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# The Impact of Directive Supervisory Practices on Job Performance of Teachers in Public Primary Schools: A Case Study of Ibanda Municipality, Uganda

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## ABSTRACT

This study explores the relationship between directive supervisory practices of head teachers and the job performance of teachers in selected Public Primary Schools in Ibanda Municipality, Ibanda District, Uganda. Employing a correlation research design, the study examines the monitoring methods employed by head teachers and their impact on teacher performance. Both quantitative and qualitative data were collected, with primary school teachers responding to questionnaires and head teachers participating in interviews. A mixed-methods approach was utilized to provide a comprehensive analysis. A sample size of 162 respondents was selected using Krejcie and Morgan's table of sample selection from a population of 251. The findings indicate that Directive Supervisory Practices positively influence teachers' performance and are perceived as effective in promoting positive outcomes. Recommendations include further investigation into the impact of head teachers' supervisory practices on variables such as teachers' effectiveness, pupils' attitudes, and the overall school climate, as well as exploring the influence of teachers' performance on pupils' academic achievement. Additionally, the study suggests that school head teachers could benefit from employing both directive supervisory practices to enhance teacher performance.

**Keywords:** Directive head teacher, Supervisory practices, Job performance, Public primary schools, Ibanda Municipality

## INTRODUCTION

Low job performance of teachers in the primary schools in Ibanda Municipality has been one of the commonest challenges reported in Ibanda Municipality [1-4]. Anecdotal evidence showed that in 2021 only 60% of the teachers in public primary schools made schemes of work and only 40% made lesson plans whereas only 20% prepared learning materials to use in class in Ibanda Municipality [5-7]. However, it was believed that head teachers' directive supervisory practices drastically transform into job performance of teachers [8-13] and, despite the relevance of head teachers' directive supervisory practices in providing fast, convenient, reliable and secure teacher performance, there was low job performance of teachers in the public primary schools in Ibanda Municipality [14-17]. This led to the failure by teachers to make most of the pupils pass in division one in 2021 Primary Leaving Examination results. This was attributed to ineffective head teacher's supervisory practices [18-22]. The problem of teachers' declining work performance is more acute on the continent of Africa [23-25]. For a case, South Africa is dealing with a significant number of dysfunctional educational institutions as a result of depressed, disheartened, and failing educators [26-29]. The Educational department of government in South Africa claimed in 2012 that educators there had the highest absence rate in the Southern African Development Community, according to [30-33]. In 2012, teachers missed 19.7 days on average, and in 2017, the absence rate was almost as alarming. Concerns were also raised about the teacher's tardiness and attrition [34-36]. Teachers' work performance is likewise dismal in the East African area. In Kenya, for example, there have been complaints of

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chronic absenteeism, lateness, failure to evaluate the work of learners on duration, and test fraud [35-38]. There have been several instances of professional misconduct in Tanzanian educational institutions ranging from basic schools to higher learning institutions. Absence from work, intoxication, and sexual abuse, and examination fraud, use of harsh speech, substance misuse, and unethical attire are all prevalent in educational institutions in the countryside. As a result, 200 to 300 teachers are fired each year for professional misbehavior [22]. The state of affairs in Uganda, like the rest of East African nations, is not much improved. According to [10-13], teachers have low morale and fail to carry out all of their professional tasks, such as good classroom teaching management to pupils and guaranteeing discipline and regularity. Approximately 15% of teachers have failed to show up for class. Instructors frequently arrive late and fail to carry out all of their professional responsibilities, such as creating work schemes, lesson plans, and fulfilling weekly activities. Throughout decades, bad performance among educators has been mirrored in low learner achievement in Uganda National Examinations Board [9]. Concerned about teachers' low job performance, the government has prioritized their welfare, hoping that improving their morale will enhance their work performance. For example, the government has attempted to increase teacher salary, and wages for educators have gradually improved, as has support for teachers Savings and Credit Cooperatives (SACCOs) [10]. There have also been initiatives to build houses for them in order to offer adequate housing [11]. Educators are also entitled to retirement benefits, which include annuity payments consistent with their rank, pay, and duration of service, as well as a gratuity provided at the start of their retirement [12, 13]. Despite all of the aforementioned measures to improve the performance of educators, it remains poor. Instruction fails to adhere to the requirements specified by the National Curriculum Development Centre (NCDC) and the Directorate of Education requirements (DES) at Government-aided primary educational institutions in Ibanda Municipality, wherein the research will be conducted (Uganda National Examination Board (UNEB)). Educators have frequently demonstrated apathy in their work, with a number of them engaging in excessive alcohol drinking, which has significantly impacted their jobs and careers in ways such as poor performance, neglect, and job loss [14, 13]. Instructors are regularly late for work; some instructors do not show up at school and have terrible relationships with their colleagues, among other things. Despite everything, instructors' job performance remains dismal. Notwithstanding government attempts, the performance of teachers remains low, necessitating this investigation to determine if the job performance of educators is connected with head educators' directive supervisory practices in public primary schools in Ibanda Municipality, Ibanda District, Uganda.

#### **OBJECTIVE OF THE STUDY**

To determine the relationship between directive head teacher's supervisory practices and job performance of teachers in public primary schools in Ibanda Municipality, Ibanda District, Uganda.

#### **RESEARCH HYPOTHESIS**

There is no relationship between directive head teacher's supervisory practices and job performance of teachers in public primary schools Ibanda Municipality, Ibanda District, Uganda

#### **METHODOLOGY**

The study adopted a correlation research design since it would give the investigator a thorough analysis of the relationship between directive supervisory practices of head teachers and the performance of educators in the public primary schools in the Ibanda Municipality. Correlation design also helped the researcher to deal with the various statistical tests to ultimately determine relationships. In order to offer a thorough examination of the topic, a mixed approach was employed [15]. Therefore, both quantitative and qualitative data was gathered for this study. Primary school teachers were subjected to questionnaires to complete in order to gather the majority of the data. To supplement the quantitative data, qualitative information was gathered through head teacher interviews.

#### **Sampling technique**

A sample size of 162 respondents were selected using [16] table of sample selection, these included 19 head teachers out of the 22 schools that the researcher studied, 141 teachers of the target 227 teachers from 22 primary schools in Ibanda municipality, 01 municipality education officer and 01 inspector of schools. Out of the 42 schools in the municipality, only 22 were studied.

**Table 1: Distribution of Samples**

| Category      | Target Population | Sample Size | Sampling Technique |
|---------------|-------------------|-------------|--------------------|
| Head Teachers | 22                | 19          | Purposive sampling |
| Teachers      | 227               | 141         | Stratified /Random |
| MEO           | 01                | 01          | Purposive sampling |
| MIS           | 01                | 01          | Purposive sampling |
| <b>Total</b>  | <b>251</b>        | <b>162</b>  |                    |

**Selection of Primary Schools**

Out of the 42 public primary schools in Ibanda Municipality, 22 schools were selected by stratified sampling technique.

**Selection of Head Teachers**

The head teachers of the selected schools were purposively selected and interviewed since they were the first contacts in the given school. A total of at least 19 head teachers were recruited into the study.

**Selection of Teachers**

Simple random sampling technique was used to select teachers in the selected primary schools. A total of 141 teachers were selected from 22 primary schools.

**Selection of Municipal Education Officers and Municipal Inspector of Schools**

By virtue of their positions, the Education officer and the Inspector of schools participated in the study.

**Methods of Data Collection**

The key data collection tools were questionnaires to collect data from teachers. They were closed ended questionnaires. Interview guides were also used to collect data from head teachers, the inspector of schools and municipal education officer.

**Questionnaires**

The researcher used closed-ended self-administered questionnaires to get data from the teachers. The questionnaires were first used to capture background data of the respondents and later data on the key variables and their constructs. Self-administered questionnaires were preferred because of the number of respondents, costs and the nature of the topic [17]. The questionnaires were adopted from previous research done in Kenya but was adjusted to suit the current research. Questionnaire comprised of three parts. Section A with the bio-data of the respondents thus gender, age, education background, appointment status, distance to place of residence, years of teaching experience and teaching load. Section B included data on head teacher's directive supervisory practices. Section C included data on various items of job performance of teachers.

**Interviewing**

The researcher benefited from the interview guides while interviewing the head teachers, Inspector of Schools and Municipal Education Officer. These tools were employed because they foster an environment of openness among study participants and enabled the researcher to delve deeper to uncover hidden facts. Interviews were chosen over other methods because they would enable the collection of in-depth data on the subject, act as helpful follow-ups to specific replies and allow for additional investigation of those responses, and aid in triangulation [18].

**Validity and Reliability of the Instruments**

**Validity**

Through the construction of the item scales with the assistance of professionals in the fields of financial management techniques and road pre-financing, validity was attained. [19], defined content validity as the extent to which an instrument contains an approximate sample of items for the construct being assessed. The researcher can examine the items' consistency, relevance, and clarity with the aid of the supervisors. The Content Validity Index (CVI) was used to assess the validity of each study variable and concept.

$$CVI = \frac{\text{Number of relevant items}}{\text{Total number of items in the variable/construct}}$$

Total number of items in the variable/construct

If CVI value would be > 0.6, then the content validity index would be good for the pretest study [20].

### Reliability

According to [19], reliability is the extent to which a measuring procedure is dependent upon to provide consistent findings when used repeatedly. The Cronbach's coefficient alpha was used to determine the instrument dependability. A pretest study was conducted initially to pre-test the questionnaire and ascertain its reliability before it was used. A total of 12 respondents, or 5% of the sample size of the study, participated in the pilot study. Following that, the internal consistency was computed using the Statistical Package for Social Sciences (SPSS) version 26 computer software utilizing Cronbach's alpha coefficient [21]. The Cronbach's alpha score obtained of  $\alpha \geq 0.70$ , then confirmed that the instrument was reliable to be used in the study [18].

### Methods of data analysis

All questionnaire data was put into Microsoft Excel for organization and processing. The data was then imported and analyzed using the Statistical Package for Social Sciences (SPSS) version 20. For categorical demographic data, descriptive statistics consisting of frequencies and percentages was presented. The researcher calculated correlations and hierarchical linear regression to reject or accept the hypotheses to determine whether there was a significant association between the head teacher's directive supervising techniques and teacher performance. At  $p=0.05$ , the null hypothesis was rejected. According to the study goals, coefficients and p-values were reported. Qualitative data was analyzed by use of thematic approach. Based on the hypotheses of the study, quotes related to the themes were identified through verbatim and transcripts and presented in order to triangulate the quantitative information.

### FINDINGS OF THE STUDY

The findings of the study are presented in line with the research objective and hypothesis as described below.

#### Response Rate

Initially, this study was planned to collect data from 162 respondents for the questionnaire survey data. However complete data for the questionnaire was collected from 133 teachers and interviews from 19 head teachers, 1 municipal education officer and 1 inspector of schools. Hence finally data was collected from a total of 154 respondents. The response rate was as presented in Table 2.

**Table 2: Response Rate for the Study**

| Instruments    | Targeted | Actual | Response Rate |
|----------------|----------|--------|---------------|
| Interview      | 21       | 21     | 100%          |
| Questionnaires | 141      | 133    | 94.32%        |

#### Data from primary sources

Table 2's data reveals that 21(100%) of the respondents who were chosen for interviews all had their interviews while 133 (94.32%) of the respondents who completed the questionnaire survey provided information. Because [22] contend that a response rate of 50% or above should be seen as favourable in humanities research, this response rate was deemed adequate.

#### Background Information

In this section, background information on the respondents is included, including information on their gender, age groups, greatest degree of education reached, appointment status, job history, and roles held within the organization. The information was as shown in Table 3.

**Table 3: Respondents Background Characteristics**

| Item                       | Categories   | Frequency | Percentage |
|----------------------------|--------------|-----------|------------|
| Gender                     | Male         | 78        | 59         |
|                            | Female       | 55        | 41         |
|                            | Total        | 133       | 100        |
| Age group                  | Below 20 yrs | 2         | 1.5        |
|                            | 20-30 yrs    | 63        | 47.4       |
|                            | 30-40yrs     | 31        | 23.4       |
|                            | 40-50yrs     | 19        | 14.2       |
|                            | Above 50yrs  | 18        | 13.5       |
|                            | Total        | 133       | 100        |
| Highest level of education | Certificate  | 75        | 56.3       |
|                            | Diploma      | 51        | 38.4       |
|                            | Bachelors    | 5         | 4.0        |
|                            | Masters      | 2         | 1.3        |
|                            | Total        | 133       | 100        |
| Years in school            | 1-5yrs       | 72        | 54.3       |
|                            | 5-10yrs      | 39        | 29.1       |
|                            | 10yrs        | 22        | 16.6       |
|                            | Total        | 133       | 100        |

Source: Primary data, 2023

The results on gender showed that the larger percentage (59%) was of males with females being 41%. This suggested that although the larger percentage of the respondents was males, even females were many because the difference was only 18%. This suggested that the data collected was representative of both gender groups because the number of females was equally high and they effectively participated in the study. With regard to age groups of the respondents in years, the results showed that the bigger percentage (47.4%) was of the respondents who were between 20-30 years followed by 23.4% who were 30-40 years. 14.2% were between 40-50, 13.5% were those of 50 years and above and the smallest percentage (1.5%) was of those below 20 years. This means that most of the respondents were between 20 and 50 years. It was thus believed that the respondents could give reliable data basing on their ages that gave them enough experience about management of employees and their commitment. Data on the marital status of the respondents showed that the majority of the respondents (64.9%) were married, 29.1% were single, and 4.7% were widowed while 1.32s% were divorced. With data collected from respondents with different family obligations, this suggested that data were representative of views of teachers with different life and family experiences. The results on family life thus can be generalised on different teachers. The results on levels of education showed that the majority of the respondents (56.3%) were certificate holders, 38.4% had diplomas, 4.0% were degree holders and 1.3% had Master's degrees. These results suggested all the respondents were literate and were therefore able to provide reliable responses because of their proficiency in the English language used in the questionnaire. With respect to the number of years the respondents worked with the school, the bigger percentage (54.3%) had worked for 1-5 years, followed by 29.1% that had served for 5 – 10 years and the lesser percentage of 16.6% had served the school for 10 years and above. The results suggest that most of the respondents had worked in their schools for a long time and could therefore provide reliable information about leadership styles of their head teachers.

**RESULTS ON JOB PERFORMANCE OF TEACHERS**

Job performance of teachers was studied as a one-dimensional concept using 11 items. The results on Job performance of teachers included frequencies, percentages and means. The results on Job performance of teachers were as presented in Table 4.

**Table 4: Job Performance of Teachers in Public Primary Schools Ibanda Municipality**

| Job performance of teachers   | SD          | D           | NS          | A           | SA          | Mean |
|---|-------------|-------------|-------------|-------------|-------------|------|
| I am planning on working for another school within a period of three years                | 22<br>20.6% | 8<br>7.5%   | 43<br>40.2% | 15<br>14.0% | 9<br>17.8%  | .00  |
| Within this school, my work gives me satisfaction   | 8<br>7.5%   | 3<br>2.8%   | 49<br>45.8% | 21<br>19.6% | 6<br>24.3%  | 3.50 |
| If I wanted to do another job, I would look first at the possibilities within this school | 4<br>3.7%   | 13<br>12.1% | 36<br>33.6% | 33<br>30.8% | 0<br>18.7%  | 3.49 |
| I see a future for myself within this school  | 6<br>5.6%   | 10<br>9.3%  | 48<br>44.9% | 26<br>24.3% | 15<br>14.0% | 3.32 |
| It does not matter if I am working for this school or another, as long as I have work     | 7<br>6.5%   | 14<br>13.1% | 29<br>27.1% | 32<br>29.9% | 23<br>21.5% | 3.48 |
| If it were up to me, I will definitely be working for this school for the next five years | 6<br>5.6%   | 13<br>12.1% | 28<br>26.2% | 33<br>30.8% | 25<br>23.4% | 3.55 |
| If I could start over again, I would choose to work for another school                    | 2<br>1.9%   | 4<br>3.7%   | 43<br>40.2% | 39<br>36.4% | 17<br>15.9% | 3.61 |
| If I received an attractive job offer from another school, I would take the job           | 4<br>3.7%   | 7<br>6.5%   | 46<br>43.0% | 31<br>29.0% | 19<br>17.8% | 3.50 |
| I love working for this school  | 9<br>8.4%   | 7<br>6.5%   | 28<br>26.2% | 32<br>29.9% | 30<br>28.0% | 3.63 |
| I have checked out a job in another school previously                                     | 15<br>14.0% | 8<br>7.5%   | 26<br>24.3% | 33<br>30.8% | 25<br>23.4% | 3.42 |
| The work I am doing is very important to me   | 3<br>2.8%   | 5<br>4.7%   | 16<br>15.0% | 12<br>11.2% | 71<br>66.4% | 3.34 |

**Source: Primary data, 2023**

The data in Table 6 on whether teachers were planning on working for another school within a period of three years cumulatively revealed that the majority percentage (40.2%) of the respondents were not sure while 20.7% strongly disagreed and 17.8% strongly agreed. With the mean = 3.00, the results suggested the teachers agreed that sometimes they were planning on working for another school within a period of three years. As to whether teachers felt within their schools, their work gave them satisfaction, cumulatively the majority percentage (45.8%) of the respondents were not sure while 7.5% disagreed. The mean = 3.50 close to 4 suggested that the respondents agreed. With respect to whether teachers would look first at the possibilities within their schools, if they wanted to do another job, cumulatively the majority percentage (30.8%) agreed while 3.7% disagreed and 33.6% were not sure. The mean = 3.49 indicated that the respondents agreed. As regards whether teachers saw a future for themselves within their schools, cumulatively the majority percentage (44.9%) of the respondents were not sure while 24.3% agreed. The mean = 3.32 meant that the respondents agreed. Regarding whether it did or didn't matter whether teachers were working for their schools or not, as long as they have work, the majority percentage (29.9%) of the respondents agreed while 27.1% were not sure. The mean 3.48 implied that the respondents agreed. Concerning whether teachers would definitely be working for their schools for the next five years if it were up to them, the majority percentage (30.8%) of the respondents agreed while 26.2% were not sure. The mean = 3.55 close four suggested that the respondents agreed. As to whether teachers would choose to work for another school if they could start over again, cumulatively the majority percentage (40.2%) of the respondents were not sure while 36.4% agreed. The mean = 3.50 suggested that the respondents agreed. As to whether teachers would take another job offer from another school if it was attractive, cumulatively the majority percentage (43.0%) of the

respondents were not sure while 29.0% agreed. The mean = 3.50 implied that the respondents agreed. Regarding whether loved working for their schools, the majority percentage (29.9%) agreed while 8.4% disagreed and 26.2% were not sure. The mean = 3.63 close to four indicated that the respondents agreed. With respect to whether teachers had checked out a job in another school previously, the majority percentage (30.8%) of the respondents agreed with 14.0% disagreeing. The mean = 3.42 meant that the respondents agreed. As to whether the work the teachers were doing was important to them, the majority percentage (66.4%) of the respondents agreed with 2.8% disagreeing. The mean=3.34 implied that the respondents agreed. To find out if results on Job performance of teachers were normally distributed, the researcher calculated an average index for the eleven items measuring Job performance of teachers and drew a histogram from the same showing the normality of the results as in Figure 1.

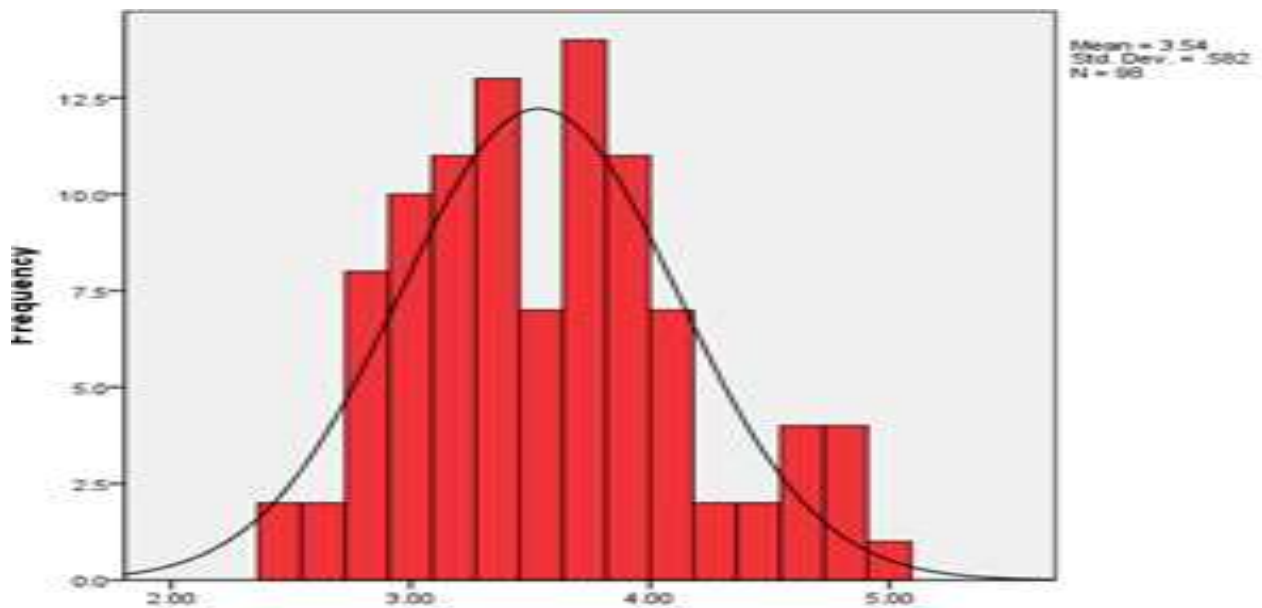


Figure 1: Histogram for Job performance of teachers

The results in Figure 1 show a high mean = 3.54 which indicates that the respondents agreed. With the low standard deviation (0.582) and the curve in the figure showing normality, it can be deduced the results on performance of teachers were normally distributed. Thus, the data on Job performance of teachers could be subjected to linear correlation and regression and suitable results obtained. In the interviews with head teachers, they were asked to give their assessment of how Job performance of teachers in their school has been over the years. Several related responses were given pointing to the effect that commitment of teachers in the schools was good.

One interviewee said; *“As management of the school, we ensure that teachers are encouraged to speak out the challenges they face so that they become stable at the work place. Sometimes, we interface with the teachers about their satisfaction with the working conditions under which they operate. Largely, the teachers report satisfaction with the working conditions save for a few teachers. However, we are trying to talk to them and ensure that we meet their needs. This will help us when it comes to their roles. When we reach out to them in our supervision schedules, they will do what we want them to do, or what the profession demands that they do. Nevertheless, there are some few teachers who insist and ignore their roles and duties and perform poorly, despite our efforts to motivate them to work and supervise them well so that they meet their performance expectations. However, i see that whenever we step up supervision, they change and work.”* Another head teacher stated that; *“We have made efforts to ensure that teachers are listened to so that they can work well for their school. We give them job descriptions, guide them in seminars, meetings and workshops and also supervise them to remind them their duties because it is also our duty. Myself I am positive that our teachers are going to work well for this school. In fact, our direct supervision has changed things in this school. They are trying to work these days. The future is bright.”* These views support the descriptive statistics results which showed that Job performance of teachers in the schools was at a high level.

**Results for Head Teachers’ Directive Supervisory Practices and Job Performance of Teachers**

The objective of the study was to examine the relationship between Directive supervisory practices and Job performance of teachers in public primary schools in Ibanda Municipality. The descriptive results on the same were as presented in Table 5.

**Table 5: Descriptive Statistics for Directive Supervisory Practices**

|   |   | SD  | D    | NS  | A    | SA  | Mean |
|---|---|-----|------|-----|------|-----|------|
| My head teacher instils pride in me                           | F | 5   | 5    | 7   | 9    | 1   | 0.62 |
|   | % | .7  | .7   | 3.9 | 7.8  | 9.0 |      |
| My head teacher focuses my strengths                          | F | 3   | 6    | 1   | 7    | 0   | 0.70 |
|   | % | .8  | .6   | 8.3 | 5.2  | 8.0 |      |
| My head teacher behaves consistent with values                | F | 1   | 3    | 1   | 4    | 7   | 0.00 |
|   | % | .9  | .8   | 9.0 | 31.8 | 4.6 |      |
| My head teacher clarifies rewards                             | F | 9   | 8    | 3   | 3    | 0   | 0.26 |
|   | % | .4  | 6.8  | 0.8 | 1.5  | 8.7 |      |
| My head teacher treats us as individuals                      | F | 1   | 11   | 1   | 1    | 2   | 0.50 |
|   | % | 0.3 | 10.3 | 9.0 | 9.6  | 9.9 |      |
| My head teacher talks about trusting each other               | F | 2   | 8    | 5   | 5    | 2   | 0.00 |
|   | % | .9  | .5   | 3.4 | 3.4  | 9.3 |      |
| My head teacher talks enthusiastically                        | F | 4   | 3    | 4   | 4    | 9   | 0.80 |
|   | % | .7  | .8   | 1.8 | 31.8 | 7.1 |      |
| My head teacher provides reassurance for overcoming obstacles | F | 3   | 3    | 0   | 5    | 3   | 0.70 |
|   | % | .8  | .8   | 7.4 | 2.7  | 1.5 |      |
| My head teacher provides encouragement                        | F | 2   | 5    | 3   | 4    | 2   | 0.02 |
|   | % | .9  | 4.7  | 1.5 | 1.8  | 9.3 |      |
| My head teacher expresses confidence                          | F | 1   | 2    | 0   | 0    | 3   | 0.15 |
|   | % | .9  | 1.9  | 8.7 | 7.4  | 0.2 |      |
| My head teacher encourages us to rethink ideas                | F | 1   | 4    | 7   | 3    | 9   | 0.91 |
|   | % | .9  | .7   | 5.2 | 0.2  | 7.1 |      |
| My head teacher encourages us to express ideas                | F | 2   | 3    | 6   | 5    | 0   | 0.83 |
|   | % | .9  | .8   | 3.6 | 32.7 | 0.8 |      |
| My head teacher encourages non-traditional thinking           | F | 0   | 8    | 1   | 1    | 1   | 0.44 |
|   | % | .3  | .5   | 9.0 | 9.0  | 9.6 |      |
| My head teacher encourages reasoning                          | F | 1   | 4    | 7   | 3    | 0   | 0.01 |
|   | % | .9  | 3.7  | 5.2 | 0.8  | 7.4 |      |
| My head teacher provides advice for development               | F | 1   | 4    | 1   | 4    | 6   | 0.13 |
|   | % | .9  | .7   | 9.6 | 1.8  | 3.0 |      |
| My head teacher promotes development                          | F | 2   | 4    | 9   | 8    | 3   | 0.09 |
|   | % | .9  | .7   | 7.8 | 35.5 | 0.2 |      |
| My head teacher recognises my achievements                    | F | 1   | 8    | 2   | 6    | 9   | 0.08 |
|   | % | .9  | .5   | 9.9 | 3.6  | 7.1 |      |
| My head teacher rewards my achievements                       | F | 8   | 1    | 3   | 2    | 3   | 0.48 |
|   | % | .5  | 0.3  | 0.8 | 9.9  | 1.5 |      |
| My head teacher assists based on effort                       | F | 4   | 7    | 8   | 9    | 7   | 0.74 |
|   | % | .7  | .5   | 6.2 | 36.4 | 5.2 |      |

**Source:** Primary data, 2023

The results in Table 5 on whether head teachers instilled pride in the teachers showed that cumulatively, the majority percentage (43.9%) of the teachers were not sure while 29.0% agreed. With the high mean = 3.62 close to code 4 which on the scale used corresponded with agreed, the results suggested head teachers instilled pride in the teachers. As to whether head teachers focused teachers’ strengths, the majority percentage (38.3%) of the teachers were not sure while 28.0% agreed and the high mean = 3.70, suggested that head teachers in the schools focused



teachers' strengths. The teachers further indicated that head teachers in the schools behaves consistent with values because the majority percentage (34.6%) agreed with a high mean = 4.00. As to whether head teachers clarified rewards, the majority percentage (30.8%) of the teachers were not sure while 21.5% agreed and the mean = 3.26, suggested that head teachers in the schools clarified rewards. The teachers revealed that head teachers treated them as individuals. This was because the majority percentage (29.9%) of the teachers agreed and the mean = 3.50 is high. With a majority percentage (39.3%) of teachers agreeing and a high mean = 4.00, the teachers also suggested that head teachers talked about trusting each other. Also, with the majority percentage (31.8%) of the teachers agreeing and a high mean = 3.80, the teachers indicated that head teachers talked enthusiastically. With respect to whether head teachers provided reassurance for overcoming obstacles, the majority percentage (37.4%) of the teachers were not sure while 32.7% agreed and the mean = 3.70, suggested that head teachers in the schools provided reassurance for overcoming obstacles. With respect to whether head teachers provided encouragement, the majority percentage (39.3%) of the teachers agreed while only 1.9% disagreed and the mean = 4.02, suggested that head teachers in the schools provided encouragement. With the majority percentage (40.2%) of the teachers agreeing and a high mean = 3.91, the teachers indicated that head teachers encouraged teachers to rethink ideas. As regards head teachers encouraging teachers to express ideas, the majority percentage (32.7%) of the teachers agreed while 33.6% were not sure and the mean = 3.83, suggested that head teachers in the schools encouraged teachers to express ideas. As regards head teachers encouraging non-traditional thinking, 29.0% of the teachers agreed while 29.0% were not sure and the mean = 3.44, suggested that head teachers in the schools encouraged non-traditional thinking. With respect to whether head teachers encouraged reasoning, the majority percentage (37.4%) of the teachers agreed while only 0.9% disagreed and the mean = 4.01, suggested that head teachers in the schools encouraged reasoning. With the majority percentage (43.0%) of the teachers agreeing and a high mean = 4.13, the teachers indicated that head teachers provided advice for development. With the majority percentage (40.2%) of the teachers agreeing and a high mean = 4.09, the teachers indicated that head teachers promoted development. As to whether head teachers recognised teachers' achievements, the majority percentage (33.0%) of the teachers agreed while only 0.9% disagreed and the mean = 3.80, suggested that head teachers in the schools recognised teachers' achievements. As to whether head teachers rewarded teachers' achievements, the majority percentage (30.8%) of the teachers were not sure while 29.9% agreed and the mean = 3.48, suggested that head teachers in the schools rewarded teachers' achievements. With respect to whether head teachers assisted based on effort, the majority percentage (36.4%) of the teachers agreed while only 3.7% disagreed and the mean = 3.74, suggested that head teachers in the schools encouraged reasoning. To find out if results on directive supervisory practices were normally distributed, the researcher calculated an average index for the nineteen items measuring transformational leadership and drew a histogram from the same showing the normality of the results as in Figure 2.

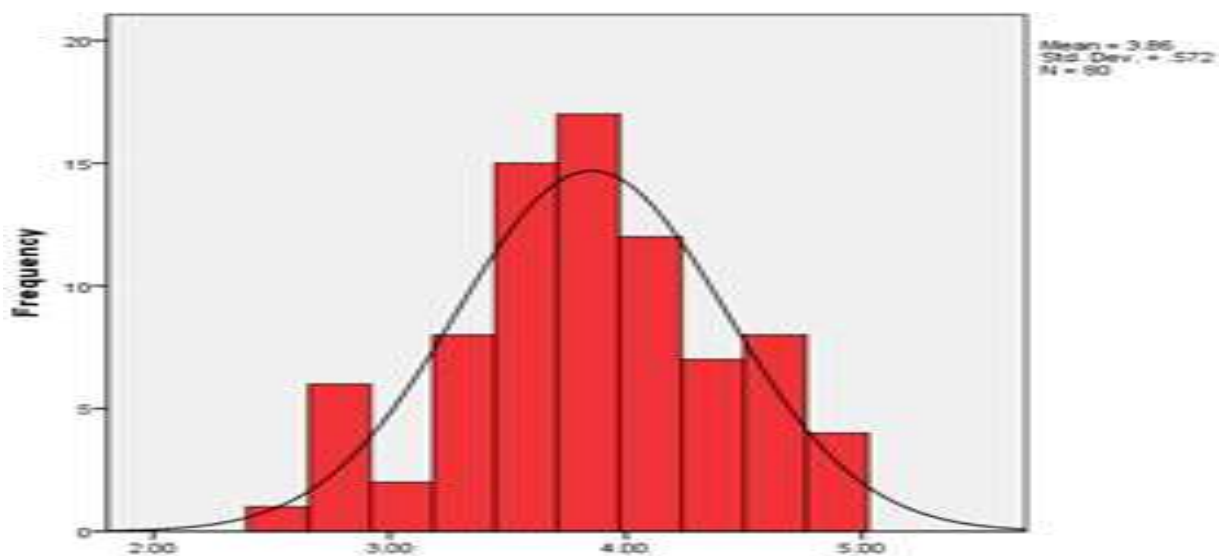


Figure 2: Histogram for Directive Supervisory Practices

The results in Figure 2 show a high mean = 3.86 which indicates that the respondents agreed. Therefore, the hypothesis that directive supervisory practices of leadership have a significant relationship with Job performance of teachers was accepted. With the low standard deviation (0.572) and the curve in the figure showing normality, it can be deduced the results on directive supervisory practices were normally distributed. Thus, the data on directive supervisory practices could be subjected to linear correlation and regression and suitable results obtained. In the interviews with head teachers, they were asked to give their assessment of how teachers in the schools are inspired to achieve the set goals and objectives in the schools. Several related responses were given pointing to the effect that a directive supervisory practice in the schools was used. One interviewee said; “*As administration of the school, we normally provide encouragement and motivation to our teachers so that they can work harder to achieve the set goals and objectives. We organise workshops in which teachers are talked to and inspired to believe in themselves, think creatively and work as a team to achieve the set goals and objectives.*” Another head teacher stated that; “*We have in place a system which rewards the best performing teachers but we also strive to empower average teachers to be transformed into great achievers.*” These views support the descriptive statistics results which showed that a directive supervisory practice in the schools was at a high level.

**Correlation Analysis of the Relationship between Supervisory Practices and Job Performance of Teachers**

The correlation analysis between the two variables is summarised in table 6 below.

**Table 6: Correlation Analysis**

|                                 | Job performance of teachers | Directive supervisory practices |
|---------------------------------|-----------------------------|---------------------------------|
| Job performance of teachers     | 1                           |                                 |
| Directive supervisory practices | 0.582**<br>0.000            | 1                               |

The study findings in Table 6 suggest that there is a positive significant relationship between directive supervisory practices and Job performance of teachers ( $r = 0.582, p = 0.000 < 0.05$ ). The critical value was significant at below 0.05 implying the acceptance of the research hypothesis stating that directive supervisory practices of leadership have a significant relationship with Job performance of teachers.

**DISCUSSION OF RESULTS**

Research Hypothesis: There is no relationship between directive head teacher’s supervisory practices and job performance of teachers in public primary schools Ibanda Municipality, Ibanda District, Uganda. The research hypothesis was rejected as regression results revealed that directive supervisory practice has a significant relationship with job performance of teachers was accepted. This finding was consistent with premise of the theory on which the study was based. The Transformational leadership theory suggests that the leader transforms follower’s self-interest, increases their confidence, elevates their expectations, encourages behavioural change and motivates others to higher levels of personal achievement hence developing engagement, thus more commitment [23]. This finding concurred with the findings of previous scholars. For example, [24] reported that job satisfaction and commitment among employees is increased due to empowerment and directive supervisory practices. [25] also revealed that directive supervisory practices were negatively related to turnover intention hence, it promoted commitment of employees. Similarly, [26] reported that there was insignificant negative association between turnover intention and directive supervisory practices. The discussion above showed that the finding of the study concurred with the findings of most of the previous scholars. Therefore, it can be deduced that directive supervisory practices has a positive and significant relationship with job performance of teachers.

**CONCLUSION**

Directive supervisory practices by head teachers and other school administrators is essential for job performance of teachers in primary schools. This is especially so when head teachers and other school administrators instill pride in the teachers, talk enthusiastically, provide encouragement, express confidence, recognise teachers’ achievements and provide advice for development.

**RECOMMENDATIONS**

Head teachers in primary schools should use directive supervisory practices in their schools. This should involve instilling pride in the teachers, talking enthusiastically, providing encouragement, expressing confidence, recognising teachers’ achievements and providing advice for development. The Municipal Education Department should encourage such a supervisory practice among head teachers through workshops, circulars, seminars, trainings and inspection trips.

### SUGGESTIONS FOR FUTURE RESEARCH

This study was carried out in one district. Future studies should consider extending the study to several districts and regions of Uganda. Besides, the study only sought to establish the relationship between directive supervisory practices and Job performance of teachers, therefore, future studies should also seek to establish the impact of head teachers' supervisory practices on teachers' effectiveness, pupils' attitude and the general climate in primary schools in Ibanda municipality. Other areas of future research could also be the influence of head teachers' supervisory practices on pupils' discipline in primary schools Ibanda municipality and the influence of school climate/ culture on teacher's performance levels in public schools in Ibanda municipality. Further still, since this study was largely quantitative, future research should adopt the qualitative approach as the most dominant approach for in-depth analysis.

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