

**ASSESSMENT OF THE IMPACT OF INSTRUCTIONAL SUPERVISION
ON SECONDARY SCHOOL TEACHERS' PROFESSIONAL
PRACTICES IN KABALE DISTRICT**

BY

JOHN BYABAGAMBI

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF THE
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DECLARATION

I, John Byabagambi declare that this is my own original work and has not been presented to any University for award of a degree.

SIGNATURE:

DATE:

This dissertation entitled: **Assessment of the Impact of Instructional Supervision on Secondary School Teachers' Professional Practices in Kabale District**, is a result of research carried out by John Byabagambi under the supervision of Prof. Martin Amin and seen by myself, is ready for submission to Higher Degree and Research Committee of School of Education Makerere University.

1. PROF. MARTIN AMIN
SUPERVISOR

2. DR. SEKITTO AYUBU
SUPERVISOR

SIGN

SIGN

DATE

DATE

DEDICATION

I dedicate this book to my father Mr. Nkoba Yakobo and my mother Mrs. Jeneroza Nkoba. I also dedicate it to my dear wife Jane Turyansingura Baybagambi who tolerated my absence for two years. I cannot forget my sons Naturinda, Natukunda , Natuhwera and daughter Natumanya who missed the fatherly care for a long time.

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ABSTRACT

This study was carried out to assess the impact of instructional supervision on Secondary School Teachers' Professional Practices in Kabale District. The Professional practices considered were; Teaching, attitudes of the teachers towards teaching, the way classroom teachers relate with students and school administrators.

The study involved 20 headteachers, 20 directors of studies and 274 classroom teachers. The headteachers and directors of studies formed the group of instructional supervisors who offer the instructional supervision to classroom teachers.

Four research questions were formulated to guide the study. From these research questions, four statistical hypotheses were formulated as;

1. Instructional supervision does not have a significant effect on the teachers' teaching in secondary schools in Kabale District.
2. Instructional supervision does not influence the attitudes of classroom teachers towards teaching in secondary schools in Kabale District.
3. Instructional supervision does not significantly influence the relationship between classroom teachers and students.

4. Instructional supervision does not significantly influence the relationship between classroom teachers and school administrators.

Data was collected using two types of instruments namely, questionnaire and interviews. It was analysed using the Chi-square (χ^2) test of goodness of fit at 0.05 level of significance.

The statistical analysis of the data brought to light that the role played by the headteachers and directors of studies was vital in assisting classroom teachers in improving their professional practices.

The findings revealed that the attitudes of the classroom teachers towards teaching is generally positive. This was contributed by the instructional supervision offered. They also revealed that the way the classroom teachers relate with students was influenced by the instructional supervision. It was however found out that the way the classroom teachers relate with school administrators was not influenced by the instructional supervision.