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**INFLUENCE OF HEADTEACHERS' INSTRUCTIONAL SUPERVISORY ROLES ON
TEACHERS' JOB PERFORMANCE IN SELECTED SECONDARY SCHOOLS IN
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ABSTRACT

Teachers' job performance is the professional execution of specific tasks as guided by the curriculum and a set of rules or regulations expected to be supervised by the head teachers'. This study therefore examined the influence of head teachers' instructional supervisory roles on teachers' job performance in secondary schools in Mbale Municipality. The objectives were to find out the influence of head teachers' classroom observation on teachers' job performance; to determine the influence of head teachers' walk-through visit on teachers' job performance and examine the influence of head teachers' supervision feedback on teachers' job performance. A cross-sectional survey research design was used to gather detailed of information from the respondents (teachers and head teachers'). The total population of the study is One thousand and Fifteen (1015) comprising Nine hundred and Ninety five teachers (995) and Twenty (20) head teachers. Simple random sampling technique was used to select Two hundred and Three (203) teachers, while purposive sampling technique was used to select five (5) head teachers from the total population. Two sets of research questionnaire were used to collect data for the study. The test-retest reliability coefficient of 0.75 was obtained and validity was also determined through content validity index with a CVI value of 0.76. Two sets of five (05) and two hundred and three (203) questionnaires were sent to the head teachers' and teachers in the five selected secondary schools in Mbale Municipality making a total number of two hundred and eight (208) questionnaires administered for this study. However, five (05) and one hundred and eighty eight (188) questionnaires were returned by head teachers' and teachers respectively, giving a total number of one hundred and ninety three (193) questionnaires returned. The major findings of this study are that there is a low influence (2.42) of head teachers' classroom observation on teachers' job performance, a low influence (1.72) of head teachers' walk-through visit on teachers' job performance and a very low influence (1.56) head teachers' supervision feedback on teachers' job performance. Based on these findings, it was recommended that head teachers' should intensify efforts in the area of classroom observations of their teachers, head teachers' should continue to ensure regular and timely walk-through visits to their teachers during classes, and head teachers' should improve on the way they give supervision feedbacks to their teachers for proper assessment of activities.