23	100	205	90.34
Disagree	0	0	22	9.66
Total	25	100	227	100

Source: primary data

90.34% of the teachers correspond with the supervisor's assertion that schools ought to design academic goals. Reason being, it will guide the school to move from where it is to where it hopes to be in its academic journey. Schools with clear targets have a focus and attain a lot more than those without set objectives because this will harmonize the tasks of stakeholders especially Supervisors, teachers, non-teaching staff, and students to working towards a common goal. Consequently, excelling highly in school performance. The conclusions suggest supervisors and

teachers set academic goals. The study further studied the former and present school year targets. This was to investigate whether or not schools improved while grounded on set standards.

4.3 The performance of teachers in Wakiso District

4.3.1 Effective of teaching methods, curriculum, and materials

Table 6: Effective use of curriculum, teaching methods and teaching materials

Statements	SA	%	A	%	D	%	SD	%
Uses modern teaching techniques and methods,	6	25.5	12	52.8	3	15.1	2	6.6
Develops pupils' communication and thinking skills,	3	14.2	13	56.6	5	23.6	1	5.6
Uses suitable teaching techniques/methods for their pupils,	6	26.4	12	50.9	4	18.9	1	3.8
Knows news about the school,	7	29.2	10	42.5	6	26.4	0	1.9
Is in the curriculum development process,	4	17.9	7	32.1	7	32.1	4	17.9
Resolve problems in discussions,	3	13.2	9	37.7	10	42.5	2	6.6
Carries out research on appropriate teaching techniques,	2	7.6	13	54.7	6	27.3	2	10.4
Prepares scheme of work and teaching/lesson plans,	4	17.9	13	57.5	5	20.8	1	3.8
Uses learner-centered methods while teaching,	2	9.4	16	70.8	3	14.2	1	5.6
Carries out extra curricula activities.	2	7.6	16	67.9	5	22.6	0	1.9
Average	**4**	**17**	**12**	**52**	**6**	**24**	**1**	**6**

In Table 6, 52.8% of teachers used modern teaching techniques and methods, 56.6% agreed that the teacher developed pupils' communication and critical thinking skills, 50.9% agreed that teachers used suitable teaching techniques/methods for teaching pupils, 54.7% agreed that the teachers carried out research on appropriate techniques, 70.8% agreed that the teachers used classroom activities in a way that developed creative and critical thinking skills of the learners, and accordingly, 67.9% of the teachers carried out extra curricula activities. On average, the actual use of curriculum, teaching aids, and methods was proven to exist in schools according to the supervisors.

Table 7: Effective assessment

Statements	SA	%	A	%	D	%	SD	%
Familiar with various assessment techniques,	6	24.5	13	56.6	3	15.1	1	3.8
Takes notes of pupils' performance for assessment records,	2	10.4	14	60.3	6	27.4	0	1.9
Designs effective class exercises, tests, and examinations,	9	40	4	16	6	24	5	20
Is aware of various current assessment techniques,	4	15.5	11	48.9	5	21	3	14.6
Asks a variety of oral questions suitable to the learning situation,	5	19.9	8	34.1	7	28.3	4	17.7
Uses practical ways of diagnosing pupils' strengths and weaknesses,	5	21.9	4	18.6	3	14.2	10	45.3
Benefits from the assessment results to suggest ways and solutions for pupils' difficulties.	9	41	6	24.3	5	23.7	3	11
Average	**6**	**25**	**9**	**37**	**5**	**22**	**4**	**16**

Table 7 reveals that many teachers had an effective assessment skill. For instance, 13(56.6%) of the replies confirmed that teachers were familiar with various assessment techniques. It was also agreed that teachers took note of pupil's performance for assessment records by 14(60.3%). Averagely, majority of the supervisors agreed, 9(37%) that teachers were effective in their assessments.

Teacher's response to assessment
Table 8: Assessment strategies (teacher response)

Statements	SA	%	A	%	D	%	SD	%
Familiarize with various assessment techniques	56	25	128	57	34	15	9	3.8
Take note of pupils' performance for assessment records,	24	10	137	60	62	27	4	1.9
Design effective class exercises, tests and examinations,	91	40	36	16	54	24	45	20
Know to assess,	35	16	111	49	48	21	33	14.6
Use Oral questions relevant to the lesson,	45	20	77	34	64	28	40	17.7
Give practical work,	50	22	42	19	32	14	103	45.3
Permit students to resolve their own problems.	93	41	55	24	54	24	25	11
Average	56	25	84	37	50	22	37	16

Table 8, many respondents agreed that they assessed pupils effectively. For instance, 128(57%) confirmed that teachers know to assess, 137(60%) took note of pupil's performance, 111(49%) were aware of various current assessment techniques. Overall, 84(37%) agreed that they assessed students effectively.

Classroom Management as teacher performance
   (i)   Supervisor

Table 9: Supervisor response to classroom management

Teacher.	SA	%	A	%	D	%	SD	%
Managed classroom well	3	13.2	15	63.2	4	18.9	1	4.7
Motivated students	2	7.6	14	62.3	7	29.2	0	0.9
Cooperated positively with students	2	7.6	16	71.7	4	16	1	4.7
Considers students with mixed abilities	2	10.4	16	71.7	3	12.3	1	5.6

This table shows that 100% of teachers know to manage their classrooms; 15(63.2%) of the supervisors agreed that teachers manage well their classroom, 14(62.3%) confirmed that teachers motivate their students, while 16(71.7%) cooperate positively with their students and 16(71.1%) confirmed that students have different competences.

   (i)   Teacher response

Table 10: Teachers' response to classroom management

Statements	SA	%	A	%	D	%	SD	%
Know how to manage classrooms	30	13.2	143	63.2	43	18.9	11	4.7
Encourage pupils to express their ideas and feelings	17	7.6	141	62.3	66	29.2	2	0.9
Establish a positive rapport/cordial relationship with pupils	17	7.6	163	71.7	36	16	11	4.7
Consider students with mixed abilities	24	10.4	163	71.7	28	12.3	13	5.6

Table 10, many teachers agreed that they managed their classrooms well. A total of 143(63.2%) agreed that they know how to manage classrooms, 141(62.3%) motivated students, 163(71.7%) established a positive relationship with pupils and 163(71.7%) considered students with mixed abilities. The finding is consistent with that observed by the supervisors.

4.4 The instructional supervision and teacher performance Wakiso district.
Table 11: Regression model

Mode 1	R	R Square	Adjusted R	St. Error of the Estimate	Durbin-Watson
1	0.8421	7091	-0.1	0.38634	2.467

a. Predictors: (Constant), classroom observation, checking documents and setting academic targets

b. Dependent Variable: Teacher performance

R = 0.8421 implying it was positive and statistically significant. For every increase in instructional supervision, teacher's performance skyrocketed.

The results from the regression model presented in Table 11 provide insightful findings on the relationship between instructional supervision and teacher performance in Wakiso district. With an R value of 0.8421, the analysis indicates a strong positive correlation between instructional supervision activities—such as classroom observation, checking documents, and setting academic targets—and the performance of teachers. This high R value suggests that as the level of instructional supervision increases, there is a significant and positive impact on teacher performance. The R Square value of 0.7091 further quantifies this relationship, indicating that approximately 70.91% of the variance in teacher performance can be explained by the variance in instructional supervision. The standard error of the estimate at 0.38634 and a Durbin-Watson statistic of 2.467 generally support the model's reliability. The Durbin-Watson statistic suggests that the residuals are independent across observations, which is a favorable condition for regression analysis. Overall, these results underscore the critical role that effective instructional supervision plays in enhancing teacher performance, thereby potentially improving student outcomes in the educational setting of Wakiso District.

5.0 Conclusion

The study concludes that addressing the challenges in instructional supervision requires specific interventions, such as providing transportation for supervisors, particularly area education officers, and establishing refresher courses for instructional supervisors. It also highlights the need for preparing teachers and assisting in fostering a positive attitude towards the constructive role of supervision in their daily work. Additionally, the study suggests that enhancing the salaries of academic officers and visiting supervisors could further support these efforts. The findings from the regression analysis, highlighted by a strong R value, indicate that enhanced instructional supervision practices such as classroom observation, checking of documents, and setting academic targets are closely linked to improvements in teacher performance. This relationship accounts for a substantial portion of the variance in teacher performance, suggesting that effective supervision is a key lever for boosting educational outcomes in the district. Consequently, this study emphasizes the importance of investing in robust supervisory mechanisms within schools to elevate the quality of education, thereby potentially improving student achievements as a direct outcome of heightened teacher performance. By implementing these strategies, there is potential to significantly improve the effectiveness of instructional supervision, thereby positively impacting teacher performance and, ultimately, student outcomes.

6.0 Recommendations

Through the presented findings of this study as well as drawn conclusion, the recommendations were also established.

To teachers

Differentiation support; instructional supervision recognizes teachers diverse needs and skill sets. Teachers will therefore benefit from professional development opportunities, or personalized

coaching based on teachers' goals and areas for improvement. Teachers can gain insights into their strengths therefore leading to more effective teaching practices.

To instructional supervisors

Supervisors can address multiple dimensions of teaching including lesson planning, instructional strategies, classroom management, student engagement, assessment practices, and differentiation. By examining these various aspects, supervisors can provide comprehensive support and help teachers develop a well-rounded instructional approach.

To Wakiso district education unit

Many instructional supervision practices are increasingly using data to inform decision making. This may involve analyzing student performance data. Classroom observation or other relevant metrics to identify trends, patterns and areas requiring targeted support. Data informed supervision allows for a more evidence based and a more coordinated approach to professional development. Wakiso District education department will enormously benefit from this.

To the Ugandan Government

Because instructional supervision is continuously evolving, the government of Uganda will invest heavily on new research and innovative approaches including the integration of technology, remote supervision, to enhance feedback and professional growth opportunities for teachers' country wide. Through establishing a supportive framework that promotes shared commitment to improvement. This can be achieved through remuneration and providing a conducive working environment to teachers, area supervisors and out- sourced supervisors.

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