

Head Teachers' Leadership Styles and Quality of Education in Primary Schools in South Western Uganda: A Case Study of Ntoroko District

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ABSTRACT: This study examined the impact of head teachers' leadership styles on the standard of instruction in Ntoroko District primary schools. The purpose of the study was to determine the degree to which head teachers' assistance and supervision affect the quality of education in primary schools in the Karugutu sub county, Ntoroko District, as well as the effects of delegation and good communication. A case study research design was used in the study. The primary schools in the sample consisted of 132 respondents who included 80 long-serving teachers, 40 senior teachers, 10 head teachers, and 2 education officers. The primary instruments for gathering data were the questionnaire and the interview guide. After the data was manually coded, descriptive statistics, namely percentages and content analysis, were used to assess the data both statistically and qualitatively. The findings showed that leadership styles of head teachers had an impact on educational quality. Seldom did head teachers advocate for oversight. This suggested that a high level of laziness was the cause of the poor grades. The results of the study showed that assigning tasks to head teachers raises the caliber of work produced by instructors. As a result, individuals are able to decide and finish activities in areas of direct knowledge. It also showed that the majority of institutions lacked developed communication plans.

Keywords: Headteachers, leadership styles, quality of education, primary schools, Ntoroko District and Uganda

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INTRODUCTION

In Ntoroko District, the government's policy to provide high-quality education that should result in good academic achievement has not been fulfilled. This is a result of the head teachers' improper leadership philosophies. According to the 2015 district inspection report, head teachers were found to be unable to establish effective channels of communication, to assign tasks to teachers seldom, and to rarely follow up on those assignments. The district records make it clear that few Head teachers assumed the duty of supervising instruction out of fear of hostility or in favor of the topics. As a result, there were a number of unfortunate events,

such as tardiness, absence, and lack of preparation, as well as subordinates stifling work, which led to low-quality instruction. It was necessary to shed light on the leadership styles used by head teachers in place of delegation, monitoring, and communication in an effort to uncover ways to enhance the quality of education provided in schools. Research on these leadership philosophies and their impact on high-quality educational attainment in Ntoroko District, is lacking. Thus, the purpose of this study was to investigate head teachers' leadership philosophies and how they affect the standard of instruction in government primary schools in Ntoroko District.

LITERATURE REVIEW

Numerous academics have developed diverse conceptions of leadership based on location and situation. For instance, Kouzes and Posner (2013) described leadership as behaviors that result in the development, growth, and good influence of both individuals and groups toward a common goal. According to the definition, a leader should prioritize pleasing the majority of his constituents rather than being self-centered. Additionally, leadership fostered the environment that turns difficult possibilities into tremendous success. According to this study, being a leader involves being able to see beyond the ordinary and see a better future for oneself and other people.

However, there are numerous definitions of what constitutes quality in education, indicating the concept's complexity and diversity. Efficiency, efficacy, equity, and quality are frequently used interchangeably (Adams, 1993). Nonetheless, there is currently broad agreement over the fundamental components of high-quality education. A healthy, well-fed, and eager to learn student body is a prerequisite for quality education. Families, communities, and gender-sensitive, safe, and protective environments are also important components of quality learning environments, as are sufficient facilities and resources. A quality education also incorporates information that is represented in materials and curricula that are pertinent to the learning of fundamental skills, particularly in the areas of literacy, numeracy, and life skills like Expertise in topics like women, health, nutrition, preventing HIV/AIDS, and peace processes. Through this, qualified educators will implement child-centered teaching strategies in well-run classrooms and educational institutions, as well as deft assessment techniques to promote learning and lessen inequalities. The end result will be outcomes that cover knowledge, skills, and attitudes and are connected to national objectives for education and constructive social engagement.

This definition also considers the national, international, and global factors influencing the debate over educational quality, (Motala, 2000). Odaet and Bbuye (1997) contend that education is a fundamental human right that advances both global economic growth and human development. Education also raises the standard and value of the current people. In order to improve the work force as a whole, this is achieved through offering vocational training, postsecondary education to provide skills for self-sufficiency, and traditional education to transmit knowledge. Putting money into human resources can promote economic growth. Education is intimately tied to a population member's chances of surviving and their capacity for developmental activities. Achieving high-quality education is Uganda's top priority when it comes to educational delivery. Students, teachers, parents, politicians, and the general public are all considered stakeholders since they have an interest in

the academic success of their fellow citizens. Everyone still demands a high standard of education, even in the absence of the required infrastructure and resources in the region. The school head is primarily held accountable for low academic achievement, (Sheninger, 2011). Most people have a tendency to think that a leader is someone who dominates another person or group of people; in reality, a leader is someone who brings people together and represents their opinions in order to achieve any desired goal. In order to improve any department's state, leadership is essential, and this also applies to educational settings. Effective leadership styles are a prerequisite for high-quality education (Mason, 2007).

With the onset of industrialization, the quality argument changed as consumers started to expect value for their money and as the necessity to guarantee that items met criteria increased, (Sallis, 1996). According to Wadsworth, et al..., (2002), the emphasis at this point was more on products than on quality. Gradually, industrialization brought about mass production and the division of labor into small, repetitive activities, which transferred the burden of quality control from workers to organizational processes and systems. After being inspected until 1940, the idea of quality control quickly took over manufacturing lines as a means of identifying inferior items and preventing them from reaching consumers. The 1960s saw a transition from statistical process control to quality assurance following World War II. The focus now was on preventing the initial production of faulty goods. As a result of this increased focus, the idea of total quality management (TQM) emerged in the 1980s. As social services such as health, education, and defense grew and absorbed large shares of Universal Funds, the government and communities began to request improvements in terms of financial value addition. Education was not exempt from the competition for students between schools. As a result, concerns about quality moved beyond the line separating the corporate world from the universal sector, and concepts of quality and service tailored to the unique settings of educational institutions created opportunities for reform in the following century, (Linston 1999).

The quality imperative became a topic of more discussion in Uganda, particularly as 2015, the year the MDGs were supposed to be accomplished, approached (Alexander, 2008; Tikly, 2011; Tikly and Barrett, 2010). According to Alexander (2008), there has been a significant shift in the international focus of the EFA discussion. Generally speaking, there has been a change from an almost sole focus on enrollment, access, and retention to a larger interest in educational outcomes and then quality. Despite the unavoidable gap between international commitment, national policy, professional culture, and daily practice, this transition is already part of the mainstream debate in EFA. The EFA goals place a strong emphasis on quality education, which should both

meet students' basic requirements and enhance their overall quality of life (Alexander 2008). On a related aspect, quality education moved along with Leadership styles of head teachers. Theories of educational leadership can be better understood by starting with research on leadership types, particularly in the field of education. To understand the various ways these theories have been developed, are manifested, and are contested in educational settings, learners, aspiring leaders, practitioners, and academics interested in the discipline should become familiar with these works, (e.g., servant, authentic, support/pedagogical, distributed, transactional, transformational, and many others).

Every day, educational leaders are faced with an enormous amount of work, (Sheninger, 2011). Effective school leaders understand that their leadership style is directly related to the culture and atmosphere of their school, in addition to their regular administration responsibilities such as conducting continuing observations, responding to concerns from parents and teachers, managing discipline issues, and the like (Whitaker, 2012). Furthermore, a great deal of research has shown that a school's leadership style affects the morale of its staff and teachers (Mason, 2007). These contribute to the promotion of the favorable working conditions needed to obtain high-quality education.

Empirical evidence suggests that morale rises in leaders who exhibit honesty (Meador, 2016), compassion (Pressley, 2012), and successful interpersonal communication (Fullan, 2011). Furthermore, when managers consistently acknowledge and thank staff members for their work, morale is boosted (Hodges, 2005). Similar to this, teacher morale is raised and quality education results when they are given regular opportunity to work as a team (Meador, 2016) and participate in relevant professional development courses together (Fiore, 2009). Increased morale has been associated with other leadership traits such as being courteous (Wilson, 2012), helpful (Hodges, 2005), and proficient in managing school discipline issues (Whitaker, 2012). Finding the precise ways in which head teachers' leadership styles affect the quality of education in primary schools, particularly in Ntoroko District, is still necessary, despite the abundance of studies showing a connection between leadership behaviors and self-esteem.

It is ideal to think that a head teacher's leadership style encourages staff members to pursue high-quality education. In a study comparing the performance of trained and unskilled head teachers, Nsubuga (2009) discovered that a greater proportion of head teachers still lacked administrative abilities. The morale of teachers may suffer from inadequate managerial abilities, which could impact their performance. This relates to the results of the 2015 District Inspector of Schools survey on quality education, which was completed by head teachers in Karugutu. Refresher courses were recommended

because, according to the assessment, only two head instructors performed above the required level. In another context, Kabeta et al., (2015) link the ethos of the school, the head teacher's leadership style, and the caliber of learning and teaching to school leadership. The key idea is that a person or group with supervisory responsibilities plays a major role in determining the caliber of education. Furthermore, head teachers have an impact on the teaching and learning process through their interactions with other teachers and their leadership qualities, (Kabeta et al., 2015). The effectiveness of implementation and teacher satisfaction are directly impacted by the leadership role that head teachers play at the school level. Thus, there is a need to thoroughly investigate various leadership philosophies and how they affect the standard of instruction at a few chosen primary schools of Ntoroko District.

Head teachers' effective communication and the quality of Education

Humans communicate through speaking, listening, reading, and writing for around 70% of their waking hours. Despite being one of the variables of organizational behavior that is explored the most, communication is not well understood (Luthans, 2011). "Exchange of information and the transmission of meaning" is the definition of communication (Katz and Kahn, 1978). Information and ideas can only be communicated when meaning is transferred from one individual to another. It is not enough to just convey the meaning; it must also be understood. Thus, comprehension of meaning and transference are both necessary for communication. There is a behavioral exchange involved in this personal process. According to Aubrey (1974), the only way for one person to affect another is by the behaviors that person exhibits. In other words, interpersonal communication is the only way that influence or effects may be produced. Effective communication is still one of the key issues facing modern management, while being a fundamental requirement for achieving organizational goals in management practice, (Luthans, 2011). No matter how brilliant a concept is, it is essentially worthless until it is shared and comprehended by those who are affected by it. Perfect communication occurs when an idea or thought is conveyed in such a way that the recipient's mental image matches the sender's exactly (Robbins, 1989). However, obstacles make it rare for perfect communication to occur in real life.

Good communication between teachers, students, support workers, and the entire school community promotes friendships. According to Goodland (1984), learning also seems to be improved when students know what is expected of them, receive feedback on their work, pick up on mistakes promptly, and are given direction on

how to do better. If a school is to meet its instructional goals, effective communication is essential. According to studies done by Sweeney (2012), head teachers ought to be concerned in what happens in the classroom as that is where consumers are serviced and the quality of service is determined. This is made possible by having efficient communication within the school, which eventually influences the academic performance of the school on national exams. Successful head teachers play a key role in a school's performance on national examinations.

According to Brandt's (1987) report on Andrews' study, good head teachers effectively convey the school's mission, offer instructional materials, serve as a resource for other staff members, and maintain a high level of visibility throughout the entire institution. According to the report, the head teachers, who oversee their schools, demonstrated democracy by enlisting every student without reservation in the math-performing schools.

A manager who understands his work well needs to update instructional staff members on their obligations, according to Mbiti (1974). He needs to stay on top of events and activities and not communicate with his personnel at the last minute.

If continuous innovations are to be implemented successfully, head teachers, who are also school managers, must, among other things, clearly communicate the goals of these innovations to the teachers and students in the school. Mbiti (1974) adduces to the significance of staff meetings as a means of promoting camaraderie among staff members, planning for upcoming activities and assessments within the school, officially notifying teachers of ministry circulars, and debating subject assignments. Through good communication, mutual trust, and transparency among stakeholders, education managers must offer opportunities for understanding the needs, aspirations, and frustrations of each staff member.

Ngware and Wamukuru, (2006) pointed out that teaching instructors the fundamentals of cooperation and team building would be extremely beneficial for both the teachers and the students, in addition to general communication skills. Regular team meetings give members the chance to voice issues, present their thoughts, and request clarification on responsibilities, roles, and objectives. Increased job satisfaction, decreased stress, better job performance, and self-confidence are just a few benefits that teams with clearly defined roles and regular meetings can enjoy. Successful head teachers should be able to pinpoint their schools' expectations and accurately articulate them to the whole student body.

According to Nzuve's (1999) research, the majority of people want to know exactly what is expected of them at work. In order to give students, the finest education or care possible, head teachers must express their frustrations and disappointments to other staff members and other instructors in a clear and consistent manner.

In order to give students, the guidance they require on a daily basis in the classroom, teachers must also understand the fundamentals of effective communication and how to use these skills.

Organizational talents are developed and implemented through strong social communicative processes, according to Gray (2004). For this reason, communication is crucial to the processes of socialization, decision-making, change management and problem-solving in schools. For a school system to be effective and efficient in reaching the goals set forth there must be communication. Relationships between head teachers and the school community are strengthened in schools through communication.

In educational administration, communication has four main functions, according to Okumbe (1998): - There are several ways in which communication influences how non-teaching staff members and students behave. For example, teachers and other professionals learn about the numerous facets of their occupations as well as other organizational and employment requirements through communication. Students are also instructed about appropriate behavior within the educational institution through communication. Through communication, the repercussions of deviant behavior are also made clear and understood.

Teachers, students, and other staff members in an educational institution can all be motivated by communication. All members of an organization learn what has to be done, how well they are doing with their various tasks, and what can be done successfully through communication. Appropriate feedback mechanisms enable this.

Moreover, communication fulfills social requirements and offers a release for the emotional expression of sentiments (Robbins, 1989). Communication serves as a means of social connection for educators, students, and other staff members in a school. People in the workplace express their happiness or express their frustration through communication. Successful head teachers cultivate personal relationships with important stakeholders outside of the school, such as lawmakers, national education officials, parents, and head teachers from other schools. Face-to-face communication is how head teachers communicate the most often. On the other hand, social media, email, and phone usage are rising. Official correspondence is typically limited to written correspondence. According to research, head teachers who are influential in the classroom can devote as much as 80% of their time on interpersonal communication, (Lunenborg, 2010).

Finally, decision-making is facilitated by communication. Teachers and others can obtain the information they need through communication to make the right judgments. In summary, an essential component of educational administration is efficient institutional communication. For example, findings from the Uganda

Certificate of Primary Education will be discussed and results from the ongoing assessment will be released through institutional communication. Teachers' productivity will increase when a favorable teaching and learning environment is created through effective institutional communication.

Head teachers' delegation and the quality of education

Since schools are inherently complex organizations, delegation of authority is inevitable. As a result, it is critical that all school managers and administrators, whether at the primary, secondary, or tertiary level, understand the concept of delegation, its significance, and how to use it. Sanni, 1997. "The authorization to understand activities that would otherwise be carried out by someone in a more senior position" is how Mullins (1993) defines delegation. According to Cole (1996), it's a procedure wherein a senior officer or management codes or assigns some of his authority to subordinates or colleagues to carry out specific activities or duties on his behalf. Nonetheless, both sources cautioned that the manager or senior officer is still answerable to his own higher officers for those responsibilities. The definitions given above demonstrate that delegation occurs both inside organizations and on an individual or personal basis. At the organizational level, it concerns where decisions are made, and this is represented in the organizational chart, which offers the framework for the organization. Put otherwise, the larger the organization, the more necessary it is to assign tasks or duties to different levels within the company. Mullins (1993). At the individual level, delegation is giving up control and accountability to coworkers to act on one's behalf, typically when one is unable to do so or is preoccupied with another matter.

In essence, delegation is a two-way process of power sharing. When a manager delegate, he transfers authority and duty, but he retains accountability; the person receiving the delegation implicitly agrees to execute the tasks and accepts responsibility for any errors. But there needs to be enough power granted to hold him or her responsible (Nwachukwu, 1988, Cole, 1996, Mullins, 1993).

Delegation functions in practice along two distinct extremes of a continuum: at one end, there is broad flexibility but lax control, while at the other; there is limited freedom but strict control. Depending on the parties involved and the circumstances, the degree of control might alternate between the two extremes (Nwachukwu, 1988). Important words like authority, responsibility, and accountability are linked to delegation (Mullins, 1993). 1.The ability granted to specific Officers (Managers) by virtue of their position within an organization to act or provide instructions to others is known as authority. 2.

The term "responsibility" describes the official or acknowledged expectations that a senior officer has of team members or subordinates to act or make certain judgments for which the subordinate would face accountability for his errors. 3.Ultimately, accountability is what matters most. The manager or senior official has the final say and is still in charge of all that is assigned to them (Mullins, 1993).

In terms of schools, there is always more work to be done in order to achieve the socialization or overall development of the students, which cannot be done by the headmaster or head teacher alone because they are also the chief executives who also serve as the accounting and reporting officers. Delegating certain responsibilities to subordinates is necessary because, in addition to ensuring the intellectual growth of the students, they also need to take care of their social, moral, and physical development, tend to the needs of parents and other guests, and make demands of their superior officers at the Teachers Service Commission (TSC) and the Ministry of Education.

Moreover, institutions such as schools are not supposed to remain stagnant. Owners anticipate expansion and advancement. Changes in staffing, student enrollment, curriculum development, social demands on schools, and other factors undoubtedly cause schools to become more complicated and put additional pressure on head teachers, necessitating the delegation of jobs and duties. As a result, delegation of authority is crucial to school administration, and both school administrators and teachers should be well-versed in it, particularly in terms of its advantages and how to best utilize it for the good of the curriculum.

This is required because the majority of school administrators and their deputies lack formal training in educational administration. Typically, "Who you Know" and their experience determine who gets appointed, (Ayinla, 1999). A large majority of teachers also lack this kind of training. In addition, inadequate supervision and misallocation of responsibilities likely contribute to the majority of issues plaguing the school system these days, including cultism, insubordination, absenteeism, cheating on exams, drug misuse, subpar academic achievement, and so forth.

No school head, no matter how hard they try, can function without delegating. It won't take long for someone to realize that they are overburdening themselves with tasks that their subordinates can perform with ease not even the one who demands to know everything before taking any action. Creating soap or baking bread is not precisely the same as molding children's behavior.

The former has a considerably more difficult and intricate process, and the outcome is less certain. If delegation is done correctly, it can also benefit the subordinate and the educational system as a whole. Delegation may take the lead in key different aspects of

leadership in school. According to Okumbe (1999), despite the bureaucratic nature of educational institutions, the instructors at the bottom of the hierarchy are highly qualified professionals—in some cases, even more qualified than head teachers. Because of their specific training, teachers should therefore be effectively involved in decision-making in their schools. This is especially true for teachers of science. Since they are experts in their fields, head teachers ought to respect the opinions they have to offer.

For example, it is important to take seriously their statements that their workload should be lowered to provide them more time for lesson planning, giving practical lessons, and grading more exercises might result in. According to Koontz and Weinrich (1998), managers should be receptive and willing to give other peoples' ideas a chance. They further say that decision-making involves some discretion and the subordinate's ideas may differ from the managers. Therefore, the manager must not only be able to welcome ideas of others but also help them and compliment them on their ingenuity. Head teachers hesitate to involve the teachers especially in purchasing, as they do not want them to be privy to financial details of the school. Finance is one of the barriers to delegation, D'Souza (1989). For others, it is a case of feeling insecure, especially if the teachers are assertive or more qualified than the head teacher is, (D'Souza, 1989). For instance, with the current provision for study leave, many teachers have gone back to college for masters and even PhD.

Head teachers whose schools are doing well have demonstrated that they know very well the significance of involving everyone in the search for success. Lack of, or poor delegation in schools is a possible cause of poor performance in science subjects. For this, Orora (1997) notes that in Uganda today, talents, skills and abilities of almost all the employees in most organizations fallow because of lack, or inadequate involvement, of staff members in task performance and decision-making. Consequently, productivity and employee satisfaction remain extremely low. Schools are no exception. If the head teacher over-delegates, under-delegates or fails to the operations of the school administration and reduces the Head teachers' powers. This means that Head teacher should delegate the un-sensitive issues of the school. In conclusion, for effectiveness and efficiency, head teachers should delegate duties to appropriate persons. For instance, delegation could be effectively achieved by appointing subject heads, prefects and departmental heads.

Head teachers' support supervision and the quality of education

Supervision in education, according to some researchers (Mohanty, 2008; Marecho, 2012; Panigrahi, 2012; Thakral, 2015) still carries the same old meaning and

general concept as in Douglass and Bent's (1953) definition which means "to oversee, to superintend or to guide and to stimulate the activities of others, with a view of their improvement". The concept can be applied to either academic and administrative functions, (Mohanty, 2008) of school heads, school administrators, educational administrators, or those who manage education at various levels or sectors. In a school setting, there are consisting differences between the academic and administrative functions of supervision. Whereas the academic aims of supervision include tasks such as: monitoring of instruction, guiding teachers to improve the teaching and learning process, assessment of learners' learning outcomes, evaluating goals of programmes, and many others, the administrative goals of supervision aimed at proper management of the school facilities and resources, (Thakral, 2015).

Researchers Wiles and Bondi, (1996); Glickman, Gordon, and Ross, (1998); Sergiovanni and Starratt, (2002) and Zepeda, (2007) have redefined supervision as that dimension or phase of educational administration, which is concerned in improving effectiveness. Supervision in education is regarded as a service to teachers and learners both as individuals and groups. It is regarded as a means of offering specialized help in improving instruction. Thus, since the main aim of supervision of instruction is to provide the best practices in the teaching-learning process, to control and improve quality of learning by increasing academic achievement of learners, it is important to note that feedback from support supervision practices is used to help teachers obtain and apply modern teaching methods, innovations and technology in and out of their classrooms. Moreover, feedback from support supervision practices would also help teachers improve their work performances and enhance their professional growth and career development, (Tshabalala, 2013; Wambui, 2015). The evolution of supervision of instruction from the American "inspection and control model to humanistic and collegial model" (Moswela, 2010) has brought about the changing concept of supervision. According to Thakral (2015), seven models characterize this changing history of supervision: Inspection, social efficiency, democratic, scientific, leadership, and clinical supervision, which constitute the "history of support supervision" or the "history of school supervision". Whatever the model involved, it is important that supervision of instruction accomplished support tasks that were set-up to be accomplished and help provide concrete/tangible feedback to teachers on how to incorporate those support tasks in their teaching-learning methods for quality education. Therefore, support supervisors must be familiar with aspects of effective teaching and learning in school systems and the procedures for improvement (Acheson, 1987; Frazer, 2001; Gerumi, 2003; Archibong, 2012). The supervisor should also be able to detect the absence of such

effective teaching and learning behaviors in schools for improvement of student learning outcomes and quality assurance in education. Thus, the role of support supervision in academic achievement and student success cannot be overlooked, (Musungu and Nasongo, 2008).

However, educational administrators (including head teachers at the level of primary education) as supervisors are also charged with pedagogic, administrative, social, financial, and functions of schools (Acheson, 1987; Mbua 2003). Not only do (support) supervisors correct, direct, and assist teachers in the teaching and learning process in schools in order to improve student learning and success rates, they are also expected to promote teachers' professional growth and career enhancement through supervisory duties, (Tshabalala, 2013). As it is found in the literature, the rationale for support supervision is to ensure quality in education and to promote teachers' professional growth, which in return yields higher academic achievements, and increase success rates of learners with competencies and skills (Blasé and Blasé, 1999; Sergiovanni and Starratt, 2002; Sullivan and Glanz, 2000; and Mohammed, 2014).

Ngemunang and Ngale (2018) states that, the ultimate aim of educational supervision is to improve on instruction in order to provide quality and better education. In supervision, the supervisor needs to seek the buy-in, cooperation, and collaboration of those supervised. Such cooperation is aimed at assisting supervisors in becoming successful in performing their supervisory tasks (Nolan, 2004).

Supervision involve the practice of monitoring work performances of teachers and providing feedback by using benefiting and suitable strategies that enable correction of weaknesses in classroom practices in order to encourage professional growth and better the flow of quality educational activities and services. School supervision is therefore a necessary process which entails a combination of activities concerning the teaching and learning process of a school for the improvement of teaching-learning quality in a school system, (Habimana, 2008; Gongera, 2013).

Wiles and Bondi (2002) mentioned that supervision as leadership through which teachers get help in counseling, planning, and talking with each other about how to improve the teaching-learning situation in school, facilitates a process. It entails leadership, communication, curriculum development, capital development and a dynamic cooperative enterprise between support supervisors and teachers. Therefore, for many educators, the purpose of supervision in education is to improve teaching-learning activities in schools known as "supervision of instruction" (Mohanty, 2008; Thakral, 2015). Though other necessary and important goals of supervision may be to help teachers improve their work performances and also for providing vital ethical, career enhancement and professional leadership, (Southworth,

2002; Nolan and Hoover, 2004; Zepeda, 2007) the primary goal of supervision of instruction is to instigate best practices in the teaching-learning process in order to increase the learning outcomes of learners through high academic achievements and high success rates. Therefore, the importance and significance of supervision in education and in teachers' work performances and professional growth cannot be overlooked as indicated in the literature (Blasé and Blasé, 1998; Sullivan and Glanz, 2000; Sergiovanni and Starratt, 2002; Glatthorn, 2007; Tshabalala, 2013).

The principles of supervision indicate very clearly that schools cannot function effectively as learning organizations when teachers are unable to realize their key role and full potentials in the teaching-learning process and also effective teaching-learning may not occur if adequate and regular supervision is lacking. Thus, supervision helps in assessing the school not only in the dimension of improving instruction but also in identifying some of the school's most urgent needs for quality control and assurance in classroom practices (Mgbodille, 1996; Sergiovanni and Starratt, 2002; Wambui, 2015). Apart from quality assurance in classroom practices, effective supervision also provides a guide for teacher's career and professional development. By assessing teachers' work performances through supervision, teachers' become aware of their weaknesses and strengths and seek ways of self-improvement based on tangible criteria and constructive feedback mechanism provided by supervision practices. Supervision practices need to provide immediate feedback and tangible ways on how to assist a teacher perform better in the teaching-learning process and support his/her professional development. At such, effective supervision therefore Head teachers help teachers to improve in their work performances, develop the ability and confidence they need in classroom practices, ensure professional growth and teacher quality.

Also, to note, the purpose of supervision is to bring about a continuing improvement in the support programme (Kochhar, 2004). According to Burton and Brueckner "Supervision is an expert technical service primarily aimed at studying and improving co-operatively all factors which affect child growth development". Briggs and Justman have observed, "In general supervision means to co-ordinate, stimulate and direct the growth of the teachers in the ability to stimulate and direct the growth of every individual pupil through the exercise of his or her talents towards the richest and the most intelligent participation in the civilization in which he or she lives "Moorarsay".

In modern education the term supervision is used to describe those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers.

Adams and Dicky have defined supervision as “a planned programme for improvement of institutions”. (Burton and Brueck, 1955); Briggs and Just man 1960; Adams and Dicky, 1953; Moorar, 1956).

According to Okumbe, (1998) supervision is today considered as that dimension or phase of education that is concerned with improving support effectiveness and it is an integral part of administration. The basic purpose of administration is to organize and operate the school so that instruction may take place. The purpose of supervision is to bring about a continuing improvement in the support programme.

Administration executes, directs; supervision advises, stimulates, explains, leads, guides and assists. Plan, both diagnose, both inspect, but administration decides and orders execution, while supervision helps to decide and assist in improving instruction (Kochhar, 2004, Okumbe, 1998).

Administration precedes supervision in the sense that some form of organization and some supervision for the management of the school are essential before any sound programme of instruction can be instituted. Many of the activities in administration have definite supervisory implications. For example, making class Programmes, assigning teachers to classes for instruction, arranging for classes to or use of the library and so on. (Kochhar, 2004). Administration represents the whole enterprise of School Management and the supervision represents a portion of it that is delegated to others by the administrators. Supervision represents a practical part of the over – all direction of the school enterprise (Moorar, 1956).

Supervision can be divided into general supervision and support supervision. General supervision involves supervisory activities that take place outside the classroom. Such activities include the writing and revision of curricular, preparation of units and materials of instruction, the development of processes and instruments for reporting to parents and such broad concerns as the evaluation of the total educational programme. Support supervision on the other hand is concerned with the pupil or the student learning in the classroom, (Eye and Netzer, 1965).

The most recent concept in support supervision is called clinical supervision. Clinical supervision is the rationale and practice designed to improve the teachers' classroom performance. Its head teacher data are obtained from the events that take place in the classroom. The analysis of these data and the relationship between the teacher and the supervisor form the basis of the programme, procedures and strategies designed to improve the pupils learning by improving the teachers learning behavior constitute clinical supervision, (Logan, 1973).

From the foregoing, the role of supervision encompasses administrative, curricular and support dimensions, (Okumbe, 1998). In conclusion, supervision

in administration is critical and administrators will be required to provide supervision recalling to duty Rota; allocation of lessons and assigning of class responsibilities.

According to studies conducted by Kent (1989), Head teachers should supervise teaching and learning in the school by ensuring that early lesson planning is always done. They should ensure that lessons are structured with an interesting beginning, revision of previous lesson, teacher voice variations and summary of major points are done, that there is use of backups (teaching aids by teachers) properly and that there is good relationship between teachers, learners and that teachers follow up curriculum strictly. Edmonds (1979) further noted that learners' progress should be frequently monitored and that in high performing schools Head teachers establish a system of evaluating the learners frequently through tests and examinations. Those who perform unsatisfactory are forced to repeat the work by teachers. It is communicated to class teachers by the Head teachers that their learners' progress is a concern for the whole school.

Orlosky, (1984) noted that supervision is a major function that the school head must carry. It includes supervision of activities supportive of improving instruction that is curriculum and material development, evaluation of Programmes and support planning. Usdan (2001) argues that, for there to be student learning, the Head teachers must serve as leaders. Among the things they list as requirements to achieving this include: working with teachers to strengthen skills, knowledge of academic content and pedagogy, collect, analyze and use data, possess the leadership skills to fulfill the role and ability to rally all stakeholders to increase learner's performance.

Teachers ought to be closely supervised for effective teaching in order for learners to consistently do well in national examinations. For a school to perform well in national examinations there must be a teaching scheme for each subject on the curriculum. This is because the teaching schemes provide the school with organizational systems of content coverage for the full period of the course in each subject, Mbiti (1974).

Mbiti (1974), says that supervision concerns the tactics of efficient and proper management of personnel. The Head teachers should frequently monitor the teaching and learning process in the school. The failure of any organization depends mainly on its personnel. There must be a proper system of supervision to ensure that the organizations goals are met. In schools that perform well, the Head teachers give proper directions about what to do, as well spot the problem areas, and rectify them before things get worse.

METHODOLOGY

The study adopted a case study research design to focus on specific instances. The target population was 1222

government aided primary school teachers in Ntoroko District (District Human resource records). In particular, Karugutu Sub-County has 18 primary schools with 206 teachers. The sample population was 208 comprising of District Education Officers, Deputy Head teachers and senior teachers and teachers (District Human resource records 2018). Using the Krejcie and Morgan, (1970) and Creswell, (2009), accessible population was then 132 respondents. The study used questionnaire surveys and interview guides and data was analyzed descriptively and thematically as Amin, (2005) recommends.

RESULTS AND DISCUSSION

Deputy Head teachers' responses about the influence of Head teachers' effective communication on the quality of Education in primary schools in Karugutu Sub-County, Ntoroko District. The study requested the deputy Head teachers to indicate whether the Head teachers communicate effectively at school. The results received are presented in (Table 1). The findings in (Table 1), illustrate that a big number of respondents on different items were positive about the influence of Head teachers' effective communication on the quality of Education in primary schools in Karugutu Sub-County, Ntoroko District. This is because of the different leadership styles of their head teachers. Item one in table 1 shows that, majority of the deputies (80%) agree that Head teachers use proper channels of communication. Research by McEwan, (2003) found that successful Head teachers are communicating one hundred percent of the time by listening, speaking, writing, and reading. This implies that often the head teacher needs to use both verbal and written communication to parents, learners, and staff for effective quality education delivery. In relation to use of proper channels of communication, the deputies were questioned whether the Head teachers prepare regular meeting at school for the staff. The deputies' responses are given in item two of (Table 1). Results showed that 60% of the teachers agreed that Head teachers prepare meeting an indication that meetings are used as a means of communication with a mean of 2.8. Elving and Hansma, (2008) carried out interview research between management and employees during organizational change. The most important conclusion drawn was that the success of the dissemination and adaptation of organizational change significantly depend upon effective meetings and informative skills of managers at all levels. This pushed the study to seek evidence whether Head teachers allow teachers to air out their view and opinions in the meetings or when in need of something and the responses are seen in item three of (Table 1).

Data from item three of (Table 1), indicates deputies 60% agree that Head teachers allow teachers to air out their views. This indicates that there is proper flow of information in meetings. Hyo-Sook, K. (2003) indicated

that where there is proper discussion, quality procedures are taken and quality work is done. This implies that in schools where teachers were allowed to air out their views, quality education was assured.

Besides meeting, the study explored the deputies' views whether the Head teacher listens to the parents' concern and take action and the responses are seen in item four. Results from item four of table 4.10 indicate that 70% of the respondents agree that Head teachers listen to parent views and take action an indication that there was cooperation between the schools and the community. Marzano et al., (2005), McEwan (2003) and Whitaker (2003) found that effective Head teachers demonstrate and engage in a variety of relationship building behaviors with teachers, learners, and parents on a daily basis in an effort to keep their relationships positive and growing. This implies that Head teachers who listen to parents are effective in the leadership styles. Besides parents, a need to look at whether the Head teacher too listens to pupils' concerns was paramount for better assessment and results obtained are seen in item five of (Table 1).

Results from item five of (Table 1) show that only 30% of the Head teachers listen to pupils. This is in contrary to 80% Head teachers who listen to parent and create confusion in the Head teacher's leadership styles. Gimbert and Fultz (2009) noted that where listening to subordinates is not done, leaders might think work is being done yet it is vice versa. This means that learners may have some aspects, which affect their quality learning and have nowhere to report. Thus, the Head teachers need to listen to their views.

The results also geared the researcher to establish from the deputies whether Head teachers prepare SMC and PTA meeting and their responses are given below. Results from item six of table 1 above indicate that 80% agree that Head teachers prepare meetings at school and indication that even community get information from the school. According to La Plant (1979), the flow of communication in the school should reinforce the relationships between staff members, learners, and parents. This implies that Head teacher's leadership styles are effective in creating bondage with the community. The respondents backed the results on the interview and they replied as follows, a Deputy Head teacher remarked about the relevance and frequency of the SMC and PTA meetings;

"Private schools have directors who support and oversee the smooth running of their schools. For us in government schools we have SMCs and PTAs to do the same job. We must therefore call on them for their support as frequently as possible. They help us to answer many questions from the parents and align both the pupils' and teacher's behavior". (Interviewed on 1st October, 2023).

Table 1: Head teachers' effective communication on the quality of Education (N=10).

ITEM	SD	D	UD	A	SA	Mean	Std. dev.
My Head teacher uses proper channel of communication at school	1 (10%)	1 (10%)	0 (00%)	4 (40%)	4 (40%)	3.1	1.12
My Head teacher prepares regular meeting	2 (20%)	2 (20%)	0 (00%)	2 (20%)	4 (40%)	2.8	1.36
Allows teachers to air out their view and opinions	2 (20%)	2 (20%)	0 (00%)	5 (50%)	1 (10%)	2.5	1.29
Listens to the parents' concern and take action	1 (10%)	1 (10%)	1 (10%)	5 (50%)	2 (20%)	2.6	1.45
Listens to pupils concerns and take action	3 (30%)	4 (40%)	0 (00%)	2 (20%)	1 (10%)	2.1	1.81
My head teacher prepared School Management Committee and Parents and Teachers Association meetings	1 (10%)	1 (10%)	0 (00%)	2 (20%)	6 (60%)	3.3	1.01
Gives feedback to the staff from the district offices	1 (10%)	1 (10%)	0 (10%)	6 (60%)	2 (20%)	2.9	1.45
Head teacher displays the important information for others to read	1 (10%)	2 (20%)	0 (00%)	3 (30%)	4 (40%)	3	3.33
Head teacher has a talking office	1 (10%)	2 (20%)	0 (00%)	3 (30%)	4 (40%)	3	3.33
Has a talking school environment	2 (20%)	2 (20%)	0 (00%)	5 (50%)	1 (10%)	2.5	1.29

Source: Researcher, 2023

In the same line, another Deputy Head teacher said;

"The School Management Committee and Parents and Teachers Association organs are very strong bodies because any decision to be implemented, they have to endorse it, and therefore they are supposed to be invited for meetings to deliberate on issues for the good of the school". (Interviewed on 2nd October 2023).

The study also set to find out from the deputies whether the Head teachers give feedback to the staff from the district and the results are seen in item seven of table 1.

The findings from item seven of (Table1) show that 80% of the Head teachers give feed back to their staff from the district. In addition, a need aroused to seek whether important information is displayed for others to read and results are seen in item eight of table 1. Appropriate communications provide employees with feedback and reinforcement during any change, which enables them to make better decisions and prepares them for the advantages and disadvantages of change, (Robertson, 1993).

Data from item eight of (Table 1) indicates that, information is received and important information displayed in staffroom for others to read as given by 70% of the respondents with a mean of three. This means there is coordination of the information from the district to school and quality education can easily be achieved. In addition, more information called to seek whether Head teachers have talking offices as data in figure item nine reveals.

Results from item nine of (Table 1) show that 60% of the Head teachers display information in the office and have talking offices. This is an indication that Head teachers are open to others. Elst, (2010) urges that effective communication is when everyone has the opportunity to read information about the organization. This implies that displaying information calls for everyone to understand the school's goals towards quality work.

Whereas the Head teachers' school environment was talking with 40% agreement, 60% lacked the necessary

information. This was an indication that Head teachers mind much of their offices than the school environment. Literature describes numerous factors that may enhance the school environment, including effective Head teachers' leadership, a safe and orderly setting, engaging extracurricular activities, reductions in the size and impersonality of schools, and educational programmes designed to fit the unique needs of specific learners and school contexts, (Sergiovanni, 2001). This explains the importance of having a school talking environment for quality education assurance in schools.

Senior teachers and Teachers responses on effective communication (N=114)

The senior teachers and teachers were all involved in answering the same questionnaire and interviews. The results from their responses are in item ten of table 2. The questions sought to find out whether Head teachers keep the teachers informed of important school matters and the results are revealed in the (Table 2).

The findings in (Table 2) illustrate the perceptions of respondents towards different items on the influence of Head teachers' effective communication on the quality of Education. In item one, when the respondents were asked whether Head teachers keep them informed of important school matters, results reveal that (62%) of the teachers disagree with the statement with a mean of 2.54. However, this contradicts with the deputies who noted that Head teacher keep the staff abreast with all information. Walker et al., (2000) described the role for Head teachers in the development of both leaders and teachers. They felt that Head teachers must endorse and share all the information of important school matters to bring out quality networking and teamwork. This implies that teachers need all the necessary information of the school if they are to work and achieve maximum quality education of the school.

The study also sought to find out whether Head teachers provided clear instructions to teachers and the responses from the questions showed the following results.

Table 2: Teachers' responses on the influence of Head teachers' effective communication on the quality of Education in primary schools in Karugutu Sub-County, Ntoroko District. (N=114).

ITEM	SD	D	UD	A	SA	Mean	Std. dev.
My Head teacher keeps the teachers informed of important school matters.	4 (03%)	66(59%)	00 (00%)	22 (19%)	22 (19%)	2.54	1.22
My Head teacher provides me with clear instructions.	20 (18%)	23 (20%)	00 (00%)	33 (29%)	38 (33%)	2.78	1.18
My Head teacher creates chances for the teachers to share ideas and experiences	06 (05%)	23 (20%)	00 (00%)	62 (55%)	23 (20%)	2.92	1.67
My Head teacher helps me in communicating with parents regarding achievement.	20 (18%)	22 (20%)	00 (00%)	40 (35%)	32 (28%)	2.73	1.07
My Head teacher communicates with other educational institutions to fulfill the teachers' professional development.	14 (12%)	22 (20%)	0 1(0.02%)	57 (51%)	20 (18%)	2.73	1.26
My Head teacher provides me with clear and helpful feedback about my practices.	50 (44%)	40 (35%)	00 (00%)	19 (16%)	07 (06%)	1.89	1.52
My Head teacher occasionally holds informal regular meetings with the teachers	20 (18%)	22 (20%)	00 (00%)	40 (35%)	32 (28%)	2.73	1.07
My Head teacher listens to my concerns	14 (12%)	22 (20%)	00 (00%)	58 (51%)	20 (18%)	2.73	1.26
My Head teacher provides teachers with chances to grow professionally	06 (05%)	23 (20%)	00 (00%)	62 (55%)	23 (20%)	2.92	1.67
My Head teacher encourages teachers to experiment with new methods	20 (18%)	22 (20%)	00 (00%)	40 (35%)	32 (28%)	2.73	1.07

Source: Researcher, 2023

Results from Item two of (Table 2) show that (53%) of the teachers agree that they received clear instructions from the Head teachers. Item three of table 4.11 indicates that (75%) of the teachers agree that Head teacher create chances for them to share ideas and experiences. This implies that there is effective flow of information. The instructional leaders are able to let subordinates share ideas, experiences, and can help teachers improve their practice by providing professional development to benefit student learning, (McEwan, 2003). This means that Head teachers in Karugutu Sub-County, Ntoroko District try to keep effective communication.

The study also sought information from teacher on whether Head teacher help them in communicating with parents regarding achievement and the results are in (Table 2). Item four of (Table 2) reveals that 63% Head teachers help teacher to communicate with parents regarding achievements of the schools. This is an indication that teachers have ways of reaching parents and the community.

The study further called to seek information on whether the Head teachers communicate with other educational institutions to fulfill the teachers' professional development. Data for this aspect from item five of table 2 shows that 69% of the Head teachers communicate with other educational institutions to fulfill the teachers' professional development.

Effective Head teachers are talented at building relationships. As McEwan, (2003) states, "Relationships drive school improvement". School leaders understand that to have a successful school, they need to focus on the people within the school, not the programmes (Whitaker, 2003). By maintaining the focus on people, the successful Head teacher indirectly promotes the development, implementation, and growth of high quality

instructional programmes. The ability to establish personal relationships with all members of a school community is central to the work of a school Head teacher. These relations convey a sense of caring and appreciation. This constant attention to relationships allows school Head teachers to build up a strong relationship.

The study also called for information concerning Head teachers' provision of clear and helpful feedback about teachers' practices and results for this section are provided in item six of (Table 2).

It reveals that majority of the respondents (79%) disagreed that Head teachers provide them with clear and helpful feedback about their practices. This implies that they do not care about their teachers. Caring is a way of showing love for teachers and learners involved in this process. Head teachers may express caring through challenging people to grow personally and professionally, (Marzano et al., 2005).

The study also sought information on Head teachers occasionally holding informal regular meetings with the teachers and results are from item seven of table 2 show that 72 (63%) of the Head teachers occasionally hold staff meeting. The results pushed to ask teacher whether Head teachers listen to their concerns as item eight reveals.

Results from item eight of (Table 2) show that, (69%) of Head teachers listen to teachers' concerns. This is an indication that there is some understanding of one another on different school staffs.

The study also paved for data concerning Head teacher providing teachers with chances to grow professionally. Item nine shows that (75%) of the Head teachers support teachers with chances to grow professionally. Walker et al. (2000) described the role for Head teachers in the

Table 3: Deputy Head teachers' responses about the influence of Head teachers' delegation on the quality of Education in Karugutu sub county, Ntoroko District. (N=10).

ITEM	SD	D	UN	A	SA	Mean	Std. dev.
Head teacher shares responsibilities among teachers properly.	2 (20%)	4 (40%)	0 (00%)	2 (20%)	2 (20%)	2.4	1.04
Head teacher coordinates teachers to work as a team	2 (20%)	4 (40%)	0 (00%)	2 (20%)	2 (20%)	2.4	1.04
Sets up leadership hierarchy with clear terms	4 (40%)	2 (20%)	0 (00%)	2 (20%)	2 (20%)	2.2	1.36
Pupils' leadership structure is properly initiated and functional	3 (30%)	3 (30%)	0 (00%)	2 (20%)	2 (20%)	2.3	1.21
Provides teachers with necessary materials in their departments	3 (30%)	3 (30%)	0 (00%)	2 (20%)	2 (20%)	2.3	1.21
Attends departmental meetings and advises	3 (30%)	3 (30%)	0 (00%)	2 (20%)	2 (20%)	2.3	1.21
Recognizes and gives praise when necessary	3 (30%)	3 (30%)	0 (00%)	2 (20%)	2 (20%)	2.3	1.21
Shows confidence and trust in others	3 (30%)	2 (20%)	1 (10%)	3 (30%)	1 (10%)	2.0	1.00
Gives advance notice of changes	4 (40%)	2 (20%)	0 (00%)	2 (20%)	2 (20%)	2.2	1.36

Source: Researcher, 2023

development of both leaders and teachers. They felt that Head teachers must endorse and facilitate lifelong professional growth for teachers and for themselves. They must pay due care to sharing advanced professional knowledge. The importance of professional development supporting head teacher leadership practices in the areas of leadership and teacher professional growth had a positive influence on the school's configuration, unity, and organization. Leadership practices include developing teachers as leaders, aligning professional development programmes with school development needs, and utilizing coaching and mentoring to enhance the quality of teaching. Integration among leadership practices includes strategic trend analysis and professional development. When asked whether the Head teachers encourage teachers to experiment with new methods, 72 (63%) of the teachers agreed that Head teachers encourage teachers to experiment with new methods. The oral interview guide supported the findings of the above phenomenon when respondents were asked whether Head teachers encourage them to experiment with new methods. One male respondent from one of the sampled schools in Karugutu Sub-County schools replied;

"Our Head teacher sends us to attend refresher courses organized by the CCT and other ministry officials, but sponsored by RTI or LARA and World Vision Uganda Karugutu cluster. In these workshops we are taught many methods which include: Think Pair Share, I do We do You Do, and many others." (Interviewed on 7th November, 2023).

When another female teacher was asked about the implementation of new methods said;

"In a training organized by RTI/LARA, we were taught methods like scaffolding and brain storming which the Head Teacher encourages us to use". (Interviewed on 7th November 2023).

Head teachers' delegation on the quality of Education

As the variables of this study stipulated, information on Head teachers' delegation of duties as an effective style of leadership on quality education achievement was necessary. Questionnaires for this aspect asked deputies

whether the Head teachers shares responsibilities among teachers properly. The tabulated data for this section is revealed in (Table 3).

The findings in (Table 3) confirm that majority of the respondents on different items were negative about the influence of Head teachers' delegation on the quality of Education in primary schools of Karugutu Sub-County, Ntoroko District. This reflected the influence of the different leadership styles of their head teachers under which they work. Item one of table 3 indicates that only 40% of the Head teachers share responsibilities with teachers. The 60% a big percentage disagreed when asked if Head teachers share responsibilities with teachers. This is a big number to affect the quality of education in Karugutu Sub-County, Ntoroko District.

Results from item two of table 3 show that 60% of the deputies oppose that Head teachers do not coordinate teachers to work as a team. Salinas-Maningo (2005) narrates that the right task, right circumstances, right person, right direction, communication, right supervision, and evaluation are the components of an effective delegation and can support teamwork.

Data from item three of (Table 3) shows that 60% disagree that Head teachers set up leadership hierarchy with clear terms. This means that most Head teachers are not in line with delegation. In an interview, one teacher reported that;

"When our Head teacher is going away, he tells you to be in charge of everything at school and he leaves when he has locked his office. Sometimes officials from the District come with documents to sign and stamp but we cannot help them. Really is that delegation"? (Interviewed on 8th November 2023).

A Deputy Head Teacher on the same issue said;

"Our Head Teacher goes away from school without leaving any single coin for emergence issues. In case of any issue, we have to wait for him or his order on phone. I wonder whether there is delegation in this school or not". (Interviewed on 8th November 2023).

According to Van der Westhuizen (2004), managers are status sensitive, they hang on to tasks and responsibilities because they convey to governors, colleagues and parents a significant symbol of power and authority in school. With regard to delegation, there was a need to establish whether Pupils' leadership structure was properly initiated and functional, the results for this sake are given in item four. Item four of Table 3 reveals that 60% of the deputy disagreed when asked if pupils' leadership structure is properly initiated and functional. Only 40% of the schools in the Sub-County had effective pupils' leadership. Black, (2014) noted that understanding of the positive outcomes could be fostered through effective practice of student leadership. This will change the perception of leadership opportunities. This implies that Head teachers' leadership styles influence the school operations. There was a need to investigate whether the Head teachers' provide teacher with the necessary materials in their departments and the results are revealed in item five.

Results from item five of table 3 indicate that only 40% of the deputies agreed that Head teachers provide teachers with necessary materials in their departments. Louis, et al., (2010) asserted that Head teachers influence learning by creating working conditions in which motivated teachers are provided with necessary materials.

This led to investigation whether Head teachers attend departmental meetings and advise them. Item six of table 3 shows that 60% of deputies disagreed when asked if Head teachers attend teacher's departmental meetings. This implies that few Head teachers attend teachers meeting and little advice is given in most schools in Karugutu Sub-County Ntoroko District. Further investigation was made to find out whether Head teachers recognize and give praise and findings are seen in item seven. Data from item seven of Table 3 indicates 40% agreed and 60% disagreed that Head teachers do not praise and recognize teachers of their performances. This is a possibility to result into demotivated teachers in Karugutu Sub County, Ntoroko district.

The respondents backed these results on the interview as one female deputy head teacher remarked;

"One time my Head teacher told me, that when you do anything good for the school, it is the beauty of your work and accountability for the salary you get." To me I felt this was a deprivation of my right to be praised and recognized after my performance". (Interviewed on 8th November 2023)

In the same line another male teacher commented;

"When I was still at the teacher training college, I used to see tutors getting prizes for their good performance every

year. To me this was a very big motivation to boost their moral. However, here teachers are never rewarded for anything good done. Is our head teacher so blind that he cannot see anything good we do, or we are all bad that none of us does anything that deserves at least a word thank you"? (Interviewed on 8th November 2023)

These findings led to discover whether Head teachers show confidence and trust in others. Data from item eight of table 3 indicates that only 40% of the Head teachers show confidence and trust in others as reported by deputies. Head teachers' confidence and trust in other teachers creates a sense of humor and relationship, which calls for increased performance, (Louis, et al., 2010). This implies that in schools where confidentiality is shown, teachers work with contentment but this is not the case in Karugutu Sub-county.

Data from item nine of table 3 indicate that majority of the deputy head teachers 60% disagree that Head teachers give advance notice of changes. Oluremi, (2013) states that a leader unifies and embodies peoples' opinions to desired goals. Leadership is a key factor to improve the condition of any department and is the same in school aspects. Functional schools and outstanding performance do not exist without effective leadership styles. This implies that a Head teacher without proper delegation will never give advance notice of changes and this can lead to mistrust and confusion in the school. This is a big challenge in schools among head teachers of Karugutu Sub-County Ntoroko District. The findings in (Table 4) show that a big number of the respondents on different items were also negative about the influence of Head teachers' delegation on the quality of Education in primary schools in Karugutu Sub County, Ntoroko district. Item one of table 4 shows that majority of the teachers 72 (63%) disagree that Head teachers hardly ever answer their professional questions or directs them to where they can get the answers. This shows that there is a gap between the Head teachers and teacher. Day, (2016) noted that effective Head teachers provide a clear vision and sense of direction for the school. This implies that if Head teachers in Karugutu cannot focus on answering teachers' professional questions or direct them to where they can get the answers, they cannot cause effective leadership where prioritization and attention to staff is core.

Item two of (Table 4) indicates that 72 (63%) of the teachers disagrees that Head teachers do not investigate about the professional needs of teachers. This is one of the reasons for the low performance of teachers in the schools of Karugutu Sub-County, Ntoroko District. Item three of table 4 indicates that majority of the teachers 94 (82%) disagree that Head teachers do not arrange sufficient opportunities for professional growth and management skills through delegation or courses and workshops. This implies that teachers' professional and

Table 4: Teachers' responses on the influence of delegation on the quality of Education in Karugutu Sub-County Ntoroko district (N=114).

ITEM	SD	D	UD	A	SA	Mean	Std. dev.
My Head teacher answers my professional questions or directs me to where I can get the answers.	22 (19%)	50 (44%)	00 (00%)	21 (18%)	21 (18%)	2.35	1.01
My Head teacher investigates about the professional needs of teachers	22 (19%)	50 (44.9%)	00 (0.05%)	21 (18%)	21 (18%)	2.35	1.01
My Head teacher arranges sufficient opportunities for professional growth through courses and workshops.	40 (35%)	54 (47%)	00 (00%)	10 (09%)	10 (09%)	1.91	1.27
My Head teacher provides the school with magazines and other resources that promote professional growth	22 (19%)	50 (44%)	00 (00%)	21 (18%)	21 (18%)	2.35	1.01
My Head teacher encourages teachers to share their experiences through the school or social websites.	34 (30%)	59 (51.9%)	01 (0.05%)	10 (09%)	10 (09%)	1.95	1.36
My Head teacher arranges peer visits for the teachers to benefit from each other.	30 (26%)	60 (53%)	00 (00%)	20 (18%)	04 (03%)	1.98	1.73
My Head teacher arranges visits for the teachers to and from other schools to benefit from their experiences.	40 (35%)	40 (35%)	00 (00%)	20 (18%)	14 (12%)	2.07	1.01
My Head teacher invites experts in education to the school for reinforcement.	34 (30%)	60 (53%)	00 (00%)	10 (09%)	10 (09%)	1.95	1.36
My Head teacher promotes innovational culture and gives a chance to teachers to be creative.	50 (44%)	40 (35%)	00 (00%)	19 (16%)	07 (06%)	1.89	1.52
My Head teacher gives me the chance to share in setting the school vision, mission and objectives.	30 (26%)	60 (53%)	00 (00%)	20 (18%)	04 (03%)	1.98	1.73
Honors and respects resolutions from departmental meetings	40 (35%)	40 (35%)	00 (00%)	20 (18%)	14 (12%)	2.07	1.01

Source: Researcher, 2023

skills development is not catered for in schools of Karugutu Sub-County. Watt and Richardson, (2007) provide evidence for links between teachers' professional growth through courses and workshops. Where these are carried out, commitment and persistence in teaching and their inclination to become involved in professional development is achieved. Much of the evidence for the effects of professional development focuses on teacher efficacy and their self-perceived capabilities to affect outcomes. There is considerable agreement that teachers' efficacy and skepticism is associated with enthusiasm, job commitment, and instructional behavior. When one deputy head teacher was asked whether he feels full, powers when the head teacher is not present this is what he responded;

"When the head teacher is going away, he goes with the keys for his office. I also have my own office. There are very few cases I can solve when he is away, especially issues that require finances, I cannot handle them. (Interviewed on 10th November 2023).

When he was asked whether they attend management, courses organized for them either at District level or at school level this is what he replied;

We get refresher courses organized by RTI and World Vision but they are not about management skills but they guide us in scheming, lesson planning and new methods of teaching (Interviewed on 10th November 2023).

Item four of Table 4 shows majority of the teachers 72 (63%) disagree when asked whether Head teachers provide the school with magazines and other resources that promote professional growth. This indicates that teachers lack some information about some aspects concerning their profession and other national issues.

Koech and Namusonge, (2012) implicate that for the teachers to feel knowledgeable and responsible these to be accessed to variety of Universal reading materials like magazines. This means that also majority of teachers in Karugutu Sub-County feel isolated and not knowledgeable.

Form the findings the study also showed concern to investigate whether Head teachers encourage teachers to share their experiences through the school or social websites. In addition, the results are given in item five of (Table 4). Item five of table 4 shows that majority 94 (83%) of the teachers disagree that Head teachers rarely support them to share their experiences through the school or social websites.

Majority of the teacher mentioned not having access to the computers and that this hinders them to access information. These findings were supported by an interview to one of the teachers when he was asked whether they have access to the computer laboratory, this what he answered;

We have only one computer at school and it is kept in the Head Teachers office, accessed by only the school administrator. Those who want internet buy their own MBs and use their own smart phones. (Interviewed on 10th November 2023).

Another female teacher said;

There are only three teachers on our staff out of the twelve who have smart phones. It is not easy to ask a teacher to lend you a phone to search for information on the internet since it needs some money to load MBs. (Interviewed on 10th November 2023)

Karchmer, (2001) argues that, teachers can learn a great deal from other teachers who regularly use the Internet in

instruction. This means that if teachers are supported to get access to internet a great deal of teaching in Karugutu Sub-County can be achieved.

Item six of table 4 shows that 90 (79%) of the teachers disagree that Head teacher do not arrange peer visits for the teachers to benefit from each other. This implies that teachers do what they think is worth for their job. This hinders learning from one another and creativity.

According to Centre for Teaching Support and Innovation (2017), peer observations of teaching calls for improving or developing an understanding of personal approaches to curriculum delivery; enhancing and extending teaching techniques through collaboration; exchanging insights relating to the review of teaching performance; expanding personal skills of self-reflection and evaluation; developing curriculum planning skills in collaboration with peers and colleagues; and, identifying areas in teaching practice with particular merit or in need of development. This calls for Head teachers in Karugutu Sub-County to focus on this phenomenon.

Item seven of Table 4 shows that 80 (70%) of the teacher disagree that Head teachers do not arrange visits for the teachers to and from other schools to benefit from their experiences.

Hendry and Oliver, (2012) wrote that “observing a colleague teach can both show the observing teachers how new strategies work and enhance their confidence to apply them in their own teaching”. This implies that Head teachers in Karugutu Sub-County make teachers miss this possible advantage in improving the quality of Education.

Item eight of (Table 4) indicates that 94 (83%) of the teachers disagreed that Head teachers rarely invite experts in education to the school for reinforcement. This implies that teachers do not get additional knowledge from what they studied and read from textbooks and this affects their teaching.

Sullivan et al., (2012) show how the reinforcement of teaching can provide “an opportunity to examine both content and delivery of individual course components so that suggestions can be made. The investigations continued to find whether Head teachers promote innovational culture and give a chance to teachers to be creative. The results to this concern are given below.

Results from item nine of table 4 shows that 90 (79%) of the teachers disagree that Head teachers infrequently promote innovational culture and give a chance to teachers to be creative. This is in contradiction with the deputy head teachers 63% who agreed that Head teachers promote innovational culture and give a chance to teachers to be creative. This called for investigating whether Head teachers give chance to teachers to share in setting the school vision, mission and objectives as viewed in item ten of (Table 4).

Item ten of (Table 4) indicates that majority 90 (79%) of the teachers disagree that Head teachers hardly give them the chance to share in setting the school vision,

mission and objectives. This explains the teachers’ response that they are not clearly versed with the meaning of their schools vision, mission and goals. Some said that their schools have no such things. Ali, (2013) states that majority of the leaders set out vision and goals for organization, which are not known, to the subordinates. This reflects what Head teachers in Karugutu are going through.

Data from item eleven of table 4 indicates that 80 (70%) teachers agreed that Head teachers honor and respect resolutions from departmental meetings. This implies that they know what is going on in their classrooms; they have a clear view of the strengths and weaknesses of their staff. They know how to build on the strengths and reduce the weaknesses. Heyliger, (2014) asserts that leaders who allow meetings and follow the outcome lead positively. This implies that Head teachers in Karugutu Sub-County have a long journey to move in order to achieve better quality education.

The Influence of head teachers’ support supervision on quality of education in Ntoroko District

Findings in (Table 5) show that a big number of the respondents on different items showed a negative side about the influence of Head teachers’ Support Supervision on the quality of Education in primary schools of Karugutu Sub-County in Ntoroko District. Item one of (Table 5) shows that a half 50% of the deputies agree to the statement that Head teachers check learners and teachers’ notes and the other half disagree. This implies that some Head teachers are aware of the teachers’ work and pupils’ exercise books appearances. Afolabi (2008), Okech (2004) and World Bank (2010) agree that checking of pupils’ exercise books has an impact on academic performance. This could be the reason for some improved performance of some few schools in Karugutu Sub-County. In item two, when the respondents were asked whether Head teacher provides materials adequately, results indicate that 70% of the deputies disagree. Gachoya (2008) stated that provision of teaching and learning resources influences teacher’s performance. I believe, this could be one the reasons for the very poor classroom environment which does not facilitate incidental learning leading to poor performance in Karugutu Sub-County schools. This belief was supported by reactions from the interview guides when respondents reacted as follows;

“No, our head teacher does not prioritize the provision of teaching material, and its percentage on the vote for UPE grant is very little, we were told. However, we are encouraged to improvise and use the local environment to make teaching materials. When we try this option, we are challenged by the quality since not all of us are specialists or talented in Art and Technology”.

Table 5: Deputy Head teachers' responses on the influence of Head teachers' Support Supervision on quality Education in Karugutu Sub-County in Ntoroko district (N=10).

ITEM	SD	D	UD	A	SA	Mean	Std. dev.
Head teacher checks pupils and teachers notes	3 (30%)	2 (20%)	0 (00%)	2 (20%)	3 (30%)	2.5	1.45
Head teacher provides support materials adequately	4 (40%)	3 (30%)	0 (00%)	2 (20%)	1 (10%)	2.3	1.01
Observe teachers as they teach and provide feedback effectively.	2 (20%)	3 (30%)	0 (00%)	3 (30%)	2 (20%)	2.5	1.05
Head teacher sets target for both teacher and pupils	3 (30%)	3 (30%)	0 (00%)	2 (20%)	2 (20%)	2.3	1.21
Gives feed-back to teachers during post conference meetings after lesson observation	4 (40%)	3 (30%)	0 (00%)	2 (20%)	1 (10%)	2.3	1.01
Inspects the teachers' schemes of work	3 (30%)	3 (30%)	0 (00%)	1 (10%)	3 (30%)	2.4	1.44
Inspects the teachers' lesson plans	3 (30%)	3 (30%)	0 (00%)	2 (20%)	2 (20%)	2.3	1.21
Searches continuously for all new teaching styles to enhance teachers' professionalism	4 (40%)	3 (30%)	0 (00%)	2 (20%)	1 (10%)	2.3	1.01
Provides teachers with workshops; lectures and training courses to keep them developed professionally	3 (30%)	3 (30%)	0 (00%)	1 (10%)	3 (30%)	2.4	1.44
The Head teacher ensures quality teaching and learning and research- based practices take place	3 (30%)	2 (20%)	0 (00%)	2 (20%)	3 (30%)	2.5	1.45

Source: Researcher, 2023

While another respondent replied;

"Am sorry, I have never received any teaching material from my head teacher apart from the preparation books and chalk which he buys from the UPE grant. However, some time back he bought some manila papers but they were few." (Interviewed on 13th November 2023)

Results from item three of (Table 5) shows that 50% agree and 50% disagree that Head teachers observe teachers as they teach and provide feedback effectively. Fischer (2011), attributes Poor pupil performance in Universal primary schools can be attributed to 'armchair' Head teachers who do not know what goes on in classroom. This is one of the reasons for better performance in some schools than others in Karugutu Sub-County are.

Item four of Table 5 indicates 60% of the deputies reject that Head teacher set target for both teacher and pupils. In addition, the lowest number of deputies that is 20% supports the Head teachers search continuously for all new teaching styles to enhance teachers' professionalism. This means that Head teachers rarely carryout supervision to influence teachers' performance. However, through supervision of teachers and pupils' work, proper testing policies, syllabus coverage, teacher induction, in-service courses and team building enhance performance. Gachoya, (2008) argues that teachers prepare and structure their lessons better when the teaching/learning process in the school is regularly supervised.

Administrators will know if the appropriate planning for instruction has taken place when the teacher is able to design a lesson that achieves the objective. Okech (2004), points out those Head teachers have a duty of ensuring that learners in their schools are provided with notes to act as reference materials in the course of undertaking the learning activities. The function of ensuring timely provision of notes for reference purposes is charged with the subject teachers. Head teachers have

to ensure that the learners have access to notes for each lesson in the instructional process. Gachoya, (2008) concurs that it is the Head teachers' role to regularly inspect on the pupil's exercise book/lesson notes to ensure that the school syllabus is covered appropriately and assignments are marked.

The above discussion implies with my understanding that supervision is the rationale and practice designed to improve the teachers' classroom performance. The head teacher data of supervision obtained from the events that take place in the classroom are analyzed. The relationship between the teacher and the supervisor form the basis of the programme, procedure and strategies designed to improve the learners learning by improving the instructional behavior. The essence of the above argument was supported by the oral interview guide when respondents were asked their attitude towards support supervision by their head teachers, one female respondent hailing from one of the sample schools in Karugutu replied;

"Supervision is the good reason and practice designed to improve theteachers' Classroom performance, which results into improved performance of learners but my head teacher uses supervision as a trap for finding my faults". (Interviewed on19th November 2023).

Teachers' responses on the influence of Head teachers' Supervision on quality Education

The study required looking at the teachers and senior teacher's perception on issues concerning Head teachers' supervision on their provision of quality education in schools and the results from different perceptions are summarized in (Table 6). Item one from (Table 6) shows that 80 (70%) of the teachers are not informed in advance before class visitation by the Head teachers, 72 (63%) agrees that their Head teachers are ineffective in carrying out lesson observation, do not plan

Table 6: Teachers' responses on the influence of Head teachers' Support Supervision on quality Education in Karugutu Sub County, Ntoroko district (N=114).

ITEM	SD	D	UD	A	SA	Mean	Std. dev.
Informs me in advance before class visitation	40 (35%)	40 (35%)	00 (00%)	20 (18%)	14 (12%)	2.07	1.01
My head teacher is effective in carrying out lesson observation	22 (19%)	50 (44%)	00 (00%)	21 (18%)	21 (18%)	2.35	1.01
The head teacher plans with me before lesson observation	22 (19%)	50 (44%)	00 (00%)	21 (18%)	21 (18%)	2.35	1.01
Gives constructive and timely feedback after classroom observation	40 (35%)	40 (35%)	00 (00%)	20 (18%)	14 (12%)	2.07	1.01
My head teacher is regular in carrying out support supervision	34 (30%)	60 (53%)	00 (00%)	10 (09%)	10 (09%)	1.95	1.36
Gives feedback to the staff without discussing with the individual teacher	34 (30%)	60 (53%)	00 (00%)	10 (09%)	10 (09%)	1.95	1.36
My Head teacher gives me feedback after lesson observation in a collegial manner	62 (55%)	23 (20%)	00 (00%)	23 (20%)	06 (05%)	1.76	1.94
The head teacher ensures teachers make good use of support time to complete the syllabus	30 (26%)	60 (53%)	00 (00%)	20 (18%)	04 (03%)	1.98	1.73
He/she ensures that teachers have adequate support materials to complete the syllabus	40 (35%)	40 (35%)	00 (00%)	20 (18%)	14 (12%)	2.07	1.01
The head teacher offers useful teaching suggestions to enhance syllabus coverage.	34 (30%)	60 (53%)	00 (00%)	10 (09%)	10 (09%)	1.95	1.36
The head teacher demonstrates teaching methods and techniques to teachers on delivery of syllabus content	30 (26%)	35 (32%)	00 (00%)	30 (26%)	19 (16%)		

Source: Researcher, 2023

Table 7: Education officer responses on Head teacher's leadership styles (N=2).

Leadership styles and their impact	Frequency	Percentage
Some leadership styles are more effective than others in building teachers morale while executing their duty.	1	50
In some cases, teacher delegation has affected negatively to the quality of education in schools Karugutu Sub County.	2	100
Effective communication has positively affected the working conditions of the teacher in Karugutu Sub County.	2	100
Support supervision has empowered teacher to be effective resulting into quality education.	2	100
The head teachers of Karugutu Sub County communicate, delegate and provide adequate support supervision to ensure quality education.	2	100

Source: Researcher, 2023

with them before lesson observation and hardly give constructive and timely feedback after classroom observation. The findings portray that majority of the teachers do not agree and disagree with their Head teachers carrying out supervision. This change the quality of education of schools in Karugutu Sub-County.

Item six of (Table 6) indicates that 94 (83%) of the teachers reject that Head teachers do not give feedback to the staff without discussing with the individual teacher. These results reveal that Head teachers in Karugutu Sub-County are not assured of the post conference discussions abilities. Kitavi (2005), states that to evaluate standards to achieve curriculum strength and weakness and improve on the quality of teaching and learning, physical observation of lesson presentation is the only way a head teacher can gain an insight into the quality of teaching in the school. This should be followed by post conference discussions. This implies that head teachers in Karugutu lack this ability provides less clear direction on the teaching learning process.

Results from item seven of (Table 6) implicate that only 25% of the teachers agreed that Head teachers ensures teachers make good use of support time to complete the syllabus. 30% agreed that their Head teachers ensure that teachers have adequate support materials to complete the syllabus, 20 (18%) also agreed that The head teachers offer useful teaching suggestions to enhance syllabus coverage while only 49 (42%) agreed that Head teachers demonstrate teaching methods and

techniques to teachers on delivery of syllabus content. All these imply that teachers in Karugutu Sub-County are teaching in schools with very little supervision from their Head teachers. Thakral, (2015) asserted that lack of clear supervision lead to teacher work in isolation and make several mistakes. This aligns with the findings in Karugutu Sub-County where teachers work in isolation and common mistakes appear though not noticed by their Head teachers.

Responses from the district education officer

The study first sought for district education officers on the influence of Head teachers' leadership styles on quality education and their responses on Head teachers' delegation, communication and instructional supervision on quality education are stipulated in the (Table 7).

Results from (Table 7) indicate that, all district education offices (100%) agree that the head teachers' communication, delegation and support supervision are key aspects to quality education. Support supervision empowers a teacher to be effective resulting into quality education.

Support supervision empowers a teacher to be effective resulting into quality education. Effective communication has an effect on the working conditions of the teacher and that some leadership styles are more effective than others in building teachers' morale while

executing their duty. It was only in one scenario where 50% of the education officers agreed that in some cases, teacher delegation impacts negatively to the quality of education in schools. This implies that communication, delegation and supervision are crucial leadership skills Head teachers should possess if there are to lead effectively and efficiently towards achieving quality education in schools.

Conclusion

In conclusion, most schools of Karugutu Sub-County in Ntoroko District did not have well-established communication channels and strategies like suggestion boxes, proper use of notes boards, etc in majority of the Universal schools. However, this aspect of communication is not as worse as delegation and support supervision as the percentage of findings was 55%. However, the 45% remaining is a big percentage to create a gap in communication and this illustrated element of malfunctions on school related matters. From the findings, it can be deduced that lack of effective communication has been one of the causes of the poor quality of education in national examinations in schools of Karugutu Sub-County, Ntoroko District. In addition, delegation of duties by head teachers is still a big challenge. It has negatively affected the quality of teachers' performance. The results showed that only 29% of the Head teachers delegate duties effectively as reported by the teachers and the Deputy Head teachers. This hinders them from making decisions and complete tasks in areas they have direct knowledge. Consequently, the results of this tragedy are the poor performance of the learners in national examinations. Also, Head teachers' practices of supervision are inefficient in schools of Karugutu Sub-County in Karugutu district. The findings of the study show that there is a very big gap in instructional supervision role of the head teachers with only 34.5%. This has negatively affected the improvement of teachers' job performance from many aspects like teaching practices, motivation and professional development competences. All these aspects have negative impact on qualities and administrative activities of the Head teacher towards better changes in achieving better job performance among teachers in Universal primary schools in Karugutu Sub-County. To sum up, the study concluded that: Lack of enough support supervision by Head teachers' is one of the causes of the poor performance in schools of Karugutu Sub-County, Ntoroko District.

Recommendations

The Ministry of Education and Sports should avail school-based leadership refresher courses to Head teachers. This will always remind and allow them to build their skills

to communicate effectively with their school community on both pedagogical and collegial bases. In addition, the District Education Officers should organize professional development sessions for Head teachers that support the implementation of good practices. This will help them to nurture their leadership traits and implement the trends of good communication by encouraging others to ask questions and to give feedback and reflections on the decision made in the school community. Lastly, the District Education Office and the school management committees (SMC) should support the Head teachers, teachers, learners and the non-teaching staff through effective delegation techniques in schools. This is will help in improving learners' academic performance since it boosts the morale of both teachers and learners. The school administrations should involve the teachers, learners in decision-making, delegation of authority to allow for excellent academic achievement and the most acceptable leadership style. This is because delegation boosts the teachers and learners' morale to work towards achieving the schools' set goals. In addition, the Ministry of Education (MoEST) should strive to reduce the workload of the Head teachers to ensure that they have adequate time to carry out their supervisory function. It should bridge the staffing shortfalls to assure schools of the requisite numbers of teachers at any given time and equally deploy personnel under the charge of the school management committees to help perform the many managerial functions.

This will free the Head teachers from many responsibilities and ensure that they can effectively visit classrooms for observation purposes and liaise with teachers in a greater manner to ensure better results for the schools. The District Education Office should regularly organize refresher courses to sensitize teachers about the importance of instructional supervision in their career development. This will equip Head teachers with skills of clinical and collegial support supervision where teachers will cultivate positive perception towards supervision.

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