

# Support Supervision and Teachers' Performance in Government-Aided Secondary Schools within Kampala Central Division, Uganda

Elingo Abdurahman<sup>1</sup>; Nabukeera Madinah<sup>2</sup>; Matovu Musa<sup>3</sup>; Ssali Muhammad Bisaso<sup>4</sup>

<sup>1</sup>Post Graduate Student, Faculty of Education, Islamic University in Uganda.

<sup>2</sup>Associates Professor Dr., Faculty of Management Studies, Islamic University in Uganda.

<sup>3</sup>Associates Professor Dr., Faculty of Education, Islamic University in Uganda.

<sup>4</sup>Dr., Faculty of Education, Islamic University in Uganda.

**Abstract:-** The importance of support supervision has grown, playing a crucial role in improving teachers' pedagogical skills to carry out their responsibilities effectively. This process includes observing classroom activities, teacher evaluation as well as engaging in professional development activities for teachers. The research therefore, investigated the impact of support supervision on teachers' performance in government-supported high schools within Kampala Central Division, Uganda. The study specifically aimed to; i) examine the influence of classroom observation on teachers' performance, ii) analyze the effect of professional development on teachers' performance, and iii) explore the impact of teachers' evaluation on teachers' performance in government-aided secondary schools in Kampala Central Division in Uganda. The research employed a survey using a cross-sectional design combined with a mixed methods approach. The study considered a sample size of 43 respondents constituting of teachers and administrators who were selected using simple random sampling and purposive sampling respectively. The study revealed that classroom observation has a moderately positive and statistically noteworthy effect on teachers' performance within government-supported secondary schools in Kampala Central Division, Uganda. Additionally, this study also indicated that professional development has a strong relevant and statistically valuable effect on teachers' performance within government-aided secondary schools within Kampala Central Division in Uganda. It further demonstrated that teachers' evaluation has a moderately positive and statistically significant impact on teachers' academic performance within government-supported secondary schools of Kampala Central Division, Uganda. The study concluded that support supervision in terms of classroom observation, professional development, and teachers' evaluation has a serious influence regarding teachers' performance in government-aided high schools of Kampala Central Division in that an improvement in classroom observation, professional development, and teachers' evaluation would resultantly lead to an improvement in teachers' performance in government-supported secondary schools of Kampala Central Division, Uganda. This research recommends that the government and school administrators should conduct

regular professional development workshops as well as regularly monitor, supervise, and evaluate teachers' actions and activities as this would enhance teachers' knowledge and skills as well as enhance guidance which might influence an improvement in teachers' performance within government-aided secondary schools within Kampala Central Division in Uganda.

**Keywords:-** Classroom Observation, Teachers' Evaluation, Support Supervision, Professional Development, Teachers' Performance.

## I. INTRODUCTION

Support supervision is vital in improving academic excellence in Government Aided Secondary Schools (GASS) and other public educational institutions. In the U.S. support supervision plays a critical role in improving academic performance in public schools. The No Child Left-Behind Act (NCLB), enacted in 2001 mandated that schools that do not meet yearly academic success standards receive support supervision from federal and state governments (Turner, 2019). The Act aims to improve academic performance in public schools by offering support supervision to schools that need it. Additionally, the Office of Elementary and Secondary Education (OESE) offers support supervision to states, districts, schools, and teachers to enhance the standard of education in the country.

Globally, support supervision is vital in improving academic excellence in GASS and other public schools. In Europe, support supervision is vital in ensuring academic excellence among students. In the UK, Ofsted (Office for Standards in Education, Children's Services and Skills) oversees the inspection and regulation of educational institutions including GASS and other public schools (Nash, 2021). Ofsted offers support supervision to schools to ensure that educational standards are upheld and academic performance is enhanced.

In African countries, support supervision provides an opportunity to ensure that students in GASS receive high-quality education that meets the required standards. In Ghana, the government has prioritized support supervision to enhance teaching and learning in GASS. Ghana-Education

Service (GES) has established various teams of supervisors, including School Improvement Support Officers (SISOs), Circuit Supervisors, and Metropolitan, Municipal and District Education Directors (MMDEDs) to monitor and support GASS (Abedi, 2021). The support supervision teams conduct regular school visits, offer training and professional development opportunities, and provide feedback to teachers and school administrators on their performance, which has led to an improvement in academic performance among students. In Nigeria, support supervision has been implemented to address the declining academic performance of students in GASS. According to Adeyemi and Oluwafemi (2020), support supervision has led to an improvement in teaching methodologies and increased student participation and engagement, which has positively impacted academic performance. The Nigerian to enhance the standard of education in which is responsible for providing support supervision to schools to ensure quality education delivery.

In East Africa, support supervision is a critical tool for improving educational outcomes in primary and secondary schools. In Tanzania, for example, the government has implemented a support supervision system aimed at improving quality education in schools (Hassan (2018). In Kenya, the government has also implemented a support supervision system aimed at improving educational outcomes in primary and secondary schools (Waithaka (2018). The system is carried out by education officers who visit schools regularly, observe classroom teaching, and provide feedback on teaching methodologies. In Rwanda, support supervision has played a critical role in improving academic performance in GASS. Rwanda Education Board (REB) has established a Teacher Development and Management (TDM) department aimed at providing support supervision to teachers and school administrators to enhance students' academic performance.

In Uganda, support supervision has been implemented to enhance the standard of education in primary and high schools. Ministry of Education and Sports has established a directorate of education standards to monitor and evaluate educational outcomes and to provide support to schools. The directorate works closely with district education officers to carry out regular school visits, monitor academic performance, and provide feedback to teachers and school administrators. This has helped to improve educational outcomes in the country, especially in rural areas. In Uganda, Giregon (2019) found that support supervision improved teachers' professional development in secondary schools. The study found that providing regular feedback, observing classroom practices, and supporting teacher professional development were effective strategies in improving outcomes. According to Ouma (2020) in government-supported secondary educational-institutions of Uganda, found out that supervisory support positively influenced standard of teaching and learning, which in-turn, resulted in improved academic performance among learners.

#### ➤ *Problem Statement*

The underperformance of teachers in government-supported secondary institutions in Uganda has led to concerns among different stakeholders, particularly in terms

of the low grades achieved by students in qualifying examinations such as the Uganda Certificate of Education (UCE). Research has identified several factors contributing to this poor performance, including the failure of teachers to conduct regular practical lessons, assess students effectively, and prepare lesson plans and schemes of work (Malunda et al., 2016). Other factors such as teacher absenteeism, insufficient syllabus coverage, and lack of preparation poor time management, issues like poor pupil-teacher discipline and unsuitable teaching methods (Okongo et al., 2015).

Despite these challenges, there is a need to improve education practices in Uganda, particularly in government-aided secondary schools. Oluka and Okurut (2008) proposed methods to enhance educational practices, but there is still a gap through approaches that can be employed to boost teacher performance. One approach that has been neglected is supervisory support, which could help enhance teacher performance and student achievement.

The lack of effective support supervision has significant consequences for the quality of education in Uganda, particularly in Kampala Central Division. Without improvements in support supervision, teacher effectiveness and student success will likely remain inadequate, leading to concerns about the standard of education nationwide.

This study aimed at addressing these gaps by generating literature that can inform teacher supervision in government-aided secondary schools within Kampala Central Division of Uganda. The research aimed at identify most effective approaches to support supervision and their consequences for improving teachers' performance and learners' achievement.

#### ➤ *Study Purpose*

It was purposely for investigating influence of support within supervisory practices and teacher effectiveness in government-aided secondary schools in Kampala Central Division, Uganda.

#### ➤ *Specific Objectives*

- To analyze the influence of classroom observation on teachers' performance in government-supported secondary schools within Kampala Central Division, Uganda.
- To assess the influence of professional development on teachers' performance within government-supported secondary schools in Kampala Central Division, Uganda.
- To examine influence of teachers' evaluation on teachers' performance in government-aided secondary schools within Kampala Central Division, Uganda.

#### ➤ *Hypotheses*

- **H<sub>01</sub>:** Classroom observation does not have a notable impact on teachers' effectiveness in government-supported secondary schools within Kampala Central Division, Uganda.

- **H<sub>02</sub>:** Professional development has no significant influence on teachers' achievement in government-supported secondary schools within Kampala Central Division, Uganda.
- **H<sub>03</sub>:** There exists no significant connection between teacher evaluation and teachers' performance in government-supported high schools within Kampala Central Division in Uganda.

➤ *Significance of the Study*

This study was significant because it might provide insights into the impact of supervisory support on teachers' performance in government-supported high schools in Kampala Central Division, Uganda. The findings might be useful for policymakers, educators, and administrators who are concerned about improving teachers' performance and student outcomes. The study might also contribute to the existing body of knowledge on teachers' performance and support supervision.

➤ *Theoretical Framework*

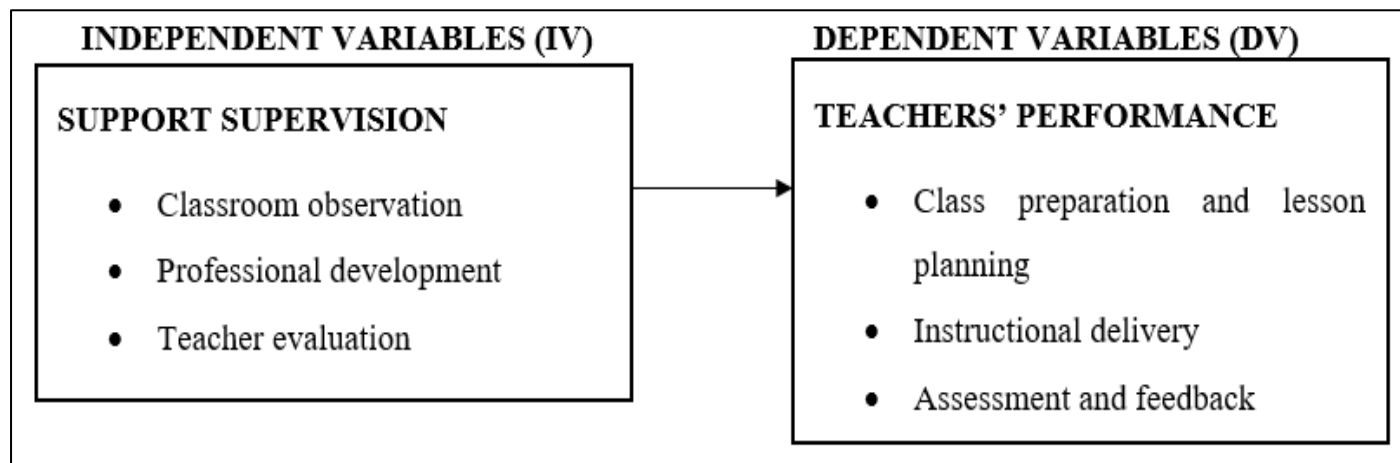


Fig 1 Theoretical Framework

**Source:** Munna & Kalam (2021) and Damayanti & Mirfani (2021) as modified by the Researcher (2024).

The Conceptual Framework of this study proposes that support supervision has a direct and positive impact on teacher effectiveness in government-supported secondary schools within Kampala Central Division-Uganda. The framework posits that support supervision, which is operationalized through three components: classroom observation, professional development, and teacher evaluation, serves as the independent variable. The components of support supervision are expected to influence teachers' performance, which is operationalized through three components: class preparation and lesson planning, instructional delivery, assessment and feedback. The conceptual framework suggests that as the level of support supervision increases, teachers' performance is expected to improve. This framework is grounded in the literature on teacher supervision, professional development, and teacher performance, and it provides a clear and concise representation of the research hypotheses being tested.

**II. LITERATURE REVIEW**

➤ *Theoretical Review*

The research was based on Path-Goal Theory, which was developed by Robert J. House in 1971, is a leadership model that focuses on the role of leaders in providing the necessary guidance and support to help followers achieve their goals. The theory is based on the principle that effective leaders enhance employee achievements and satisfaction by clarifying the paths to achieving both personal and organizational goals. It posits leaders should employ various

leadership approaches depending on situation with the needs of subordinates. These styles encompass directive, supportive, participative, and achievement-focused leadership styles. Some primary assumptions of Path-Goal Theory include the belief that leadership behaviors are flexible and can be adapted to fit the demands of the environment and the characteristics of followers.

Path-Goal Theory represents particularly relevant for study about support supervision and teacher effectiveness in government-supported secondary schools within Kampala Central Division-Uganda, as it underscores the importance of leadership in educational settings. Support supervision can be viewed through the lens of Path-Goal Theory as a mechanism where school leaders (such as head teachers and supervisors) provide clear guidance, resources, and motivational support to teachers. This approach helps to remove obstacles that hinder teachers' performance and enhances their capacity to achieve educational goals. By adopting appropriate leadership styles tailored to the specific needs of teachers, school leaders can effectively improve job satisfaction and performance, ultimately leading to better student outcomes.

In the context of educational supervision, the directive style of leadership can involve setting clear expectations and providing detailed instructions to teachers, which is crucial in aligning their efforts with school objectives. The supportive style involves creating a friendly and supportive work environment, which can reduce teacher stress and improve morale. Participative leadership encourages teachers to take

part in decision-making processes, fostering a sense of ownership and collaboration. Achievement-focused leadership establishes ambitious targets and demonstrates belief in teachers' abilities to meet those goals, thereby motivating them to perform at their best. Each of these styles can be applied depending on the specific needs and circumstances faced by teachers in Kampala Central Division's government-aided secondary schools.

The Path-Goal Theory is justified as a guiding framework for this study because it provides a comprehensive approach to understanding the dynamics of leadership and its influence on teachers' performance. The flexibility of the theory allows in adjusting of different leadership styles to meet varying teachers' needs, which is essential in a diverse and complex educational environment. Moreover, the theory's focus on the leader's role in facilitating goal achievement aligns well with the objectives of support supervision, which aims to enhance teachers' effectiveness and job satisfaction. By applying Path-Goal Theory, the study can offer valuable insights into how different supervisory practices influence teachers' performance and identify strategies that can be implemented to improve educational outcomes within government-supported high schools within Kampala Central Division.

#### ➤ *Support Supervision Concept*

According to Hall (2020), Support Supervision is a type of supervision that focuses on the supervisor's role as a facilitator, coach, and guide, rather than a director or expert. It is an approach that prioritizes the supervisee's autonomy, self-directed learning, and professional development. Heilbrun (2020), "Support Supervision is an approach that emphasizes the importance of building trust, empathy, and rapport between the supervisor and supervisee. It involves creating a safe and non-judgmental environment where the supervisee feels comfortable sharing their thoughts, feelings, and concerns".

According to Kraus (2021), Support Supervision is a collaborative process that focuses on the supervisee's growth, development, and well-being. It involves providing guidance, feedback, and resources to help the supervisee achieve their goals and navigate challenges" Support Supervision is an approach that recognizes the importance of emotional support and encouragement in the supervision process. It involves providing positive feedback, acknowledgment, and recognition to help the supervisee build confidence and motivation.

#### ➤ *The Concept of Teachers' Performance*

According to Wankel (2020), Teachers' performance is a multifaceted construct that encompasses various dimensions, including instructional strategies, classroom management, communication skills, and student outcomes." Teacher performance as "the capability of teachers to attain their aims and targets in teaching and learning, which includes their teaching skills, pedagogical content knowledge, and classroom management.

Higgins views teacher performance as the degree to which teachers can design and deliver high-quality instruction that meets the needs of all students, including those with diverse learning needs. Gaur (2021) defines teacher performance as "the ability of teachers to plan, organize, and execute effective instructional strategies that lead to improved student learning outcomes.

#### ➤ *Class Room Observation and Teachers' Performance*

Classroom observation and teacher performance have been studied extensively in the context of government-aided secondary schools. Khan et al. (2020) found that classroom observation had a notable beneficial impact regarding teacher effectiveness in government-supported secondary schools within in Pakistan. They concluded that regular classroom observation can improve teacher performance by promoting effective teaching practices and encouraging teachers to adopt innovative strategies.

According to Rahmatullah (2020) found that teacher performance was positively correlated with class observation in government-aided secondary schools in Bangladesh. They suggested that class observation can help teachers identify areas for improvement and develop strategies to enhance their teaching practices. Singh (2021) revealed that class observation had a notable positive impact on teacher effectiveness in government-supported secondary schools in India. Thus, authors suggested how regular class observation can help teachers develop skills such as lesson planning, classroom management, and communication with students.

Similarly, Hassan (2021) found that teacher performance was significantly influenced by class observation in government-aided secondary schools in Nigeria. They concluded that class observation can help teachers identify areas for improvement and develop strategies to enhance their teaching practices, leading to improved student outcomes. In their study, the authors found that class observation had a considerable positive impact on teacher effectiveness in government-supported secondary schools in Saudi Arabia. They suggested that regular class observation can help teachers develop skills such as lesson planning, classroom management, and communication with students, leading to improved student outcomes.

Furthermore, Kholisah (2023) revealed that teacher performance was positively correlated with class observation in government-aided secondary schools in Indonesia. The authors suggested that class observation can help teachers identify areas for improvement and develop strategies to enhance their teaching practices, leading to improved student outcomes. In their study, the authors found that class observation had a substantial positive effect on teacher effectiveness in government-supported secondary schools in Indonesia. They suggested that regular class observation can help teachers develop skills such as lesson planning, classroom management, and communication with students, leading to improved student outcomes.

➤ *Professional Development and Teachers' Performance*

Adesanya et al. (2020) found that professional development had a noteworthy important impact on teachers' effectiveness in government-supported secondary schools in Nigeria. They suggested that professional development programs can improve teachers' knowledge, skills, and attitudes, leading to enhanced student outcomes (Adesanya, 2020).

Professional development had a significant positive correlation with teacher effectiveness in government-supported secondary schools within India. They suggested that regular professional development can help teachers update their knowledge and skills, leading to improved student outcomes (Singh, S. S., et al. (2020). In their study, the authors found that professional development had a notable positive impact towards teachers' effectiveness in government-supported high schools in Pakistan. They suggested that professional development programs can improve teachers' instructional strategies, classroom management, and communication with students, leading to improved student outcomes. (Khan, et al. (2021).

According to Hassan et al. (2021), professional development had a considerable beneficial impact on teachers' performance within government-aided high institutions in Nigeria. They suggested that professional development programs can help teachers develop skills such as lesson planning, classroom management, and communication with students, leading to improved student outcomes. In their study, the authors found that professional development had substantial positive impact towards teachers' effectiveness in government-supported secondary schools in Iran. They suggested that professional development programs can improve teachers' knowledge, skills, and attitudes, leading to enhanced student outcomes.

Furthermore, Mohseni, (2023) found that professional development had a significant positive correlation with teachers' performance within government-aided high schools of Iran. They suggested that regular professional development can help teachers update their knowledge and skills, leading to improved student outcomes. In their study, the authors found that professional development had a marked positive impact regarding teachers' effectiveness in government-supported secondary education institutions in Indonesia. They suggested that professional development programs can improve teachers' instructional strategies, classroom management, and communication with students, leading to improved student outcomes.

➤ *Teacher Evaluation and Teachers' Performance*

Adesanya (2020) found that teacher evaluation had a notable positive impact towards teachers' effectiveness in government-supported secondary schools in Nigeria. They suggested that teacher evaluation can improve teachers' instructional strategies, classroom management, and communication with students, leading to improved student outcomes. These authors confirmed how teacher evaluation had a substantial positive connection with teachers' performance within government-supported schools of India.

They suggested that regular teacher evaluation can help teachers identify areas for improvement and develop strategies to enhance their teaching practices, leading to improved student outcomes.

According to Khan (2021) found that teacher evaluation had a notable relevant impact towards teachers' effectiveness in government-supported secondary schools in Pakistan. They suggested that teacher evaluation can improve teachers' instructional strategies, classroom management, and communication with students, leading to improved student outcomes. The authors of this study found that teacher evaluation had a notable beneficial impact on teachers' performance within government-supported high schools in Nigeria. They suggested that teacher evaluation can help teachers develop skills such as lesson planning, classroom management, and communication with students, leading to improved student outcomes.

Teacher evaluation had a significant positive correlation with teacher effectiveness in government-supported secondary schools in Bangladesh. They suggested that regular teacher evaluation can help teachers identify areas for improvement and develop strategies to enhance their teaching practices, leading to improved student outcomes. (Rahmatullah, et al., 2022).

Mohseni (2023) found that teacher evaluation had a notable positive impact regarding teachers' performance within government-aided high institutions of learning in Iran. They suggested that teacher evaluation can improve teachers' instructional strategies, classroom management, and communication with students, leading to improved student outcomes. In their study, the authors found that teacher evaluation had considerable positive impact on teachers' effectiveness in government-supported secondary schools in Indonesia in Indonesia. They suggested that teacher evaluation can help teachers develop skills such as lesson planning, and classroom management.

### III. METHODOLOGY

This chapter presents information regarding the design, population, sample size, and sampling methods. Equally, instrumentation was considered, research methodology, data evaluation, and ethical considerations/procedures.

➤ *Study Design*

Researcher considered a cross-sectional survey method as the most suitable for the research. In this design, views of many people are brought out at the same time without need for a second round of engagement as pointed out by Lavrakas (2008). The design features a mixed methods with both numerical and descriptive approaches. Researcher adopted a concurrent triangulation approach where numerical and descriptive data collection takes place simultaneously because it enables confirmation, corroboration, or cross-validation within a single study. It is also less time consuming and cost effective (Terrell, 2012). The study mainly employed a quantitative approach as it sought to examine impact of supervisory support and teachers'

performance within government aided secondary schools of Kampala Central Division, Uganda while the qualitative approach helped in capturing data that might be left out by the quantitative approach as advised by Amin (2005).

#### ➤ *Study Population*

This study's population comprised of teachers as well as administrators (Head teachers, directors, deputies, and directors of studies) of the 2 selected government-aided secondary schools in Kampala Central Division. Indeed, population is defined by the sampling criteria established by the researcher (Kothari, 2006).

#### ➤ *Study Scope*

This research was constrained on examining influence of support supervision and teachers' performance within government-supported high schools of Kampala Central Division-Uganda. The research was conducted from government-supported secondary schools within Kampala Central Division. Kampala Central-Division is located within the heart of Uganda's capital-Kampala. It consists of several Government-Aided Secondary Schools (GASS) that provide secondary education to students from different parts of the city. This research covered a period of five (5) years from 2019-2023 to be able to examine impact of supervisory support and teachers' performance within government-aided secondary institutions within Kampala Central Division, Uganda. This time period was considered due to manifestations of low general performance during the specified period in USE schools in Kampala Central Division.

#### ➤ *Sample Size*

Smith (1983) states that a sample is part of the entire population, which is carefully selected to represent that population. Accordingly, number of participants of the study included of two (02) Head-teachers, two (02) directors of studies, two (02) Deputy head teachers, two (02) school directors and 40 teachers making a total sample size of 48 respondents selected from the two selected government-aided secondary schools in Kampala Central Division.

#### ➤ *Sampling Techniques*

According to Kothari (2006) sampling involves choosing a group of individuals for a study in a manner that ensures they represent the larger population from which they are drawn.

The research adequately adopted included probabilistic as well as non-random sampling methods as follows:

#### ➤ *Purposive Sampling*

The study adopted a selective sampling technique for choosing school administrators (Head-teachers, Deputy Head-teachers) school directors, as well as directors of studies) from selected schools. This is a non-probability technique which aims at selection of all elements of the population purposively into the sample with the objective of yielding in-depth information (Mugenda & Mugenda, 2003). The researcher considered the technique viable since its enabled him to generate in-depth information from the key informants in relation to the study phenomenon.

#### ➤ *Simple Random Sampling*

The researcher considered sampling teachers via simple Random-sampling technique. This is a random sampling method that gives every member provides every member of the population with an equal opportunity to be chosen into the study while obtaining the required sample. It is also opined that in this technique, respondents are selected in a way that helps to avoid bias (Yamane, 1967). In this case, a lottery technique based on numbers written on papers corresponding with the population were prepared with those fitting the sample size for each school bearing the same number. This aided selection of those to take part in the study and not. The technique was applied to teachers given that their number is quite large.

#### ➤ *Data Collection Tools*

There was adoption of a survey-questionnaire as well as interview guide in collecting data as follows:

#### ➤ *Questionnaire*

The survey-questionnaire was created and distributed by the researcher directly to the participants. It carried closed-ended question items in order to make response to the instrument easy as well as simplifying the process of analysis while controlling unnecessary responses. The questionnaire was set using a 5-point Likert scale where 1 represents "strongly disagree," 2 represents "disagree," 3 indicates "neutral," 4 signifies "agree," and 5 stands for "strongly agree." It was considered for teachers since their number is high and a questionnaire can easily obtain data from a broad audience at the same time as supported by Saunders, Lewis and Thornhill (2009) yet teachers are also having a friendly schedule that can favor filling of the questionnaire. The respondents required approximately 15 minutes to fill it out. This questionnaire was labeled appendix I.

#### ➤ *Interview Guide*

The researcher used a self-developed "Support Supervision and Teachers' Performance Interview Guide" to collect information from the administrators in the selected schools. The respondents in question have schedules that make them less static and thus busy in nature which may not favor the questionnaire yet at the same time they are few in number. Moreover, the researcher believed that these respondents had information which was not easily pre-empted by the researcher to be pre-set in a questionnaire form. The interview guide was open-ended to elicit in-depth information and emerging issues which implies that the interview opened up to further probing and prompting questions during the course of the interview. Interviews enable exploration of emerging themes as put across by Rubin and Rubin (2005). The interviews take around 20 minutes and the interviewees were coded for proper follow-up of their views during analysis. With permission, the interviews were recorded for reference when interpreting.

#### ➤ *Methods of Data Analysis*

Data analysis was handled in two major ways as follows:

➤ *Quantitative Data Analysis*

After collecting data, it was sorted, edited and coded before entry in the statistical package for the social sciences packages. Some descriptive statistical evaluation was presented as frequencies and percentages and thereafter displayed in tabular form. Inferential data analysis was subjected to linear regression analysis. It is known that quantitative data analysis helps in summarizing large quantities of data as posited by Sarantakos (2020).

➤ *Analysis of Qualitative Data*

The qualitative data were analyzed at different levels in order to reveal detailed meanings within the responses. Transcription was done to enable the researcher familiarize with the text and capture the salient points in the responses. Thematic analysis which aims at bringing out meaning in the data was adopted. In most cases, however, key points in views of participants were singled out for narratives that do not rhyme with quantitative findings elements and sections. Qualitative data was presented in form of verbatim quotations. The data from the two approaches was then triangulated to establish consistency or otherwise. Qualitative data analysis informs questions asked better than quantitative analysis. This was based on the view advanced by Creswell (2018).

➤ *Ethical Considerations*

Ethical issues in research border on professional, legal and social obligations of the participants (Salkind, 2015). The researcher endeavored to upload ethical issues as follows:

- **Honesty:** The researcher avoided fabricating, falsifying, or misrepresenting research data. To avoid plagiarism, works of different authors was acknowledged whenever it was cited and the work was tested for plagiarism.
- **Privacy:** All the information given by the respondents was used for that particular purpose for which it is given without revealing the details unnecessarily. The researcher kept the information in places that are not accessed to guard it from wrongful exposure.
- **Informed Consent:** This involved an assurance that respondents participate freely and voluntary without being tricked or coerced.
- **Anonymity and Confidentiality:** Codes were used to make sure that information is not traced back to individuals or institutions while respondent’s names did not feature anywhere to ensure confidentiality.

**IV. RESEARCH RESULTS**

This chapter presents the findings, including descriptive statistics on the participants’ bio data and regression analysis outcomes.

➤ *The Demographic Characteristics of Respondents*

The research evaluated the demographic characteristics of participants involved in the study from the chosen government-aided schools within Kampala central division the findings are shown in Table 1;

Table 1 Respondents’ Demographic Characteristics.

<b>Demographic Composition</b>			
<b>Categorization</b>	<b>Items</b>	<b>Frequencies(F)</b>	<b>Percentages(%)</b>
<b>Respondents’ gender</b>	Female	19	47.5
	Male	21	52.5
	<b>Total</b>	<b>40</b>	<b>100.0</b>
<b>Age Groups</b>	25-30 years	8	20.0
	31-35 years	10	25.0
	36-40 years	7	17.5
	Above 40 years	15	37.5
	<b>Total</b>	<b>40</b>	<b>100.0</b>
<b>Education Level</b>	Diploma	3	7.5
	Degree	32	80.0
	Masters	4	10.0
	PhD	1	2.5
	<b>Total</b>	<b>40</b>	<b>100.0</b>
<b>Marital Status</b>	Single	12	30.0
	Married	28	70.0
	<b>Total</b>	<b>40</b>	<b>100.0</b>
<b>Working Duration at the School</b>	1-2 years	7	17.5
	3-5 years	11	27.5
	Above 5 years	22	55.0
	<b>Total</b>	<b>40</b>	<b>100.0</b>

Source: Data Collected in the Field (2024)

Results indicate that the majority of participants were male, with 21 (52.5%) identifying as such, while 19 (47.5%) females. More so, bigger proportion 15 (37.5) of respondents were over 40 years old, with 10 (25.0%) being in the 31-35

age range, then 8 (20.0%) of the respondents were aged 25-30, and the smallest proportion, 7 (17.5%), were in the 36-40 age bracket.

Furthermore, the research revealed that the biggest proportion 32 (80.0%) a certain number of respondents held a degree, with 4 (10.0%) having reached masters’ education level, then 3 (7.5%) had attained a diploma while only a few 1 (2.5%) and just 1(2.5%) had achieved a PhD.

Concerning marital status, the research results revealed how most 28 (70.0%) participants were already married and the least proportion 12 (30.0%) were single. Additionally, the study found that the majority, 22 (55.0%), had been employed at the schools for more than 5years, followed by 11 (27.5%) then also followed by 3-5 years of service for some respondents, and the smallest group 7 (17.5%) had worked at school for 1-2 year.

➤ *Results Related to Study Objectives*

This section outlines the results in relation to the study's specific objectives.

**Influence of Classroom Observation on Teachers’ Performance within Government-Aided Secondary Schools if Kampala Central Division-Uganda.**

The research sought to investigate influence of classroom observation in regard to teachers’ performance within government-supported high schools within Kampala Central Division, Uganda. To establish the influence, simple linear regression was used, and the findings are shown in Table 2.

Table 2 Regression Findings on the Influence of Classroom Observation on Teachers’ Performance within Government-Aided Secondary Schools of Kampala Central Division, Uganda

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.409 <sup>a</sup>	.167	.144	.46326		
a. Predictors: (Constant), Classroom Observation						
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.129	.454		6.894	.000
	Classroom Observation	.312	.116	.409	2.689	.001

a. Dependent Variable: Teachers’ Performance

Source: Data Collected in the Field (2024)

The results above indicate how classroom observation has a moderately beneficial and statistically noteworthy impact on teachers’ performance within government-supported secondary schools within Kampala Central Division, Uganda ( $\beta=0.409$ , P-value=0.001) at the 0.05 significance level. The results of the regression analysis specify how an increase of one unit within classroom observation leads to a substantial enhancement towards teachers’ performance within government-supported high schools of Kampala Central Division by 40.9%. The results imply that as classroom observation increases, it resultantly leads to an improvement in teachers’ performance within government-supported secondary schools within Kampala Central Division-Uganda.

The summary of the model reveals that the coefficient of determination (Adjusted R-square) was 0.144, suggesting that classroom observation explains 14.4% of the total variations in teachers’ performance within government-supported high schools of Kampala Central Division while the remaining 85.6% of the variance is attributed to other factors. Hence suggesting that classroom observation modestly yet notably influences teachers’ performance within government-supported high schools of Kampala Central Division-Uganda. Therefore, to improve teachers’ performance there has to be an enhancement in classroom observation in government-aided secondary schools within Kampala Central Division-Uganda.

In relation to influence of classroom observation regarding teachers’ performance in government-aided

secondary schools in Kampala central division, some of the key informants argued that;

*“...classroom observation provides teachers with specific, actionable feedback on their teaching practices which can help teachers identify strengths and areas for improvement which influences teachers’ performance.”*  
**(Deputy Director 01)**

*“Insights gained from classroom observations can inform targeted professional development, allowing teachers to enhance their skills and knowledge in areas where they may be lacking thus improving teachers’ performance.”*  
**(Head teacher 01)**

*“Classroom observations prompt teachers to evaluate their own practices. Reflective practices can lead to a more thorough comprehension of their teaching techniques and their effects on student learning which might affect teachers’ performance in schools and this resultantly influences teachers’ performance.”*  
**(Director of Studies 02)**

*“...classroom observation can result in modifications to classroom management, teaching methods, and interactions between teachers and students interactions, creating a more positive and effective learning environment as well as improving teachers’ performance.”*  
**(Head teacher 02)**

**Influence of Professional Development on Teachers’ Performance within Government-Aided Secondary Schools of Kampala Central Division-Uganda**



The research also aimed to examine the effect of professional development regarding teachers’ performance within government-aided secondary schools of Kampala

Central Division- Uganda. To determine the impact, simple linear regression analysis was employed and the findings are shown in Table 3.

Table 3 Regression Findings on Influence of Professional Development on Teachers’ Performance in Government-Aided Secondary Schools within Kampala Central Division-Uganda.

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.628 <sup>a</sup>	.395	.378	.39493		
a. Predictors: (Constant), Professional Development						
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.863	.514		3.626	.001
	Professional Development	.621	.128	.628	4.846	.000
a. Dependent Variable: Teachers’ Performance						

Source: Data Collected in the Field (2024)

The results indicate how professional development has a strong beneficial and statistically significant effect on teachers’ performance within government-supported high schools of Kampala Central Division, Uganda ( $\beta=0.628$ , P-value=0.000) at the 0.05 significance level.

The results from the regression analysis stipulate that one-unit increase in professional development leads to a notable improvement in teacher performance in government-supported secondary schools in Kampala Central Division by 62.8%.

The results imply that as professional development increases, it resultantly leads to an improvement in teachers’ performance within government-aided secondary schools of Kampala Central Division-Uganda.

The model summary shows that the coefficient of determination (Adjusted R-square) was 0.378, suggesting that professional development explains 37.8% of the total variations in teachers’ performance within government-supported secondary schools of Kampala Central Division while 62.2% of the variance is attributed to other factors. It suggests that professional development substantially and substantially influences teachers’ performance within the government-aided high schools of Kampala Central Division-Uganda. Therefore, to improve teachers’ performance there has to be an enrichment in professional development in government-aided secondary schools within Kampala Central Division-Uganda.

In accordance to influence by professional development regarding teachers’ performance in government-aided

secondary schools in Kampala central division, some of the key informants asserted that;

*“Professional development keeps teachers abreast of the latest teaching methods, technologies, and research in education enhancing teachers’ knowledge and skills which might influence teachers’ performance.” (Head teacher 02)*

*“Professional development helps teachers deepen their content knowledge, making them more confident and effective in delivering their subject content.” (Deputy Director 02)*

*“...professional development often includes training on effective classroom management techniques, which can lead to a more conducive learning environment that would influence teachers’ performance.” (Deputy Head teacher 01)*

*“Professional development prompts teachers to evaluate their instructional methods, assess their effectiveness, and implement necessary adjustments which would influence an improvement in teachers’ performance.” (Head teacher 02)*

**Influence of Teachers’ Evaluation on the Teachers’ Performance in Government-Aided Secondary Schools within Kampala Central Division-Uganda**

This research further aimed to examine the effect of teachers’ evaluation regarding teachers’ performance within government-supported high schools of Kampala Central Division in Uganda. To determine that influence, simple linear regression analysis was used, with the findings shown in Table 4.

Table 4 Regression Findings Regarding Influence of Teachers’ Evaluation on Teachers’ Performance within Government-Aided Secondary Schools within Kampala Central Division, Uganda

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.431 <sup>a</sup>	.185	.163	.45817
a. Predictors: (Constant), Teachers’ Evaluation				
Coefficients <sup>a</sup>				

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	3.201	.402		7.957	.000
	Teachers' Evaluation	.297	.104	.431	2.863	.007

a. Dependent Variable: Teachers' Performance

Source: Data Collected in the Field (2024)

The results indicate how teachers' evaluation has a moderately beneficial and statistically significant effect on teachers' performance within government-aided secondary schools within Kampala Central Division, Uganda ( $\beta=0.431$ ,  $P\text{-value}=0.007$ ) at the 0.05 significance level.

The results from the regression analysis point out that an increase of one unit in teachers' evaluation leads to a significant improvement in teacher performance in government-supported secondary schools in Kampala Central Division using 43.1% effect. The results imply that as teachers' evaluation increases, it resultantly leads to an improvement in teachers' performance in government-aided secondary schools in Kampala Central Division, Uganda.

The summary of the model shows that the coefficient of determination (Adjusted R-square) was 0.163, suggesting that teachers' evaluation explains 16.3% of the total variations in teachers' performance within government-aided secondary schools within Kampala Central Division while 83.7% of the variance is attributed to other factors.

It suggests how teachers' evaluation modestly yet notably influence teachers' performance within government-aided high schools within Kampala Central Division, Uganda. Therefore, to improve teachers' performance there has to be an enhancement in teachers' evaluation in government-aided secondary schools within Kampala Central Division-Uganda.

In regards to influence of teachers' evaluation in regard to teachers' performance in government-aided secondary schools in Kampala central division, some key informants argued that;

*"Teacher evaluations provide teachers with specific feedback on their strengths and areas needing improvement, helping them refine their teaching practices which might as well influence teachers' performance."* (Director of Studies 02)

*"Based on teachers' evaluation outcomes, teachers can set professional development goals and work towards achieving them, leading to continuous improvement of teachers' performance."* (Head teacher 01)

*"...positive teachers' evaluation can open up opportunities for career advancement such as promotions or leadership roles, motivating teachers to enhance their performance."* (Deputy Head teacher 02)

*"Teachers' evaluations foster a culture of continuous improvement, where educators are encouraged to continually enhance their abilities and align with new educational*

*challenges which would influence teachers' education performance in different school."* (Director of Studies 01)

*"Evaluation results can inform decisions about resource allocation, such as where to invest in professional development or additional support which would influence teachers' performance at the different school."* (Head teacher 01)

## V. CONCLUSIONS

The study concludes that support supervision in terms of classroom observation, professional development, and teachers' evaluation exerts a notable impact on teachers' performance within government-supported secondary schools within Kampala Central Division in that an improvement in classroom observation, professional development, and teachers' evaluation would resultantly lead to an improvement in teachers' performance within government-supported high schools within Kampala Central Division-Uganda.

## RECOMMENDATIONS

The study recommends that school administrators such as head teachers and directors should encourage educators to regularly evaluate their instructional methods and also provide career growth opportunities to teaching staff based on identified needs from supervision and evaluations as this would influence an improvement in teachers' academic performance within government-supported secondary schools in Kampala Central Division, Uganda.

This study also recommends that government and school administrators should conduct regular professional development workshops as well as regularly monitor, supervise, and evaluate teachers' actions and activities as this would enhance teachers' knowledge and skills as well as enhance guidance which might influence an improvement in teachers' performance within government-aided secondary schools of Kampala Central Division in Uganda.

## REFERENCES

- [1]. Abedi, M. (2021). Educational Supervision and Quality Assurance in Ghana: The Role of School Improvement Support Officers. *African Education Review*, 18(2), 1-20.
- [2]. Adesanya, O., Abdul, A., & Olaoluwa, R. (2020). Impact of Professional Development on Teachers' Performance in Government-Aided Secondary Schools in Nigeria. *International Journal of Education and Research*, 8(3), 45-58.

- [3]. Adeyemi, T. O., & Oluwafemi, S. (2020). The Impact of Support Supervision on Teachers' Performance in Secondary Schools in Nigeria: Implications for Educational Delivery. *Journal of Educational Research and Practice*, 10(1), 12-23.
- [4]. Amin, M. (2005). *Social Science Research: Conception, Methodology, and Analysis*. Kampala: Makerere University Press.
- [5]. Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Thousand Oaks, CA: SAGE Publications.
- [6]. Gaur, S. (2021). Effective Instructional Strategies and Teacher Performance: Pathways to Improved Student Outcomes. *Journal of Education and Practice*, 12(5), 112-120.
- [7]. Giregon, A. (2019). The Role of Support Supervision in Enhancing Professional Development of Teachers in Uganda's Secondary Schools. *Journal of Education and Practice*, 10(6), 78-85.
- [8]. Hall, S. (2020). Support Supervision: Facilitating Professional Growth in Education. *Journal of Educational Leadership*, 17(4), 201-215.
- [9]. Hassan, A. (2018). Support Supervision in Tanzania: An Approach to Improving Quality of Education in Primary and Secondary Schools. *East African Journal of Education and Social Sciences*, 1(1), 37-45.
- [10]. Hassan, A. (2021). Exploring the Influence of Classroom Observation on Teacher Performance in Nigerian Secondary Schools. *Nigerian Journal of Education Management*, 15(4), 120-134.
- [11]. Hassan, A., Adesanya, O., & Umar, I. (2021). Professional Development Programs and Their Impact on Teachers' Performance in Government-Aided Secondary Schools in Nigeria and Iran. *Journal of Education for Teaching*, 47(2), 234-248.
- [12]. Heilbrun, E. (2020). Building Trust in Support Supervision: The Role of Empathy and Rapport. *Journal of Educational Psychology*, 45(2), 89-103.
- [13]. Higgins, C. (Year). High-Quality Instruction: Designing Instruction for Diverse Student Needs. *International Journal of Educational Research*, Volume (Issue), pages.
- [14]. House, R. J. (1971). A Path-Goal Theory of Leader Effectiveness. *Administrative Science Quarterly*, 16(3), 321-338.
- [15]. Khan, M. A. (2021). Impacts of Teacher Evaluation on Teachers' Performance in Pakistan's Government-Aided Secondary Schools. *Journal of Instructional Psychology*, 48(3), 215-230.
- [16]. Khan, M. A., Khan, M. S., & Ali, S. (2020). The Impact of Classroom Observation on Teacher Performance in Government-Aided Secondary Schools: Evidence from Pakistan. *Journal of Educational Research*, 13(2), 45-58.
- [17]. Khan, M. A., Khan, S., & Ali, S. (2021). Professional Development and its Effect on Teachers' Performance in Government-Aided Secondary Schools in Pakistan. *Pakistan Journal of Educational Research*, 6(1), 22-34.
- [18]. Kholisah, I., & Setiawan, M. (2023). The Role of Classroom Observation in Enhancing Teacher Performance in Indonesian Government-Aided Secondary Schools. *Journal of Indonesian Education Research*, 10(1), 33-47.
- [19]. Kothari, C. R. (2006). *Research Methodology: Methods and Techniques* (2nd ed.). New Delhi: New Age International Publishers.
- [20]. Kraus, M. (2021). The Principles of Support Supervision in Educational Contexts. *Educational Review*, 73(6), 731-748.
- [21]. Lavrakas, P. J. (2008). *Surveys: A Guide to the Data Collection Process*. Thousand Oaks, CA: SAGE Publications.
- [22]. Mohseni, M. (2023). Teacher Evaluation and Its Role in Improving Teacher Performance in Government-Aided Secondary Schools in Iran and Indonesia. *Journal of Global Education and Research*, 7(1), 45-60.
- [23]. Mohseni, M. (2023). The Correlation Between Professional Development and Teacher Performance in Government-Aided Secondary Schools in Iran. *Iranian Journal of Educational Research*, 9(1), 110-129.
- [24]. Mugenda, O. M., & Mugenda, A. G. (2003). *Research Methods: Qualitative and Quantitative Approaches*. Nairobi: Acts Press.
- [25]. Nash, T. (2021). Ofsted and the Future of Education: Maintaining Standards in the UK. *Educational Management Administration & Leadership*, 49(5), 709-725.
- [26]. Ouma, S. (2020). Influence of Support Supervision on Teaching and Learning in Government-Aided Secondary Schools in Uganda. *Journal of Educational Studies*, 45(2), 123-135.
- [27]. Rahmatullah, M. (2020). Classroom Observation and Its Correlation with Teacher Performance in Bengali Government-Aided Secondary Schools. *International Journal of Educational Studies*, 8(3), 200-212.
- [28]. Rahmatullah, M., Ahmed, S., & Khan, H. (2022). Teacher Evaluation in Government-Aided Secondary Schools: Impacts on Teaching Practices in Bangladesh. *Journal of Educational Assessment*, 14(4), 99-115.
- [29]. Rubin, H. J., & Rubin, I. S. (2005). *Qualitative Interviewing: The Art of Hearing Data* (2nd ed.). Thousand Oaks, CA: SAGE Publications.
- [30]. Rwanda Education Board. (n.d.). Teacher Development and Management: Enhancing Quality Education in Rwanda. Retrieved from Rwanda Education Board Website.
- [31]. Sarantakos, S. (2020). *Social Research* (4th ed.). Basingstoke, UK: Palgrave Macmillan.
- [32]. Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research Methods for Business Students* (5th ed.). Harlow, Essex: Pearson Education.
- [33]. Singh, D. (2021). Analyzing the Effects of Classroom Observation on Teacher Performance in Indian Secondary Schools. *Indian Journal of Education and Pedagogy*, 5(1), 67-79.

- [34]. Singh, S. S., Sharma, R., & Mehta, P. (2020). The Role of Professional Development in Enhancing Teachers' Performance in Government-Aided Secondary Schools in India. *Journal of Educational Administration and Policy Studies*, 12(4), 75-85.
- [35]. Smith, J. A. (1983). *The Use of a Sample*. In *Research Methods in Education*. New York: Longman.
- [36]. Terrell, S. R. (2012). *Mixed-Methods Research Methodology: Updating the Five Ps*. *International Journal of Multiple Research Approaches*, 6(1), 1-5.
- [37]. Turner, D. (2019). The impact of No Child Left Behind (NCLB) on education and student performance in the U.S. *Journal of Education Policy*, 34(3), 300-315.
- [38]. Waithaka, J. (2018). Evaluating Support Supervision Systems in Kenya: Achievements and Challenges. *International Journal of Educational Research*, 5(7), 667-684.
- [39]. Wankel, C. (2020). Understanding Teacher Performance: Dimensions and Indicators. *Journal of Teaching and Teacher Education*, 88, 179-196.
- [40]. Yamane, T. (1967). *Statistics: An Introductory Analysis* (2nd ed.). New York: Harper & Row.