



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

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Abstract

The article examines the relationship between instructional supervision practices and teachers' performance in selected primary schools in Bamunanika County, Luweero District. A correlation research design was used, and the Study selected 195 teachers using a self-administered questionnaire, and 52 school management committee members were interviewed. There is a relationship between instructional supervision practices and teachers' performance in selected primary schools in Bamunanika County, with $r= 0.412$ and a p. value of 0.000. Head teachers' instructional supervision practices of pre-teaching, teaching and post-teaching activities positively affected teachers' performance. The findings support Psychosocial theory since supervision of directional, pedagogical, and non-directing practices empowers teachers to carry out their duties well. It is 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 areas where it was found to be weak or low.

Keywords: Instructional Supervision Practice, Teachers' Performance, Pre-teaching, Teaching and Post teaching activities

Résumé

L'article a examiné la relation entre les pratiques de supervision pédagogique et la performance des enseignants dans des écoles primaires sélectionnées du comté de Bamunanika, District de Luweero. Une conception de recherche de corrélation a été utilisée et l'étude avait fait participée 195 enseignants à l'aide d'un questionnaire auto-administré et 52 membres du comité de gestion de l'école ont été interrogés. Les résultats ont montré qu'il existe une relation entre les pratiques de supervision pédagogique et la performance des enseignants dans certaines écoles primaires du comté de Bamunanika avec $r = 0,412$ et p. valeur 0,000. Les pratiques de supervision pédagogique du directeur des activités de pré-enseignement, d'enseignement et de post-enseignement ont eu un effet positif sur la performance des enseignants. Les résultats appuient la théorie psychosociale puisque la

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supervision des pratiques directionnelles, pédagogiques et non directionnelles permet aux enseignants de bien s'acquitter de leurs tâches. Il est recommandé que : les administrateurs scolaires des écoles primaires publiques veillent à fournir des pratiques de supervision pédagogique pour la préparation des plans de cours, l'utilisation de l'enseignement-apprentissage et la gestion de classe. Les administrateurs scolaires et les enseignants doivent travailler ensemble pour assurer une performance élevée des enseignants dans différents domaines où elle s'est avérée faible.

Mots clés : Pratique de la supervision pédagogique, Performance des enseignants, Activités de pré-enseignement, d'enseignement et de post-enseignement.

Introduction

Teachers are considered among the most reliable sources of educational success in schools. In schools, teachers are wholly independent; they 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 various 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), the administration has been plagued by disputes between teachers and their supervisors over the years. Day & Sammons (2016) pointed out that the skills of the Head of the Department as a teaching leader are critical to the success of the department in the United Kingdom.

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

As Adu, Akinloye, & Olaoye (2014) argue, surveillance of any kind should be regarded as a deliberate effort to improve institutional and educational outcomes. It involves teachers in discussions to enhance teaching and increase student achievement (Sullivan & Glanz, 2013). Undoubtedly, the most critical oversight and guidance in a school setting are that of a principal. Effective instruction by the headmaster is essential to achieving the school's stated goals. These topics create teaching guidance through various mentoring processes, including direct teacher guidance. Problems related to mentoring procedures often play an essential role in the success or failure of the education system (Terra & Berhanu, 2019). School development is a significant factor in guiding teachers schools can improve when teachers are professionally developed and learn what to do and why to do it (Ampofo, Onyango, & Ogola, 2019).

In a study of the relationship between principal supervisory strategies and teacher performance in primary schools in Delta North Senatorial region, Nigeria, Osakwe (2015) reveals an essential relationship between principal administrative strategies and teacher performance in teaching resources and disciplinary proceedings.

Previous research has shown that the direct supervision of a school principal is concerned with improving the learning environment, student development, and the effective implementation of the teacher's role in the school system (Alemayehu, 2018). A study conducted in Africa revealed that adequate supervision of direct teaching teachers contributes to improving the quality of education. Looking at the Kenyan case, Wanzare's (2017) study on directing instruction in public high schools found that direct supervision of school principals improves teacher quality and teaching, helps students improve their academic performance, and provides opportunities for teacher supervision teaching work. Panigrahi's (2012) study on the implementation of instruction in high schools in Ethiopia found that classroom visits enabled head teachers to communicate with teachers, determine if teachers issued proper instructions, and provide feedback to help teachers correct highlighted issues.

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. Ironically, it surprises many, given that, in recent decades, the government has invested heavily in the education sector. Elementary schools stand out; poor resources, frameworks, teacher absenteeism, high teacher turnover rates, poorly working teachers with no lesson plans, schemes, or 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 (Uganda daily, Thursday, 19, Jan. 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.

At the school level, the Ugandan education service staff training program clearly sets out the role of the head teacher in overseeing and informing all staff of the institution and monitoring their performance. Despite these formal education programs, 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. This may affect their job success, time management, and standard syllabus. For example, school attendance, revising work with pupils, and marking pupil's work by teachers in some schools have dropped to 36% (Luweero District Examination Report, 2018/2019), and it is unclear whether the neglect of school management can explain this situation to follow teachers through instructional supervision practices.

Literature Review

A study assessing the impact of high school teaching practice and teaching at high schools in Entebbe, Uganda, on teacher performance found that teaching senior teachers by looking at textbooks, textbooks, and student notes had little effect on teacher performance. He recommended the school's principal because it turned out not take time to supervise the teacher during class (Nzabonimpa, 2011). This means that school leaders need to visit the classroom and observe the teaching process to help teachers improve their performance in the classroom. In a 2012/2013 study investigating the impact of educational counseling on improving teacher performance at Marand boarding schools, superintendents improved teachers' performance by improving teaching methods and encouraging the use of educational tools. Found to be effective in improving (Hoojqan, Ghahramani, & Safar, 2015). However,

these two courses are offered in high schools rather than elementary schools. So how these findings work in elementary schools is a concern for current research.

Studies conducted in Malaysia to determine the role of principals in teacher supervision show that the success of principal school supervision is related to curriculum implementation, teaching material development, and teacher professional development (Nek, Jamal & Salomawati, n.d). Similarly, the National Open University of Nigeria (NOUN, 2016) will share these findings and, under supervision, enable teachers to study teaching methods in-depth and collaborate in the classroom to carry out educational activities professionally. This means that subsequent supervision and feedback will rejuvenate teachers in preparing work, creating a curriculum, and planning the teaching/learning resources needed to be effective.

In their Study of the impact of selected models of supervisory activities on student performance in high schools in Ondo State, Nigeria, Alimi & Akinforlarin (2017) established a major impact of school principals' assessments to assess student notes, classroom exercises, and visits, handling test questions and marking schemes for student performance in English Language courses. The Study recommended that school principals be diligent in checking student assessment records, such as notes given to teachers and classroom tests, to ensure that teachers are effective in their teaching activities. Therefore, student assessment in any field of Study is critical to the success of these institutions (Ampofo, Bizimana, Mbuti, Ndayambaje, & Orodtho, 2014). Teachers are expected to assess learners regularly to improve student performance, while school principals oversee the proper performance of their duties, including student assessment.

Ayandoja, Aina, & Idowu (2017) state that quality education requires educational oversight to ensure that teachers, students, and managers are guided to achieve school goals. Therefore, monitoring helps teachers better fulfill their duties. A study by Nzabonimpa (2011) shows a correlation between school principal management practices and teacher performance. However, Cagri (2016) argues that education requires enthusiasm, commitment, and commitment, which is closely linked to teachers' work performance. If teachers are not responsible for their work, monitoring will not produce the desired results. In this way, teachers are committed to their work when they feel that it is satisfactory. Therefore, creating a good working environment where teachers can be more satisfied and improve while being supervised is essential. Although this is the case, the three studies were done from a different geographical setting than Bamunanika County, Luweero District. In addition, the studies were done in secondary schools and not primary schools, which is the concern of the current Study.

Nakpodia (2011), a study investigating 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. Similarly, a study investigating the perceptual effects of monitoring on teacher performance in the Ejobnorth Education Zone, Ogun State, Nigeria, found that collaboration between teachers and classroom leaders significantly impacted teacher performance in the classroom. These results imply that neglect in the supervision of head teachers in schools causes teachers to hesitate to do their homework and outdoor activities in schools, based on conditions outside primary schools in Bamunanika County, Luweero District.

Methodology

The qualitative and quantitative approaches were used based on correlation. Correlational inquiry is a non-experimental method where a researcher studies the relationship between quantitative independent variables and one or more quantitative dependent variables.

The population of the Study

The population of the Study was government primary schools in Bamunanika County, Luweero District. There are approximately 67 governments, whereby teachers, head teachers, and school management committee members were part of the participants. 50% of the public primary schools participated in the Study. A sample of 195 teachers used a self-administered questionnaire, 52 head teachers and school management committee members were interviewed.

Data Analysis

The analysis was done using multiple regression and correlation analysis, and demographic factors were analyzed using frequency and percentage. Open-ended questions in the questionnaire were analyzed using a descriptive method, where the quality data obtained from the interviews was analyzed using topic analysis. Therefore, thematic analysis was used in analyzing data from interviews.

Findings and Discussion

Socio-Demographic Characteristics of Respondents

The respondent's profile in terms of gender, age, educational level, and teaching experience was looked at.

Table 1 Respondents' Profile of Teachers

Sex	Frequency	Percent
Male	94	48.2
Female	101	51.8
Age bracket		
Below 25 years	33	16.9
25-34 years	39	20.0
35-44 years	76	39.0
45 and above years	47	24.1
Educational Qualification		
Certificate	24	12.3
Diploma	110	56.4
Degree	61	31.3
Years of experience		
1-5 years	42	21.5
6-10 years	83	42.6
11-16 years	40	20.5
17 and above years	30	15.4

Sex

From Table 1 above, 101(51.8%) of the respondents were females compared to 94(48.2%), who were males. This portrays what is on the ground where there are relatively more female teachers than male teachers in most primary schools. Gender enables the provision of balanced information on instructional practices and teachers' performance.

Age bracket

Regarding the age bracket, 105(59%) of the respondents were aged 25-44 years, followed by 47(24.1%), who were 45 and above years, and 33(16.9%), who were below 25 years. Therefore, most teachers are aged 35 and above, although other categories are substantively represented. In reality, most teachers are in their middle thirties since they have served more years and enter teaching after training from Senior four. This provides balanced findings on instructional supervision practices and how they affect teachers' performance based on their ages.

Educational level

Concerning the educational level, the majority of 110(56.4%) of the respondents had attained diplomas, while 61(31.3%) had degrees and 24(12.3%) had the certificate. This shows that many primary teachers had a Grade V level of education. This can be attributed to the fact that the government has emphasized teachers attaining degrees. Therefore, many are upgrading.

Years of services

As for the years of service, it was found that 83(42.6%) had served between 6-10 years, 42(21.5%) for 1-5 years, 40(20.5%) for 11-16 years, and 30(15.4%) had served for 17 and above years. This shows that respondents were from different years of experience, which was a key issue in providing their responses on instructional practices and teachers' performance. The years of service are key in addressing how they look at instructional supervision practices and teachers' performance.

Relationship between Instructional Supervision Practices and Teachers' Performance

In examining the relationship between instructional supervision practices and teachers' performance in selected primary schools in Bamunanika County, Luweero District, the findings are presented in Table 2.

Table 2 Relationship between Instructional Supervision Practices and Teachers' Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
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

Pre-teaching activities

Table 2 shows the relationship between instructional supervision practices and teachers' performance in selected primary schools in Bamunanika County. Calculation by computing the pre-teaching activities with a statistical package SPSS indicates a relationship between supervision of pre-teaching activities and teachers' performance. The study results from table 7 on regression indicate a significant positive relationship between 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 teachers' supervision of schemes of work and lesson plans provides direction to teachers in achieving their work which enhances their performance in the long run. Barge (2016), lessons should be guided by the best practices outlined in the teaching framework, such as clear learning objectives, modeling and demonstration, guided practice, and comprehension testing. Meanwhile, Stronge, Tucker, and Hindman (nd), point out that to be effective, there must be good content because one cannot teach what one knows. Having a good knowledge of the content puts the teacher in a better position to answer students' questions and helps them to understand the concepts more clearly.

Alimi and Akinforlarin (2017) established a significant impact of school principals' assessments to assess student notes, classroom exercises, and visits, handling test questions and marking schemes for student performance in English Language courses. The Study recommended that school principals be diligent in checking student assessment records, such as notes given to teachers and classroom tests, to ensure that teachers are effective in their teaching activities.

Concerning pre-teaching and teaching activities, the study findings support earlier studies. Nakpodia (2011), a study investigating 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. Similarly, a study investigating the perceptual effects of monitoring on teacher performance in the Ejobnorth Education Zone, Ogun State, Nigeria, found that collaboration between teachers and classroom leaders significantly impacted teacher performance in the classroom.

Teaching Activities

Table 2 findings show 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 teachers' 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 can deliver the content to the learners, use teaching resources properly and manage their class well, the more their work is being done well, which indicates good work performance.

Coe et al. (2016) list six factors that lead to quality teaching: content knowledge, quality teaching, classroom climate, classroom management, teacher beliefs, and professional ethics. Teachers should therefore make the content inside a subject lesson and be able to behave well in the classroom to present better content.

Supervision enhances teachers' performance in different ways. Strict head teachers and management make teachers keep time, cover their syllabi, and carry out their tasks well. The key informants showed that there is high teacher performance once there is proper supervision, and where there is inadequate supervision, there is also low teacher performance. In light of the findings, Nek, Jamal & Salomawati (no date) note that principal supervision is related to curriculum implementation, teaching material development, and teacher professional development. Similarly, the National Open University of Nigeria (NOUN, 2016) will share these findings and, under supervision, enable teachers to study teaching methods in depth and collaborate in the classroom to carry out educational activities professionally. This means that subsequent supervision and feedback will rejuvenate teachers in preparing work, creating a curriculum, and planning the teaching/learning resources needed to be effective.

Post teaching Activities

Table 2 findings show a significant relationship between the supervision of post-teaching activities and teachers' performance (beta= 0.134, p.= 0.053). The findings imply a weak significant relationship between supervision of post-teaching activities and teachers' performance. Suppose a one-unit improvement in post-teaching activities influences teachers' performance by 13.4% if other factors are constant. Therefore, once teachers are supervised in assessing learners and maintaining work records, it promotes teacher performance.

Nzabonimpa (2011) shows a correlation between school principal management practices and teacher performance. However, Cagri (2016) argues that education requires enthusiasm, commitment, and commitment, which is closely linked to teachers' work performance. This means that if teachers are not responsible for their work, monitoring will not lead to the desired results.

Overall instructional supervision practices have a more substantial influence on teachers' performance, followed by teaching activities of instructional supervision. On the other hand, instructional supervision of post-teaching activities had the most negligible influence on teachers' performance.

Table 3 *Instructional Supervision practices and Teachers' performance*

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

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

Table 3 shows a significant relationship between instructional supervision practices and teachers' performance in selected primary schools in Bamunanika County. The Pearson Correlation Coefficient with a statistical package SPSS 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 shows 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 many other factors contribute to

teachers' performance apart from instructional supervision practices. Based on the Study's findings, the hypothesis of the Study, which stated that there is no significant relationship between instructional supervision practices and teachers' performance in selected primary schools in Bamunanika County, Luweero District, is rejected as there is a significant relationship at 0.01 significant level. 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 to improve institutional and educational outcomes. It involves teachers in a discussion to improve teaching and increase student achievement (Sullivan & Glanz, 2013). Undoubtedly, the most important oversight and guidance in a school setting are that of the school's principal. Practical instruction by the headmaster is essential to achieving the school's stated goals. These topics create teaching guidance through various mentoring processes, including direct teacher guidance. Problems related to mentoring procedures often play an essential role in the success or failure of the education system (Terra & Berhanu, 2019). School development is a very important factor in guiding teachers guides, while schools can improve when teachers are professionally developed and learn what to do and why to do it (Ampofo, Onyango, & Ogola, 2019).

Conclusion

In conclusion, the 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). In contrast, 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. Headteachers instructional supervision practices of pre-teaching, teaching and post-teaching activities positively affected teachers' performance. However, pre-teaching is the most critical activity carried out by head teachers. There is a significant favorable influence between instructional supervision practices and teachers' performance in selected primary schools in Bamunanika County. The findings support Psychosocial theory since supervision of directional, pedagogical, and non-directing practices empowers teachers to carry out their duties well. Based on the findings, the null hypothesis was rejected, and the alternative hypothesis was accepted that instructional supervision practices have a significant favorable influence on teachers' performance.

Recommendations

School administrators and teachers should work together to understand the differences in low teachers' performance to improve teachers' performance. Teachers should know that they are paid to render high performance, and therefore, they should endeavor to work hard and provide necessary services to public primary schools. Their duties and responsibilities are carried out correctly.

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